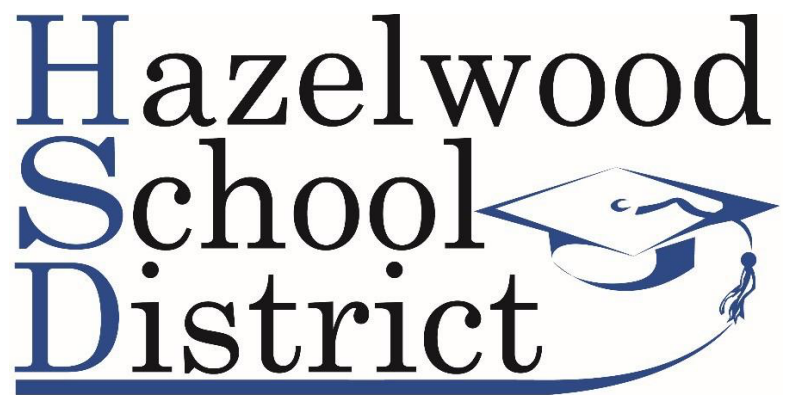




"A Culture of High Expectations and Excellence!"

2021-2022
STUDENT-PARENT
HANDBOOK / BEHAVIOR GUIDE

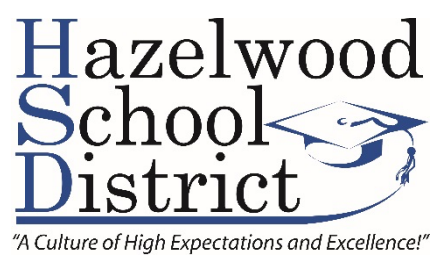


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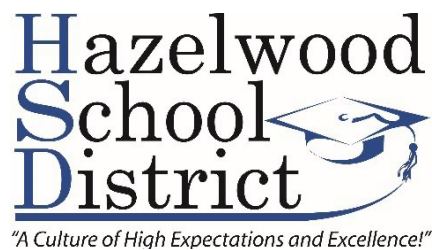
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BEHAVIOR GUIDE

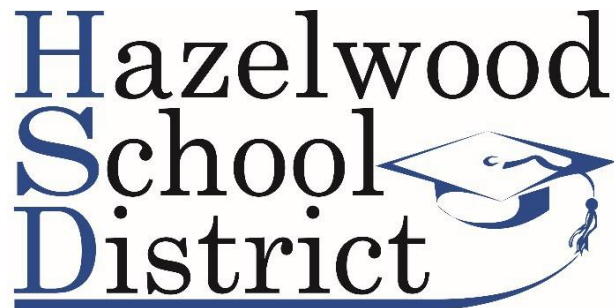
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Educational Records

No one other than a student's parent or legal guardian may access educational records other than directory information. An eligible student (18 years of age) may also access their own educational records. Therefore, the Hazelwood School District cannot, by law, share how students are disciplined with people other than that student's parent or legal guardian.



"A Culture of High Expectations and Excellence!"

BOARD OF EDUCATION

Diane Livingston, President

Dr. Zella Williams, Vice President

Margo McNeil, Secretary

Sylvester Taylor II, Treasurer

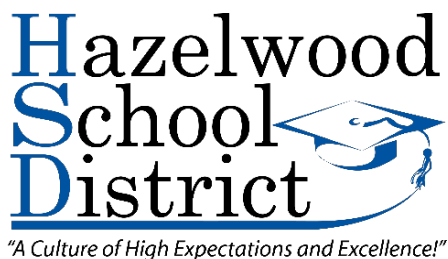
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SUPERINTENDENT OF SCHOOLS

Dr. Nettie Collins-Hart



Dr. Nettie Collins-Hart
Superintendent

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Margo McNeil, CBM

August 2021

Dear Hazelwood School District Community:

Welcome to the 2021-2022 school year! This year's theme, "***Renew, Focus, and Refine,***" speaks to the work we are doing to ***Renew*** our commitment to academic achievement, ***Focus*** our efforts on supporting students, and ***Refine*** our strategies to meet any challenges we may encounter.

As we embark on an exciting new school year, our collective understanding of districtwide expectations is the key to our success. With that in mind, we have developed this *Student Handbook and Behavior Guide* for your family. Your careful review of this handbook will increase your awareness and understanding of Hazelwood School District's expectations, resources, supports, and processes.

I look forward to connecting with you throughout the school year and encourage you to read all HSD materials carefully.

Thank you for your unwavering dedication to HSD.

Sincerely,

Dr. Nettie Collins-Hart
Superintendent



MISSION, VISION, AND VALUE STATEMENTS

MISSION STATEMENT

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

VISION STATEMENT

The Hazelwood School District develops culturally aware critical thinkers prepared to lead with 21st-century skills in an ever-evolving global society.

VALUE STATEMENTS

- High student achievement is based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing the best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

HANDBOOK

ATTENDANCE

The Hazelwood School District Board of Education recognizes the importance of regular student attendance to a successful learning experience. Regular and punctual patterns of attendance will be expected of each student enrolled in the Hazelwood School District. When your student is absent, please make sure you communicate with your child's school.

ABSENCES

Excused Absences Parent phone call or note is required.

- Illness of the student
- Death in the student's immediate family or close friend
- Certain days for religious observance
- Doctor or dental appointments
 - * If a student needs a prearranged absence, (i.e., going on a trip, doctor appointment, and so on), he/she must present written notice with his/her parent's signature the day before the absence, or before school, if the student plans to leave school during the day. This note must state the time and date the student is to leave and must include a phone number where the parents can be reached for verification. It is suggested that parents make dental and doctor appointments after school hours.
- Court appearance
- Quarantine or hospital confinement
- Planned absence with prior approval, (i.e., participation in a valid educational opportunity, such as college visit)
- Field trips or other school-initiated absences
- Emergency or set of circumstances that, in the judgment of the principal, constitutes a reasonable cause of absence from school, (oversleeping, car trouble, running parental errands, babysitting are usually not considered an emergency).
- Administrative assignment to and attendance at a District-approved program (i.e., Alternative Support Center, In-School Suspension, Positive Choice Program)

When possible, a student shall be permitted to make up work missed as a result of an excused absence, unless the work was a whole class activity (i.e., field trip, lab, or physical exercise). Under those circumstances, no penalty shall be imposed on the student's grade; rather, an alternate assignment at the same difficulty level should be given by the teacher.

Unexcused Absences: An absence not listed under Excused Absences is considered an unexcused absence.

Leaving school grounds: For the protection of the student, the student is not to leave the school grounds for any reason, with anyone, without permission from the office. Before a student leaves school on a prearranged absence or illness, a student's parent, legal guardian or designee must report to the office and sign out the student, or, for students permitted to drive to school, parents/legal guardians must provide verification that the student is allowed to sign himself/herself out to leave school grounds unaccompanied. Students who leave campus at an unscheduled time without following these procedures will be subject to disciplinary action as described under "Truancy".

Truancy: An absence from school or class without the knowledge and consent of the parents/legal guardians and the school administration. A parent, legal guardian, or custodian of a child or children who do not regularly attend school may be reported to the Children's Division and/or the Juvenile Court System. A violation of the compulsory attendance law is a Class C misdemeanor: Chronic Truancy (Referral to Family Court), and is defined as: a student who is absent from school without approval for a full day or more, part of a day, or all or part of a class on more than 10 occasions during a school year.

ATTENDANCE PROCEDURES

ABSENTEE CALL-IN

There is an absentee call-in line available in each school office 24 hours a day. You should call your school's attendance number to report your child's absence. Please give the child's name, teacher's name, or room number and the reason for the absence.

DISMISSAL

We discourage early dismissal and request that all medical appointments be scheduled outside of the school day whenever possible. Students are to be released only to parents, legal guardians, or those specifically approved by them. Any other adult who requests a student to be released will be asked for identification and the parent will be called. Students will be dismissed from the school office; NOT the classroom. Parents must sign the student out in the office.

Elementary Parents: If your child is to go home from school in a manner that deviates from the normal routine, you must contact the school in writing that day. If a note is not received, your child will be sent home in the usual manner.

Middle and High School Parents: A student will not be released to a sibling, friend, etc., without a note from the parent for each occurrence. It is important that a telephone contact number be included because each note will be verified. Any person picking up your child must produce proper identification and be listed on the emergency contact information before the child will be released.

HOURS

Grades K-5	School Begins at 8:50 a.m.	Dismissal at 3:50 p.m. Early Dismissal at 1:50 p.m.
Grades 6-8	School Begins at 8:00 a.m.	Dismissal at 3:00 p.m. Early Dismissal at 1:00 p.m.
Grades 9-12	School Begins at 7:15 a.m.	Dismissal at 2:15 p.m. Early Dismissal at 12:15 p.m.

LATE ARRIVAL

Students arriving late to school should report to the attendance secretary in the main office for a late slip to be presented to the classroom teacher.

MAKE-UP WORK

It shall be the student and/or parent's responsibility to initiate a request for make-up work and establish mutually agreeable times with the teacher for daily work and test make-up.

TARDINESS

Tardiness is defined as arriving late to school, class, or the student's assigned area. When students arrive at school after the tardy bell, they must stop in the office for a pass before going to class.

ATTENDANCE REQUIREMENTS AND REPORTING

LEGAL ASPECTS

Missouri School Law clearly places the burden of responsibility for school attendance on the parent or legal guardian.

The law requires all children between 7 and 16 years of age to regularly attend a public, private, parochial, parish, home school, or a combination of such schools for the duration of the entire school term. Parents have the responsibility for requiring and promoting their child's regular school attendance, which is the first step in achieving academic success.

COMMUNICATION

The District's attendance procedures will be published annually and made available to each Hazelwood family. For the protection of the student, the following will be communicated:

SCHOOL RESPONSIBILITIES

- A. Each school will keep accurate records of student daily attendance as required by Missouri State Law. District Student Attendance Procedures are available in each school building. Each school will notify parents/legal guardians of student unexcused and/or excessive absences. Parent notification may include, but is not limited to, one of the following:
- Voice mail systems
 - Teacher contact
 - Attendance Office callers
 - Computer-generated letters
 - Progress reports
 - Administrator, counselor, or social worker contact
- B. Each school will implement attendance procedures to address excessive and/or unexcused absences/tardies. These procedures may include the following:
- Teacher notification of parents (i.e., attendance failure notice, progress report, telephone contact)
 - Student-teacher conference
 - Parent conference
 - Support personnel assistance (i.e., school nurse, counselor, social worker, administrator, care team)
 - Juvenile Court referral (for those under age 16)

TEACHER RESPONSIBILITIES

- A. Each teacher will be responsible for taking and recording accurate hourly student attendance.
- B. Each teacher will be responsible for monitoring student attendance and notifying parents/legal guardians when a student's course grade is being adversely affected by excessive and/or unexcused absences/tardies.
- C. Each teacher will implement the District attendance procedures and policies.
- D. Each teacher will allow students with excused absences to remain current in their class to work and, whenever possible, allow students to make up work missed.

NOTE: A student serving a suspension under a District program (i.e., Alternative Support Center, Positive Choice Program, In-School Suspension, Saturday Detention, and/or Principal's Suspension) will be eligible to receive academic credit.

PARENT/LEGAL GUARDIAN RESPONSIBILITIES

- A. Missouri School Law under the Compulsory School Attendance subsection places the burden of responsibility for school attendance on the parent.
- “Every parent, legal guardian, or other person in this state having charge, control or custody of a child between the ages of 7 and 16 years shall cause the child to attend regularly some public, private, parochial parish, or home school not less than the entire school term of the school which the child attends.” (R.S.MO.167.031).

- B. Parents will notify the school attendance office of each student's absence. A call should be made to verify the absence on the day of the absence.
- C. Parents/legal guardians will make the necessary arrangements if they plan in advance to take a student out of school.

NOTE: Parents should understand that it is not possible to make up many activities that occur during class time (i.e., discussions, films lab work, music rehearsals, physical exercise, and so on).

STUDENT RESPONSIBILITIES

- A. Students will adhere to the attendance procedures as defined by each school.
- B. Students will cooperate with school officials and support personnel to correct any attendance problems that may develop.

NOTE: Except in the case of administrative assignment to a District program (i.e., Alternative Support Center, Positive Choice Program, and In-School Suspension), the student or parent is responsible for initiating the request for make-up work according to school guidelines.

Students should understand that it is not possible to make up many activities that occur during class time (i.e., discussions, films, lab work, music rehearsals, physical exercise, and so on).

A+ SCHOOLS PROGRAM (HIGH SCHOOL)

All Hazelwood School District high schools are considered A+ schools, which can provide students with a financial incentive to attend public community colleges and technical schools. Students must meet A+ guidelines as set by the state of Missouri. All funding is dependent upon the appropriation of funds by the state.

Current guidelines are:

- Be a U.S. citizen, permanent resident, or lawfully present in U.S.
- Enter into a written agreement with the high school prior to graduation
- Attend a designated school for three consecutive years immediately prior to graduation
- Graduate with an overall GPA of 2.5 points or higher on a 4-point scale
- Have an overall attendance rate of at least 95 percent for grades 9-12
- Perform 50 hours of district-supervised, unpaid tutoring or mentoring
- Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol
- Achieved a score of proficient or advanced on the Algebra I end-of-course exam

BEFORE AND AFTER SCHOOL CARE

Several of our schools have before and after school care provided by the YMCA. For registration information, call the YMCA at 521-1822.

BULLYING

In order to promote a safe learning environment for all students, the Hazelwood School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats (including racial bullying); or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity, or on district transportation. Even when cyberbullying does not involve district property, activities, or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform

the district's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes, or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute, or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment, or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's anti-bullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include restorative circles, detention, in-school suspension, out-of-school suspension, expulsion, and removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off-campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include but are not limited to, contacting the parents/legal guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, and prohibition from being on district property or at district activities mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/legal guardians, district employees, substitutes, and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's anti-bullying coordinator will provide information and appropriate training designed to assist employees, substitutes, and volunteers who have significant contact with students in identifying, preventing, and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other

appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers, or mental health professionals; and open-house events. When practical, parents/legal guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists, or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/legal guardians and families on bullying prevention and resources.

CAFETERIA AND FOOD SERVICES

Cafeteria services are provided during breakfast and lunch. All breakfasts and lunches served to meet the requirements of the U.S. Department of Agriculture and include a choice of drink. Breakfast is free for all elementary students. Please go to www.hazelwoodschools.org for current lunch prices. Schools will continue the Computerized Prepayment System for complete balanced school meals. Payment may be made by cash or check. Please make all checks payable to Hazelwood School District.

Parents can log onto www.myschoolbucks.com and prepay for their child's meals using a credit card. Once your account is established, you can check balances and fund the account from your

computer, phone, or fax. Parents without Internet access can call a toll-free number (1-855-832- 5226) to receive an application to pay by phone or fax.

Siblings may not use each other's accounts without permission from the Food Services Director.

Students qualifying for free meal benefits make no payments. Students qualifying for reduced-price meals must make prepayments of adjusted amounts according to the same procedures as all other students. Students must still enter their number. Students who have no money in their account will be provided a free sandwich and the choice of sides and a drink.

In order to reduce the amount of paper usage and increase efficiency, the District is no longer copying and sending home menus. The menus are available on our website at www.hazelwoodschoools.org. Students may also bring their lunch. Lunch items brought from home should meet the District's Eat Smart guidelines. Parents should contact the office for additional support if needed.

Information regarding free/reduced meals is available in the school office.

ELEMENTARY SCHOOL

A charge is made against this account each time the student enters his or her student number on a keypad or a lunch card is scanned at the cafeteria checkout. Students should be taught to keep their identification number confidential. Students are reminded when their account is low. A prepayment envelope will be given to each child when the account shows that the student has only three lunches left.

MIDDLE SCHOOL/HIGH SCHOOL

The District uses a computerized meal accounting system. The system scans the bar code on the student's I.D. badge; therefore, students must display and use their District-issued student I.D. badge to eat breakfast and lunch each day. Students must prepay for their breakfast/lunch. Prepayments into a student's account may be done by obtaining a pre-payment envelope from the cafeteria cashier or by picking one up in the grade level offices. Students who are on a free or reduced payment lunch plan must have the annual paperwork filled out and returned each year. Failure to turn in these forms in a timely manner may result in a delay of students being approved for the free or reduced meal prices. Students are not allowed to charge lunches. Students may also bring their lunch. Lunch items brought from home should meet the District's EatSmart guidelines.

CHILD ABUSE AND PROTECTION

Missouri law requires that school administrators, counselors, or teachers to report all incidents of suspected child abuse or neglect to the proper legal authorities. Any school employee, pursuant to the performance of his/her duties, having reasonable cause to believe that a child coming before him/her has physical injuries that may have been intentionally inflicted by a person responsible for the child's care, must notify the Children's Division and the administrator in charge of the child.

CITIZENSHIP AND DISCIPLINE

Students and teachers have different roles in the school environment. Students need to be mindful of these roles and understand that while at school, the teacher serves as an authority figure.

The law provides teachers with considerable authority over the control and education of the child, once the child has been sent to school by the parent. Students are expected to be respectful to all students, faculty, and staff: teachers, principals, counselors, cafeteria workers, custodians, security officers, etc., and visitors in the building. Students should follow faculty and staff's instructions upon the first request in a positive manner (no back talk, rude gestures, or destruction of school property). Rude, disrespectful, and potentially violent language, behavior, and actions will not be tolerated and will result in the appropriate disciplinary action.

ATHLETIC PARTICIPATION AND EVENT CONDUCT

To be eligible to participate in school athletics and activities is a privilege—not an inherent right—granted if you meet the eligibility standards as set forth by the Missouri State High School Activities Association. MSHSAA eligibility standards can be found at www.mshsaa.org or see your school's activities director. A student's behavior and or conduct should be reflective of the Hazelwood School District's student handbook. A student whose character or conduct is such as to reflect discredit upon himself/herself may be removed from the team.

Students are expected to follow the Student-Parent Handbook/Behavior Guide during all school-sponsored events. Students are encouraged to demonstrate school spirit through positive avenues, such as wearing school colors, attire, and cheering for their team. Please be respectful of all spectators and opposing teams and their fans. Any violation of school policy can result in disciplinary action.

COMMUNICATION AND VISITING SCHOOLS

BOARD OF EDUCATION

Check www.hazelwoodschools.org in the "about us" section for information on the Board of Education meetings.

CHANGE OF ADDRESS OR PHONE NUMBER

For your child's safety and well-being, please notify the school immediately if you have a change of address and/or phone number either at home or at work. If you have a change of address, documentation of such a change must be presented to the school office. Cell phone numbers may also be sent to the school office.

CONTACTING TEACHERS

Parents wishing to contact their child's teacher may call the school office or a teacher's voice mailbox. To leave a message for a teacher, dial 953-5203 (Express Messaging). If you know the voicemail number, it will instruct you to enter it now. If you don't know the voicemail number,

press “11,” listen, and then enter the last name followed by the first name of the teacher. **TEACHERS WILL NOT TAKE CALLS DURING CLASS TIME.**

Please make appointments for conferences with teachers in advance. You may also e-mail a teacher. Go to www.hazelwoodschoools.org for an e-mail directory.

FACULTY/STAFF CONTACTS

Faculty and staff may be contacted through voicemail or e-mail. Voicemail numbers and e-mail addresses may be found on the school’s webpage. When using the voicemail system, please dial 314-953-5203, and then enter the teacher’s five-digit voicemail number. If you do not know the teacher’s voicemail number, you can access the names’ directory by pressing “11” and then enter the teacher’s last name. Faculty and staff will make every effort to return your voicemail or e-mail promptly.

Opportunities to interact with the principal, teacher or counselor are available during the open house, parent/teacher conferences, or by appointment. You may call the person you would like to meet with and arrange a mutually convenient time. Please be aware that you will need to sign in at the main office if meeting with a faculty member and wait for instruction.

Assistant Principals: In all schools, students are assigned an assistant principal when they enroll. The assistant principal’s role in the school is an instructional leader. While teachers work with every student to resolve discipline issues, the assistant principal may be called to intervene in certain situations. The assistant principal will follow the Student-Parent Handbook/Behavior Guide when dealing with student misbehavior and violations.

Counselors: Students are assigned a counselor when they enroll. The counselor’s role in the school is to provide the needed support and guidance to help facilitate success and to address any academic, career, educational, personal, and/or social concerns. Counselors are trained to administer and interpret educational and occupational interest tests and surveys and provide individual, group, and crisis counseling. You can contact your child’s counselor if you have concerns or questions, or call and schedule an appointment.

PARENT CONFERENCES

The first-quarter report cards are presented during the parent-teacher conferences. Additional conferences are suggested whenever the teacher or parent feels communication needs to be facilitated through direct contact.

PARENT PORTAL

The parent portal is a web-based, password-protected website, that not only displays homework and grade information, you can also see immunization information, attendance, and discipline for your student. See our website at www.hazelwoodschoools.org for additional information.

PARENT VISITS

Parents are encouraged to visit the school; however, visits to individual classrooms must be arranged in advance by contacting the teacher to schedule a visit. **FOR THE SAFETY OF OUR STUDENTS, ALL VISITORS MUST REGISTER IN THE SCHOOL OFFICE UPON THEIR ARRIVAL.** Please check out at the office after your visit.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued four times a year. Mid-quarter progress reports are sent home with students who are demonstrating academic or behavioral problems. Additional progress reports will be sent as needed.

Middle school report cards are issued three times a year. Mid-trimester progress reports are sent home with students who are demonstrating academic or behavioral problems. Additional progress reports will be sent as needed.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER—953-SNOW

Please tune to area radio and television stations such as KMOX-1120 AM, KTVI-Channel 2, KMOV-Channel 4, KSDK-Channel 5, KPLR-Channel 11, and HSD-TV, for cancellation information; or call the **Hazelwood School District Snow Line at 953-SNOW. You can also go to the Hazelwood School District website, Facebook page, and Twitter accounts for up-to-the-minute closings.** In addition, you will also receive an auto-dial call from the District. Unless absolutely necessary, please do not call the school to find out whether the school is in session. Such calls tie up the phone lines.

If school is closed or there is an early release due to inclement weather or an emergency, there will be no Y-Care. However, if the early release is within the hour before dismissal 2:50 p.m.-3:50 p.m., or if only after school and evening activities are canceled, **Y-Care will be open**, and the YMCA will call parents and ask them to pick up their children. This is also explained in the Y-Care parent handbook

SCHOOL-TO-HOME COMMUNICATION

The school will periodically send communications containing special announcements and information about school activities through Peachjar, email, and autodialers. Log on to the Hazelwood website for up-to-the-minute information about the District. Each school has a home page on the web. Watch for school and District activities on HSD-TV. Sign up for the District e-mail newsletter, “HSD E-Mail Extra,” at www.hazelwoodschoools.org

Please check on a regular basis for school announcements and classwork that are sent home.

TELEPHONES AND MESSAGES

The office and classroom telephones are for business use but may be used when permission is given by the office staff and/or teacher. Students are not to use these phones without permission. Parents are asked not to call and leave messages for students except in the case of an emergency.

COMMUNITY SERVICE REQUIREMENT (HIGH SCHOOL)

The Hazelwood School District strives to create concerned and committed students who will make a difference throughout the community and will have a voice in social change. Therefore, **all students attending four years of high school are required to complete 50 hours*** of community service before graduating and being allowed to participate in graduation ceremonies. These hours can be completed during the school year or during school breaks. All community service activities must be pre-approved by the community service coordinator in your building. *Transfer student hours will be prorated, dependent upon semesters completed at a Hazelwood high school.

CURRICULUM, GRADING, AND HOMEWORK

The Hazelwood School District curriculum is carefully developed and consistently revised to provide a comprehensive program which will best prepare our students for the world of tomorrow. The core subjects include English language arts, mathematics, science, and social studies. Students also receive instruction in art, music, health, physical education, study skills, library skills, computer applications, and group counseling activities through the Missouri Model Guidance curriculum.

The District aligns curricula, instruction, and assessment of the Missouri Learning Standards. More specific information about the District curriculum can be accessed at www.hazelwoodschools.org

ACADEMIC STANDARDS AND GRADING SCALE

Academic standards and grading policies have been set by the Hazelwood Board of Education in order to maintain the high quality for which our schools are known. Students are expected to perform according to their highest potential and all students are required to demonstrate consistent mastery for each grade level in order to be promoted. Report cards are sent home at the end of each grading period to inform parents of their child's academic progress, effort, conduct, and work habits. Grades in grade levels three through five are assigned according to the following categories on the following page.

ELEMENTARY

GRADING SCALE

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - Below

GRADING PROCEDURES

The types of grades to be identified and recorded for the purpose of determining quarterly and/or final grades include the following:

1. Oral or written tests, such as unit tests or other assessments
2. Independent practice activities completed at school
3. Long-term projects or special assignments which require considerable student time, effort, and research.
4. Contributions made by a student that illustrate understanding of specific concepts or skills (a student may show this verbally, in writing, or through demonstration).

MIDDLE SCHOOL

GRADING SCALE

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - Below

GRADING PROCEDURES

Formative (30% of grade) and Summative (70% of grade)

Definition of Formative

Assessments are used to provide direction for improvement and/or adjustment to a program for an individual student or whole class. Teachers use these “assessments for learning” to inform and guide their instruction and to help individual students better understand his/her areas of proficiency or deficiency.

Definition of Summative

Assessments are used to provide information about a student’s achievement at the end of a lesson, unit, or period of instruction.

Teachers use these “assessments of learning” to judge the effectiveness of their teaching practices and to improve instruction for students. The assessments help students gain a deeper understanding of what they have learned and how well they have learned it.

HIGH SCHOOL

GRADING SCALE

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - Below

End Of Course tests will be 15% of a student’s grade.

GRADING PROCEDURES – ASSESSMENTS (TESTING)

Formative (30% of grade) and Summative (70% of grade)

Definition of Formative

Diagnostic assessments are designed to provide direction for improvement and or adjustment to a program for an individual student or a whole class.

Practical application - Teachers use these “assessments for learning” to inform and guide their instruction and to help individual students better understand his/her areas of proficiency or deficiency.

Definition of Summative

Assessments are designed to provide information about a student’s achievement at the end of a period of instruction.

Practical application - Teachers use these “assessments of learning” to judge the effectiveness of their teaching practices and to improve instruction for students. The assessments help students gain a deeper understanding of what they have learned and how well they have learned it.

District Assessment Plan (Policy IL) requires all students enrolled in the Hazelwood School District to participate in all statewide assessments.

Please refer to Policy IL, available on the District’s website.

Formative Examples	Summative Examples
● Homework* ● Quizzes* ● Projects* ● Presentations* ● Role Play (Practice)* ● Labs* ● Demonstrations* ● Essays* ● Speeches* ● Peer Evaluations* ● Group projects ● Common Formative Assessments	● Homework* ● Quizzes* ● Projects* ● Presentations* ● Role Play* ● Labs* ● Demonstrations* ● Essays* ● Speeches* ● Peer Evaluations* ● Tests ● Debate

● Class Activities ● Warm-ups (Completion / Participation) ● Notebook/Journals (Completion & Quality) ● Participation ● Discussions ● Bell work ● Class work ● Rough Drafts ● Socratic Seminar ● Performances (Music, Art / Acting) ● Bonus/Extra Credit ● Group Work	● Research projects ● Individual projects ● EOC exams ● Book Reports ● Web Quest ● Portfolio ● Common Summative Assessments
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*Denotes items that were recommended for both Formative and Summative Assessments.

RETAKE “NOT YET” GRADING PROCEDURES

- All students will be given an opportunity for one attempt per assessment to retake an assessment to improve their percentage. This does not apply to mid-semester, finals, and tests that are graded outside the district.
- Any student requesting to retake an assessment must arrange with the teacher and attend help session(s) before, during, or after school for middle/high school or get extra support from the teacher in elementary school. (This will ensure that the necessary support is provided prior to retaking the assessment).
- All assessment retakes must be completed prior to the next assessment. *An Individual Educational Plan (IEP) or 504 plan may supersede this guideline.
- The student’s final grade on that assessment will be the higher of the two grades.

HOMEWORK

Homework is a necessary part of school. Students will be expected to spend time doing homework in addition to attending their scheduled classes to achieve satisfactory progress. Some assignments are long-range in nature and require planned study time for completion. Students are strongly encouraged to develop good study habits. Study buddies in each class are helpful in order to discuss or retrieve missed work when absent. Homework policies are developed in each class or grade level team to promote the success and learning of all students and deter failing grades. Parents are reminded that daily reading is a part of homework.

RATIONALE FOR HOMEWORK PROCEDURES

Homework provides the following:

- The opportunity for independent learning.
- The opportunity for students to develop learning habits that will serve them for the rest of their lives.
- The mindset that learning does not start or end in school, but is a continual life-long process.

THE PURPOSE OF HOMEWORK

- Practice – to help students master specific skills which have been presented in class; Students' speed and accuracy increase with practice.
- Preparation – to help students gain the maximum benefits from future lessons' and/or to set learning goals.
- Extension – to provide students with opportunities to transfer specific skills or concepts to new situations through research, comparing items, constructing support for an argument, and representing knowledge in graphic organizers.
- Creativity/Application – to require students to integrate many skills and concepts in order to produce original responses.

GENERAL HOMEWORK GUIDELINES

- All students are expected to complete assigned homework to the best of their ability and on time.
- Every homework assignment will be evaluated and returned to students in a timely manner.
- Homework should be directly related to classroom learning and appropriate for the individual student. As such, homework should:
 - not be assigned as a disciplinary measure (District policy)
 - recognize a student's home study time may need to be divided among several subjects and should not be excessive
- When assigning long-term assignments teachers should:
 - schedule an assignment timeline with checkpoints that helps the teacher, parent, and student monitor progress
 - provide sufficient and timely feedback to students to allow them to make mid-assignment corrections
- The average (nightly total) suggested time length for specific grades levels are:

● 1 st = 10 min	● 7 th = 70 min
● 2 nd = 20 min	● 8 th = 80 min
● 3 rd = 30 min	● 9 th = 90 min
● 4 th = 40 min	● 10 th = 100 min
● 5 th = 50 min	● 11 th = 110 min
● 6 th = 60 min	● 12 th = 120 min

* It is difficult to regiment the assignment of homework, either in time or in amount.

TEACHER RESPONSIBILITIES

- To provide meaningful assignments that reinforce concepts, stimulate creativity, and develop critical thinking skills or provide the students with an opportunity to extend their knowledge of the subject. These assignments should increase in difficulty as a student's grade and skill level increases.
- To regularly evaluate homework practices. This should take place as a natural consequence of the assessing, evaluating, and lesson-planning process.
- Make every effort to ensure that homework assignments are defined and clearly understood by students at the time of the assignment.
- Confer with parents regarding homework concerns when they arise.
- Have appropriate assignments available for completion for students who were absent.
- Maintain accurate records for parents to access via the Parent Portal.
- Give credit for homework appropriate to the assignment made and to give students opportunities to re-do (display proficiency) the assigned work.
- Work as a staff to develop procedures to ensure homework assignments are coordinated across disciplines.

PARENT RESPONSIBILITIES

- Take an active interest in your child's progress and activities in school.
- Contact the teacher, counselor, or administrator if problems develop concerning homework.
- Provide a suitable, well-lit, and quiet place with appropriate materials for your child to study.
- Help the student manage time for homework, as well as chores, hobbies, school activities, jobs, and recreation.
- Encourage your child to ask questions and request the assistance of the teacher if he or she does not clearly understand an assignment or lesson.
- Offer guidance and suggestions, but resist the temptation to work the problem, write the composition, or do the research for the student.
- Acknowledge responsible homework habits and efforts with praise.
- Contact the school and/or the teachers for makeup assignments when applicable.

STUDENT RESPONSIBILITIES

- All high school students are expected to complete assigned homework to the best of their ability and on time.
- Understand the homework assignment(s) before leaving school.
- Take home all the necessary materials to complete the assignment(s).
- Schedule time free of distractions and compatible with family and/or after-school activities.
- Complete the homework on time and to the best of your ability each and every time.

- Talk with the teacher(s) regarding homework concerns.
- Contact the school and/or the teachers for makeup assignments when applicable.
- Manage time for homework, as well as chores, hobbies, school activities, jobs, and recreation.
- Responsible for getting the missing homework from the teacher.

LATE HOMEWORK GUIDELINES

- Students who have missed work due to an “excused” absence will be given the same number of days to return completed work as days they were absent. For example, if a student is absent 5 school days, then he/she will have 5 school days to get the assignments turned in. Additional time may be granted at the teacher’s discretion.
- It is the student’s responsibility to get the missing homework from the teacher.

DRESS CODE

Students must come to school dressed in appropriate attire every day. Students’ grooming is expected to be neat, clean, and in good taste so that each student may share in promoting a positive, healthy, and safe atmosphere.

Students should respond appropriately to any reasonable staff request involving the dress code. When, in the judgment of the principal, a student’s appearance or mode of dress disrupts the educational process, or constitutes a threat to health or safety, the student may be required to make modifications. Please refer to the Student-Parent Handbook/Behavior Guide for more specific information on the dress code and disciplinary actions. In schools with uniforms, students are expected to comply with the school uniform policy.

SCHOOL UNIFORMS

The following schools have adopted a school-wide uniform policy:

Elementary Schools: Arrowpoint, Barrington, Brown, Grannemann, Garrett,
Jamestown, Keeven, Larimore, Lusher, Townsend, and Twillman

Middle Schools: Central Middle, North Middle, and Southeast Middle

EMERGENCY CLOSINGS AND EARLY DISMISSAL

EARLY DISMISSAL DUE TO AN EMERGENCY

Occasionally, early dismissal of students will occur. Be sure to have plans made for the care of your child should school be dismissed earlier than usual. This includes safe transportation from school for students who do not ride a bus. Early dismissal cancels all night activities, including practices.

If school is closed or there is an early release due to inclement weather or an emergency, there will be no Y-Care. However, if the early release is within the hour before dismissal 2:50 p.m.- 3:50 p.m. or if after school or evening activities are canceled, **Y-Care will be open**, and the YMCA will call parents and ask them to pick up their children. This is also explained in the Y-Care parent handbook.

EMERGENCY COMMUNICATIONS

In case of early closing of school due to bad weather or other natural disasters, or in case of emergency related to your child, please be sure to list three additional emergency contact names and phone numbers. Notify the school office if any of the numbers change.

EMERGENCY DRILLS

Every school in the Hazelwood School District must conduct emergency drills for severe weather, earthquake, bomb threats, and intruders. Each school has an individualized emergency plan.

FIELD TRIPS

Students may be provided with opportunities to participate in field trips throughout the year. It is the student's responsibility to return the written permission slip and fees by the designated date. Failure to return the necessary paperwork and fees may result in the student not participating in the activity. Teachers may develop the criteria for student field trip eligibility. These criteria may include but are not limited to, attendance, academic performance, and behavior. Attendance at school on the day of a field trip is expected even if a student chooses not to participate or is not allowed to participate in the field trip. Meaningful activities will be provided. Students are responsible for all work missed due to participation on a field trip. Students and families should contact the school office for assistance regarding field trips.

SCHOOL COUNSELING SERVICES

School counseling services such as assistance with educational planning, interpretation of test scores, career information, academic assistance, and help with home and/or social concerns are available to all students in the Hazelwood School District. Counselors also have access to information on community services that provide assistance and conduct support groups on an as-needed basis. Counselors will help mediate student conflicts and work with students in the classroom setting to provide information on issues that students face on a daily basis. Students who would like guidance school counseling services may make an appointment to visit with their counselor by following their school's procedure or by having their parents call the school. Hazelwood School District schools also have a social worker available who collaborates with school staff to assist with various student and family matters.

HALL PASSES

Students are not permitted in the halls during class periods unless accompanied by a teacher or in possession of a hall pass from a teacher or staff member. Students must have a pass to see a teacher, counselor, principal, or to use the telephone.

HARASSMENT

Harassment is defined as abusive behavior based upon race, ethnicity, nationality, immigration status, religion, sexual orientation, gender identity, or ability that creates a hostile environment. This includes gestures, verbal comments, pictorial or written statements, or threats. Any comments that could be construed as harassment will be taken seriously. All students are expected to treat one another with courtesy, dignity, and respect. No students are to be subjected to any form of harassment. Any student who believes he/she needs help in stopping any type of harassment shall verbally report the incident to any staff member with whom he/she feels comfortable discussing the incident, or may write and submit the complaint on a Student Statement Form. If a thorough investigation reveals that harassment has occurred, prompt consequences will be assessed that match the severity of the occurrence.

Repeated incidents of harassment will result in increasingly serious consequences to the offender in accordance with our Student-Parent Handbook/Behavior Guide. If a parent is aware of harassment at school, they should call their child's teacher, counselor, grade level principal, or the Safe Schools Hotline at 889-SAFE (7233).

HEALTH AND SAFETY

Your children benefit from the professional services of a registered nurse if they become ill or injured. Our nurses are in the schools full time. You will receive the nurse's office numbers from the school office.

COMMUNICABLE DISEASES

If your child contracts a communicable disease and has to stay at home for a long period of time, each teacher will make arrangements for make-up work. If you are not sure when your child should be sent back to school, call the school nurse or your physician.

CRITERIA FOR EXCLUSION FROM SCHOOL (CONTROL OF COMMUNICABLE DISEASE)

Children are sent home for the following reasons:

1. Temperature of 100 degrees F or above
2. Vomiting due to illness
3. Diarrhea
4. Undiagnosed rash, lice, or scabies
5. Suspected eye infection
6. Suspected contagious disease

Children may return to school as follows:

1. Temperature below 100 degrees F for 24 hours without medication (e.g., Tylenol, Motrin, etc.)
2. Rash: absence of symptoms, and/or note from the doctor stating that the student is not contagious or that treatment has been started.

3. Vomiting or diarrhea: following a normal diet for 24 hours - the child has no further vomiting or diarrhea.
4. Pink eye: the absence of symptoms, and treatment from a doctor (e.g., antibiotic drops/ointment) for 24 hours or diagnosis by a doctor that student is not contagious.
5. Head lice: the absence of lice, “nits” or eggs. Parent/adult must accompany the child to the clinic to be checked by the school nurse before returning to the classroom.

EMERGENCY MEDICATION

Written standing orders from the District’s consulting physician will be obtained annually for the administration of emergency medication. All student-occupied buildings in this district are equipped with prefilled epinephrine auto syringes and albuterol sulfate inhalation solution that can be administered by the school nurse or other school employee trained and supervised by the nurse when the nurse or trained employee believes, based on his or her training, that a student is having a life-threatening anaphylactic reaction or an asthma episode. Parents are to notify the school nurse or principal if their student cannot receive albuterol or epinephrine.

EXCUSES FROM PHYSICAL EDUCATION OR OUTDOOR ACTIVITY

Students may be excused from going outside or from physical education classes for a maximum of two days upon receipt of a note from a parent or legal guardian. This note must state the reason for the excuse; specify the dates the child should be excused and, must be approved by the principal. An extension of time to be excused for a specific illness may be granted upon receipt of a signed statement from a doctor stating that: (a) the child should be excused from outdoor activity and/or physical education, and (b) the duration of time for which the excuse applies.

HOME TEACHING FOR LONG-TERM ILLNESS

If your child must be out of school for a prolonged period, contact the principal as soon as possible so that it can be determined whether your child qualifies for services which would bring a teacher to your home or to the hospital.

ILLNESS OR INJURY

In case of illness or injury, a child will be cared for temporarily by the school nurse or an authorized member of the school staff. School personnel will render first-aid treatment only. If emergency medical treatment is necessary, the parents will be contacted. If parents are not available, the child will be taken to the emergency room at the hospital. Remember that an emergency telephone number for the student’s doctor must be on file at the school.

If a child is feeling unwell, running a fever, vomiting, or has diarrhea during the evening or in the morning before school, they should not come to school that day.

IMMUNIZATIONS

Proof of immunization must be sent to the school nurse. The nurse is authorized to accept documentation from a physician on the physician’s letterhead that includes the month, day, and year of vaccine administration. Students should be immunized against diphtheria, tetanus,

pertussis, polio, measles, mumps, rubella, hepatitis B, and varicella (chickenpox). Eighth-grade students are required to have one dose of the Tdap and meningitis vaccinations. Twelfth-grade students are required to have two doses of the meningitis vaccination. Students who are not adequately immunized or do not have documentation of exemption will not be permitted to attend class. The school clinic has information pertaining to the immunization requirements.

Locations for the St. Louis County Health Departments where immunizations are available can be picked up from the school clinic.

MEDICAL INFORMATION

We must have on file MEDICAL INFORMATION for your child. The school front office should have numbers where you can be reached in case of illness or emergency. It should also list someone who is always available to pick up your child if we cannot reach you.

Update your child's emergency information whenever changes are needed for names and/or phone numbers.

MENTAL HEALTH EVALUATIONS AND THERAPEUTIC COUNSELING SERVICES

Students may at times require counseling to work through various emotional issues. If outside counseling is needed, please contact your school counselor/social worker for a referral to the following agencies:

- Family Solutions for Kids (K-12)
- Safe Connections (9-12)
- Lutheran Family and Children's Services (K-12)
- Children's Foundation of Mid-America (K-12)
- Community Psychological Service (K-12)
- Children's Home Society through the Special School District (K-12)
- DePaul SSM Behavioral Health Services (K-12)
- National Alliance on Mental Illness (K-12)

PHYSICAL EXAMINATION

It is recommended that every child attending the Hazelwood School District should have a complete physical examination at the beginning of the school year in kindergarten, grades 4, 7, and 10. It is also recommended that students new to the school system should have a complete physical examination regardless of grade level. Forms for this purpose are available from the school nurse or on the Health Services page on the District's website.

PROCEDURES FOR ADMINISTERING MEDICATION FOR STUDENTS REQUIRING MEDICINE AT SCHOOL

Hazelwood School District policy (JHCD) allows for the administration of medication to students who require it during the school day to enable them to remain in school and participate in their education. Below are the required procedures for providing this service for students.

- The District will accept the prescription label as an equivalent of the physician's or prescriber's order for medications. A completed parental permission form is also required. Written direction includes the name of the student, the name of the medication, the dosage, the frequency of administration, the time medication is to be given at school, the reason for the medication, possible side effects, and the termination date for administering the medication. (A form is available in the clinics.)
- Medication must be delivered by the parent/legal guardian or other responsible adults.
- No over-the-counter medication shall be given to a student without a completed parental permission form.
- The District **will not** administer the first dose of any medication.
- The parent/legal guardian of the student must assume responsibility for informing the nurse of any change in the student's health or medication.
- If there is a change in medication or medication dosage, a written prescription is needed from the physician.
- All medication is to be in the original prescription bottle, or the original over the counter container, with no more than a 30-day supply and the following information on the label:
 - Child's name
 - Name of medication and dosage
 - Physician's name
 - How the medication is to be given (time and frequency)
 - Special storage requirements (e.g. refrigeration)
- Schedule II (controlled substances) medication shall be inventoried upon receipt, using a form available in the clinic.
- The policy also addresses the need for students with chronic respiratory illness, who use metered-dose inhalers, to use their medicine at school.
- Parents/legal guardians are responsible for picking up any medication that remains at the end of the school year. If it is not picked up, the nurse will destroy what is left.

Parents who have questions or concerns should contact the school nurse.

No student is allowed to have medication of any kind (even cough drops, aspirin, etc.) in his/her possession. A physician's order is required for students with inhalers or insulin to self-administer. Please contact your school nurse for more information. All other medications must be kept in the nurse's office. Medications are only administered in the clinic by qualified school personnel. Refrigeration is available.

SPECIAL MEDICAL NEEDS

It is essential that we know if your child has special medical needs. It is the parent's/legal guardian's responsibility to fill out appropriate emergency forms and provide us with emergency procedures in the event that your child needs to be treated for such emergency conditions as allergic or diabetic reactions.

ID POLICY (MIDDLE AND HIGH SCHOOL ONLY)

All students must wear their school-issued ID during school hours. Student IDs must be worn on the school-issued lanyard around the neck during school hours. The IDs must be worn in the front and must be visible at all times. Students will not deface their IDs (write on ID, put stickers on ID, etc.). Students must present their ID to any school district employee when requested.

IF THERE IS AN ISSUE AT SCHOOL

The Hazelwood School District is committed to the success of every student. It is well understood the best results are achieved when the home and school work in partnership with one another. Although steps are taken to ensure that each student has a positive school experience, issues will sometimes occur. To ensure that issues are handled promptly and effectively, the District has prepared guidelines for seeking solutions to issues:

1. Speak first with the teacher if the issue is related to the classroom.
2. You may contact the grade level principal if you wish to receive assistance in solving issues that are not resolved after talking with the teacher.
3. You may contact the principal if you wish to receive assistance in solving issues that are not resolved after talking with the grade level principal or if they involve a function of the school. Questions related to Special School District will be directed to the area coordinator.
4. You may contact an assistant superintendent if you wish to receive assistance in solving issues that are not resolved after talking with the principal. Other issues or questions concerning the school district should be directed to the appropriate Central Office Administrator.
5. You may contact the deputy superintendent to receive assistance in solving issues not resolved after talking to the assistant superintendent.
6. You may contact the superintendent (in writing) if you wish to receive assistance in solving issues that are not resolved after talking with the deputy superintendent.

INTERNET USE

The Internet is available for research use. We will follow the Acceptable Use Policy of the Hazelwood School District. The library and classrooms will have the World Wide Web access through the Internet. Students will not be allowed to create, send or receive an e-mail at school unless the assignment is part of an approved instructional project. An Internet privilege may be revoked due to inappropriate use of access privileges. Any student on an inappropriate site will have his/her license revoked for one school year. "Students specifically agree not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material, nor shall a member encourage the use of controlled substances." Students may not post, print, or download any files without the consent of the supervising teacher. Doing so may result in loss of Internet privileges. Any student having difficulties with accessing sites for educational purposes should contact the teacher.

LEAVING CAMPUS

Students are not allowed to leave campus unless written permission from parent(s) has been given and approved in the office. Students wanting or needing to walk home must have a note on file in the office giving permission from the parent(s)/legal guardian(s) for the student to walk home.

Bus transportation is provided on early dismissal days, but students will be allowed to walk if they have a permission slip from the parent(s) on file in the office prior to the day of early dismissal. If further clarification is needed, please contact the building administration.

LIBRARY PROCEDURES

The school library contains hardback and paperback titles for use by our students and faculty. The library is open during regular school hours for student use and is used on a regular basis by classes doing research and/or check-out. The purpose of the school library is to provide educational resources for the student population. A library is also a place for relaxation and reading enjoyment, as well as a place for quiet study and research. In order to maintain this atmosphere, appropriate library behavior is expected.

LOCKERS

Each student in the middle and high school will be issued his/her own hallway locker and lock at the beginning of the school year. Personal locks may not be used on hallway lockers. All lockers are the property of the Hazelwood School District and may be entered at the discretion of the administration.

- Lockers MUST be locked at all times. Leaving a locker set on a number makes it accessible to other students.
- Locker combinations MUST NOT be shared or exchanged with others.
- Students who change lockers without permission from the office, or use another student's locker, will be subject to disciplinary action.
- Students are responsible for all items kept in their locker.

Since a locker is the property of the school, it may be inspected. Students must use only the locker that is assigned to them. To assure that the equipment in our building is treated with care, stickers or taped items may not be used on or inside lockers. The size of our lockers requires that they house only required school supplies, books, and coats. If a lock is lost, a new lock will be issued at a replacement fee of \$5.00.

MOCAP IN HAZELWOOD SCHOOL DISTRICT

Beginning in January 2019, any student in kindergarten through 12th grade enrolled in the Hazelwood School District who was also enrolled as a full-time student the previous semester can opt to take a course virtually through the District-preferred provider, Launch, or through the Missouri Course Access Program (MOCAP) organized through Missouri's Department of Elementary and Secondary Education (DESE). To learn more, visit the Curriculum and Instruction Department page on the district website.

PARKING PROCEDURES (HIGH SCHOOL)

Parking is reserved for faculty, staff, parents, and visitors. Only students who have an office-issued parking pass that is displayed properly may park on campus. Students should park in designated areas.

In order for everyone to be safe during schools hours, drivers are requested to please observe all posted traffic speeds, signs for dropping off and picking up, and to use common courtesy when driving on school premises. Please observe all school security officers, school resource officers, and postings on the school campus.

PARTY SNACKS/TREATS (ELEMENTARY SCHOOL)

Hazelwood School District follows the recommendations of the St. Louis County Department of Health and the Advanced Missouri Eat Smart Guidelines with regards to party treats. Food prepared in private homes is not permitted. The District has a new program for treats for classroom birthday parties. Parents or legal guardians who wish to plan a birthday for their child at school are encouraged to complete an order form from the Child Nutrition Department.

Available treats meet the Eat Smart Advanced Guidelines adopted by the District and the ice and juice contain no allergens. Any treats brought in from the outside for classroom birthday parties, must be prepackaged, meet the Eat Smart Guidelines, and need to be approved by the teacher and/or school nurse to make sure that they contain no allergens.

Napkins, plates, utensils, and treats will be delivered to the student and classmates during their lunch period. Early childhood students will have their treats delivered to the classroom.

If you have questions about the classroom birthday party program, contact the Hazelwood School District Child Nutrition Department at (314) 953-5990 or contact your child's school cafeteria.

Typically, there are two classroom parties a year. Each school principal and staff will decide which parties are appropriate for their school. The Advanced Missouri Eat Smart Guidelines require food that meets certain health guidelines. Therefore, cupcakes and candy are not allowed. Go to the District website to view the Eat Smart Guidelines.

RESIDENCY

All students are required to be housed or living full-time in the Hazelwood School District unless he/she is otherwise legally entitled to attend the district. This will be determined by the Residency Office. The District may request an update regarding residency at any time. If leasing, a current lease will be requested each year to ensure uninterrupted attendance.

If you suspect someone is in violation of the residency requirement, please report this to the Residency Office at 314-953-5041.

SAFETY AND SECURITY

SAFE SCHOOLS HOTLINE

Students and parents alike are encouraged to report any threat against a student, faculty, staff, or building to the principal in charge; however, anonymous reports can be taken through the Safe Schools Hotline at **314-889-SAFE (7233)**.

SOLICITATION

Students may not sell items at school, unless the sale has been approved by the school's administrator or Activity Director and is a fundraising activity for a school-sponsored activity or club.

SPECIAL PROGRAMS

The Hazelwood School District provides services to students and their parents or legal guardians from birth through 21 years. The following are a few of those programs. Call for more information. Additional information can be located on the Hazelwood School District website.

The Early Childhood Education program for three and four-year-olds – 953-7650

Early Childhood Special Education for three and four-year-olds – 953-4957

English Language Learners – 953-4954

Gifted Alternative Learning (GALACTIC) Activities Involving Children – A program for the gifted and talented students is available for those students who qualify – 953-4954

The Parents as Teachers (PAT) program offers screenings, parent/child classes, group meetings, and personalized home visits – 953-7635

SPECIAL EDUCATION SERVICES ARE PROVIDED BY SPECIAL SCHOOL DISTRICT STAFF

Special education programs are provided for students who qualify according to the criteria established by the Special School District, according to state guidelines. Visually, orthopedically, hearing impaired, and other health-impaired students receive services per the guidelines established by the State of Missouri and Special School District.

TEXTBOOKS

All textbooks are furnished to students; however, payment must be made for lost or damaged books. Students should put their name in all texts in ink. Fines may be assessed for lost or damaged books.

TRANSCRIPTS

All transcript requests must be made in writing to the school registrar. Transcript request forms are available at the school registrar's office. Each currently enrolled student may request three transcripts at no cost; each additional transcript request will be processed for a fee.

VOLUNTEERS

The Hazelwood School District appreciates the countless hours our volunteers have spent improving the quality of education for our students. School volunteers are an integral part of the success of our school district. All school volunteers are required to complete a volunteer application and agreement, as well as sign a confidentiality agreement, technology usage agreement, and universal precautions statement.

In addition, a background screening shall be performed for each volunteer who has regular and frequent contact with students, unsupervised or one-on-one contact with students, attends field trips, or serves in a supervisory role. There are two levels of volunteers: Standard and Fingerprint Background Approved Volunteers and each has a unique screening process.

The Standard Level of Volunteer

The standard level allows you to volunteer for District activities designed for large group settings.

How to Apply

- All volunteers need to register with Human Resources by clicking the link: <http://bit.ly/2OEARMf>
- [Complete a volunteer package located on the HSD website.](#)

Registration and Scheduling

Call: Missouri Department of Health and Senior Services at **866.422.6872**

Verify if you are already on Missouri Family Care Registry. If you are listed, request an updated confirmation letter.

If you are not currently on the register, visit www.health.mo.gov/safety/fcsr to register online or complete a Worker Registration form located in the Volunteer Packet on the District website.

Payment

The **one-time** fee is:

\$15.25 online, Credit Card or Debit Card (2-week turnaround)

\$14 via US Mail, Check payable to MDHSS, include a copy of social security card (8-week turnaround) Send to: MDHSS-Fee Receipts, P.O. Box 570, Jefferson City, MO 65102

Fingerprint Background Approved Volunteers

Fingerprinted volunteers can periodically be left alone with students.

Missouri House Bill 604, Section 168.188 requires any volunteer who can periodically be left alone with a student must undergo a fingerprint background check with the Missouri Highway Patrol.

How to Apply

- All volunteers need to register with Human Resources by clicking the link: <http://bit.ly/2OEARMf>
- [Complete a volunteer package located on the HSD website.](#) If you previously completed a volunteer packet, there is no need to complete a new one.

Fingerprint Registration and Scheduling

On-line: Missouri Automated Criminal History Site: WWW.MACHS.MO.GOV

Telephone: **844.543.9712**

Hazelwood District code **#1825 (For Substitutes/Volunteers)**

Important to record the confirmation Universal Enrollment ID#, you will need the **UEID#** in order to get fingerprinted.

Payment

The **one-time** fee is \$41.75

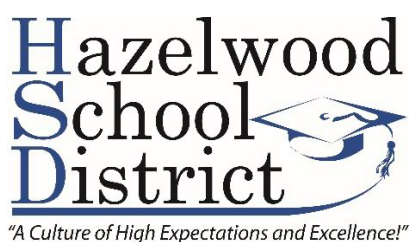
No payments are accepted online. Payment is collected at the time of fingerprinting. **NO CASH** or Personal Checks only Credit Card, Debit Card, Business Check, or Money Order.

Acceptable Forms of Identification

In order to get fingerprinted, you must present a **valid** government-issued photo ID such as a Drivers' License, State ID, Passport, or Military ID. Copies and expired identification will not be accepted.

Notification and Badges

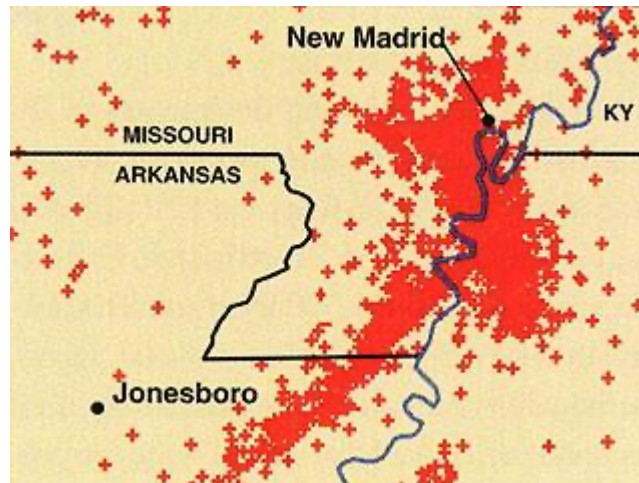
HR will notify volunteers, in writing, if approved or denied. If approved, come to HR to get your new badge. Bring your volunteer packet with you. Badges are made daily between 8:00 a.m. -12:00 p.m.



Earthquakes in Missouri

The highest earthquake risk in the United States outside the West Coast is in the **New Madrid Seismic Zone**, centered in southeast Missouri's Bootheel. Damaging earthquakes are not as frequent as in California, but when they do occur, the destruction here can cover an area more than 20 times greater than a similar event there due to the nature of geologic materials in the region. A major earthquake could mean catastrophic damage in the St. Louis and southeast regions of the state, and significant damage throughout Missouri.

The New Madrid Seismic Zone and surrounding area in the central U.S. averages more than 200 earthquakes per year. Most can't be felt, but a few can cause measurable damage.



Experts say there's a **25 to 40 percent chance for a major earthquake** in a 50 year period. The result could be major damage from St. Louis to Memphis. The last major earthquake in the New Madrid Seismic Zone was centered in southeast Missouri, near the town of Charleston, in 1895.

The Great New Madrid Earthquakes of 1811-12 were the largest in U.S. history east of the Rocky Mountains. The massive quakes destroyed homes, created lakes, and briefly reversed the flow of the Mississippi River. Shaking was felt as far away as the east coast.

Prepared in accordance with Missouri Revised Statutes, Chapter 160, Section 160.455

Missouri State Emergency Management Agency
PO Box 116, Jefferson City, Missouri 65102
Phone: 573/526-9100 Fax: 573/634-7966
E-mail: mosema@sema.dps.mo.gov



Save This Page!

To help your family survive an earthquake, know what to do BEFORE, DURING, and AFTER a major quake strikes.

BEFORE:

- ✓ Put together an emergency kit – flashlight, first aid kit, radio, drinking water, blankets
- ✓ Develop a family communication plan – identify a relative living at least 100 miles away that everyone can call to “check-in” with to tell family you’re safe
- ✓ Make sure all heavy or breakable items are on lower shelves
- ✓ Know how to turn off utilities

DURING:



- ✓ DROP to the ground
- ✓ COVER yourself under a sturdy table or desk, and cover your face and head with your arms
- ✓ HOLD ON to something sturdy until the shaking stops
- ✓ If you’re driving, pull off the road, away from buildings and utility poles, and stay in your car
- ✓ If you’re outside, drop to the ground, away from large objects, and cover your face and head with your arms

AFTER:

- ✓ Find your family; check for injuries
- ✓ If necessary, call 911 for help
- ✓ If you smell gas or hear a hissing sound, go outside – shut off gas valve
- ✓ Be careful to avoid live power lines and broken glass
- ✓ Listen to news for latest emergency information
- ✓ Be ready for aftershocks

Dear Parent or Legal guardian:

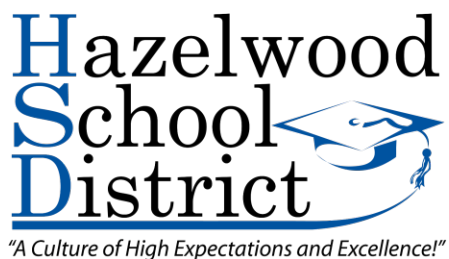
Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

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.



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

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

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.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

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

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

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

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

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

The following activities will occur in the investigation:

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

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

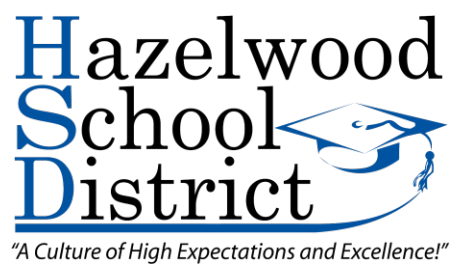
In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

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

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

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



“Learning for All”

HAZELWOOD SCHOOL DISTRICT INTERNET ACCEPTABLE USE POLICY Parent/Guardian and Student – Please Read Carefully

The Mission of the Hazelwood School District Network (HSDNet) is to support excellence in education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. Students and staff will use HSDNet to locate information, communicate with other individuals, participate in distance learning activities, and locate materials to meet their information needs. HSD provides Internet access to teachers and students and connects computers in all district buildings to each other and the world.

Internet use by students will be monitored by teachers and staff who have been trained through Hazelwood School District staff development workshops on the appropriate use of the Internet. They are members of the HSDNet. Students will be instructed regarding laws, District rules, and Network/Internet etiquette before beginning classroom assignments. Students will learn the fastest and easiest methods for locating appropriate and educationally valuable Internet information (and how to avoid inaccurate and inappropriate data). Special screening programs are being used by the Hazelwood School District to assist in the protection of students from inappropriate information. The information available on HSDNet is similar to computer software, books, videos, and other audiovisual resources and is subject to review by the existing board-approved Instructional Materials Center policy. Hazelwood School District and the system administrators do not condone the use of inappropriate materials and do not permit usage of such items in the school environment. The Hazelwood School District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

HSDNet is an associate member of MOREnet (Missouri Research and Education Network) and is connected via a dedicated link at the University of Missouri-St. Louis. A connection to the national Service Foundation (NSFNET) Internet backbone is made via the University of Missouri-Columbia. Because HSDNet provides through connection to MOREnet and NSFNET, access to other computer systems around the world, parent or legal guardians must specifically understand that the system administrators and the Hazelwood School District do not have total control of the content of information residing on these other systems. Parents or legal guardians are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material that would be considered inappropriate for students to intentionally access. (NOTE: Home use of the Internet or e-mail, at this time, is not in any way connected to or the responsibility of the Hazelwood School District or HSDNet.)

Students, teachers, and staff knowingly violating any laws or the Hazelwood School District rules related to Internet use in the school environment will be dealt with according to the discipline policies of the Hazelwood School District, and such activities may result in the termination of their privilege to use the HSDNet system.

(Revised: 4/4/12)

“Learning for All”

HAZELWOOD SCHOOL DISTRICT INTERNET ACCEPTABLE USE POLICY Parent/Guardian and Student – Please Read Carefully

STUDENT

As a student, I will:

- ⇒ follow all the Hazelwood School District rules and classroom instructions regarding the use of the HSDNet.
- ⇒ seek the permission of a teacher or staff member before accessing HSDNet programs.
- ⇒ access only appropriate material that is relevant to the assignment.
- ⇒ consult the teacher for guidelines regarding telecommunicating and downloading.
- ⇒ use only school-appropriate language when telecommunicating.
- ⇒ follow all teacher and staff instructions regarding the access/use of files (yours and others).
- ⇒ protect the integrity of the system and the files it contains from damage as the result of vandalism or viruses. This would include the protection of programs and files belonging to an individual, the Hazelwood School District, MORENet, or NSFNET.

I understand and will abide by the above Internet Use Agreement. I further understand that any intentional violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges to HSDNet may be suspended or revoked and school disciplinary action may be taken and/or appropriate legal action.

Student Name (please print) _____

Student Signature _____ Date _____

PARENT OR LEGAL GUARDIAN

As the parent or legal guardian of this student, I:

- ⇒ have read the Internet Use Agreement.
- ⇒ understand that this access is designed for educational purposes.
- ⇒ realize that the Hazelwood School District is constantly working to develop a system that restricts access to all controversial materials.
- ⇒ recognize it is impossible for the Hazelwood School District to restrict access to all controversial materials.
- ⇒ give permission for my child to use the Internet for educational purposes and under the supervision of a trained teacher or staff member.
- ⇒ will NOT hold the Hazelwood School District responsible for materials acquired on any network connected to the Hazelwood School District.
- ⇒ certify that the information contained on this form is correct.

Parent/Legal guardian Name (please print) _____

Parent/Legal guardian Signature _____ Date _____

Family Educational Rights and Privacy Act (FERPA)
Notice of Directory Information and
DIRECTORY INFORMATION OPT-OUT FORM
(TO BE COMPLETED ONLY BY THOSE WISHING TO OPT-OUT)

The Hazelwood School District designates the following information contained in the educational records of its students as “directory information” for the purpose of FERPA: **student’s name; parent’s name; grade level; enrollment status; participation in school-based activities and sports; weight and height of athletic team members; degrees, honors and awards received; artwork or coursework displayed by the District; 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.** By law, *military recruiters* may request a student’s **address and telephone number** (for high school students only) if the opt-out form is not completed and returned.

The **primary** use of directory information in the Hazelwood School District is to include this type of information from a student’s education records in certain school publications, such as: **a playbill showing a student’s role in a drama production; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for football, showing weight and height of team members; YEARBOOK; school newspapers and school district publicity, such as *Hazelwood News*, *Hazelwood E-Newsletter*, HSD-TV, and the HSD website.** School district publicity could also include the release of information to the media.

Parents of students and students 18 years of age or older have the right to refuse the designation of the above information as directory information. If you **DO NOT** want the Hazelwood School District to disclose directory information from your education records without your prior written consent, you must notify us in writing. **Please complete this form and return it to the school’s office ONLY IF YOU WANT TO RESTRICT THE DISTRICT FROM RELEASING THE INFORMATION.** Upon receipt, your information will not be released from the time of receipt without prior written authorization. This notice will be published on an annual basis.

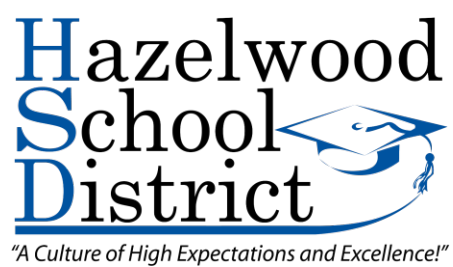
To: Hazelwood School District
Subject: Directory Information Opt-Out Notice

I understand that, under FERPA guidelines, Hazelwood School District may disclose basic information about a student that is generally not considered harmful or an invasion of privacy without the parent’s (or student’s, if 18) consent, which is released as “Directory Information.” The District allows parents who would like to opt-out **TWO** choices – opting out only for information provided to **military recruiters** (high school only) or opting out for **everything**. This is notification that the parent (or student, if 18 years old) **does not** want the information included in Hazelwood School District Directory Information and that this information should not be disclosed without parental (or the student’s, if 18 years old) written consent, except as required by law: (list the full name of student and school).

Circle One: Military recruiters only OR All Information

Note: Return of a completed form with “All information” circled means that the student’s portrait will NOT BE INCLUDED IN THE YEARBOOK.

Signature: _____ **Date:** _____





Hazelwood School District

Student Behavior

Guide

2021-2022

Approved by School Board:
June 15, 2021

In accordance with the provisions of The Americans With Disabilities Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Regulations thereunder, and P.L. 93-112: Rehabilitation Act of 1973 and Section 504 thereunder, it shall be the policy of the Hazelwood School District that no person shall, on the basis of age, sex, race, handicap, national origin, political or religious beliefs, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity conducted by the District, including the employment of professional and non-professional personnel. The Hazelwood School District Board of Education Solidarity Statement pledges to our learning community that we will speak firmly against any racism, discrimination, and senseless violence against people regardless of race, ethnicity, nationality, immigration status, religion, sexual orientation, gender identity, or ability.

Inquiries by persons concerning protection against discrimination assured them by The Americans with Disabilities Act, Title VI, Title IX, and Section 504 of the Rehabilitation Act, and the Regulations may be directed by letter or telephone to:

Assistant Superintendent for Student Services
Hazelwood School District
15955 New Halls Ferry Road
Florissant, MO 63031
(314) 953-5000
Relay Service 1-800-735-2466

INTRODUCTION

The Board of Education recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and in promoting an effective instructional program in the District's schools. Acceptable behavior is based on respect for one's self, and for the worth and human dignity of others. The development of such behavior in students is a dual function of the home and school.

The behavior of students should reflect the high standards of good citizenship required in a democracy. To foster good conduct and to provide for safe and orderly schools, the Board of Education has adopted these guidelines for student behavior (**Policy JG**). When the guidelines are not met, it is our goal to provide appropriate interventions for the education of students to prevent repeated infractions. The guidelines apply to all students, although special procedures must be followed in regard to disciplining students with disabilities.

The Student Behavior Guide is based on the premise that expectations must be enforced fairly, firmly, and consistently in a manner that is legal, equitable, and just. Students are under the supervision of the school while on their way to and from school, bus stops, on the bus, on any district campus or in any district building, while attending or participating in any school function either at the home school or away and while participating in field trips or other school-sponsored activities.

Professional judgment, utilizing an equitable lens, will be used by administrators to determine the consequences of specific incidents. Most types of school discipline issues are listed in this guide. **However, it is impossible to list every issue that might interfere with the smooth operations of the school. Administrators have the responsibility and authority to deal with all issues even though the specific issues might not be listed in this guide.**

The Student Behavior Guide is distributed to all parents in August or upon enrollment. It is intended for parents to review this information with their children. In addition, a copy of the Student Behavior Guide is reviewed with students at the beginning of each trimester.

All employees of the District annually receive instruction related to the application of:

1. the Student Behavior Guide;
2. disciplining students with disabilities; and
3. instruction in the necessity and requirements for confidentiality.

DISCIPLINE REPORTING AND RECORDS

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

CONFIDENTIALITY (POLICY JGF)

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline is maintained in the schools.

OFF-CAMPUS BEHAVIOR

Behavior that occurs off-campus that disrupts the academic process or threatens the safety of students and/or staff may be addressed as if the behavior occurred on campus.

REPORTING TO SCHOOL STAFF (POLICY JGF)

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any act committed or allegedly committed by a student in the district that is reported to the district by a juvenile officer or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police or other appropriate law enforcement authority in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student.

REPORTING TO LAW ENFORCEMENT OFFICIALS (POLICY JGF)

Any crime listed in this section or any act that if committed by an adult would be a crime listed in this section that is committed on school property, on any school transportation, or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement agency. The following acts are subject to this reporting requirement:

REPORTING TO LAW ENFORCEMENT OFFICIALS (POLICY JGF) – continued

The following acts are subject to the reporting requirement **167.261, RSMo.:**

1. First or second-degree murder under sections 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under section 565.023, .024, RSMo.
3. Kidnapping under section 565.110, RSMo.
4. First, second or third-degree assault under sections 565.050, .060, .070, RSMo.
5. Rape in the first or second degree under sections 566.030, .031, RSMo.
6. Sodomy in the first or second degree under section 566.060, .061, RSMo.
7. Burglary in the first or second degree under sections 569.160, .170, RSMo.
8. Robbery in the first degree under section 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs and distribution of drugs to a minor under sections 195.211, .212, RSMo.
11. Arson in the first degree under section 569.040, RSMo.
12. Felonious restraint under section 565.120, RSMo.
13. Property damage in the first degree under section 569.100, RSMo.
14. Child molestation in the first degree pursuant to section 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to section 566.083, RSMo.
16. Sexual abuse is pursuant to section 566.100, RSMo.
17. Harassment under section 565.090, RSMo.
18. Stalking under section 565.225, RSMo.

Missouri Statutes require the Hazelwood School District and other school districts in the state of Missouri to share discipline records when a student transfers to another district and to make that information available to law enforcement agencies when required. School districts also have the authority to uphold suspensions and expulsions invoked by other districts when a student moves or transfers.

LAW ENFORCEMENT TO REPORT TO SUPERINTENDENT

Law enforcement, as soon as reasonably practical, must report to the Superintendent or designee if a student is charged or alleged to have committed the following acts under section 167.115 RSMo.:

1. First or second-degree murder under sections 565.020, .021, RSMo.
2. Kidnapping under section 565.110 RSMo.
3. First or second-degree assault under sections 565.050, .060, RSMo.
4. Sodomy in the first or second degree under section 566.060, .061, RSMo.
5. Burglary in the first degree under section 569.160 RSMo.
6. Robbery in the first degree under section 569.020 RSMo.
7. Distribution of drugs and distribution of drugs to a minor under sections 195.211, .212, RSMo.
8. Arson in the first degree under section 569.040 RSMo.
9. Voluntary or involuntary manslaughter under sections 565.023, .024 RSMo.

LAW ENFORCEMENT TO REPORT TO SUPERINTENDENT – continued

10. Rape in the first or second degree under sections 566.030, .031, RSMo.
11. Felonious restraint under section 565.120 RSMo.
12. Property damage in the first degree under section 569.100 RSMo.
13. Possession of a weapon under chapter 571 RSMo.
14. Child molestation in the first degree pursuant to section 566.067 RSMo.
15. Sexual misconduct involving a child pursuant to section 566.083 RSMo.
16. Sexual abuse pursuant to section 566.100 RSMo.

Administrators shall report this information to teachers and/or other district employees with a need to know while acting within the scope of their assigned duties.

STUDENTS NOT PERMITTED TO ATTEND OR ENROLL

Students alleged by law enforcement or convicted/adjudicated of committing one of the following will not be readmitted or enrolled in a regular program of instruction under section 167.171.3 RSMo.:

1. First or second-degree murder under sections 565.020, .021 RSMo.
2. First-degree assault under section 565.050 RSMo.
3. Rape in the first or second degree under sections 566.030, .031, RSMo.
4. Sodomy in the first or second degree under section 566.060, .061, RSMo.
5. Robbery in the first degree under section 569.020 RSMo.
6. Distribution of drugs and distribution of drugs to a minor under sections 195.211, .212, RSMo.
7. Arson in the first degree under section 569.040 RSMo.
8. Kidnapping under section 565.110 RSMo.

Re-admittance or enrollment may be permitted when a pupil has been acquitted or adjudicated not to have committed any of the above acts. This section does not apply to a student with a disability who is convicted or adjudicated guilty as a result of an action related to the student's disability. The District may, at the Superintendent or designee's discretion, provide an alternative education program if he/she determines such enrollment is appropriate.

STUDENT DISCIPLINE RECORDS (POLICY JGF)

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

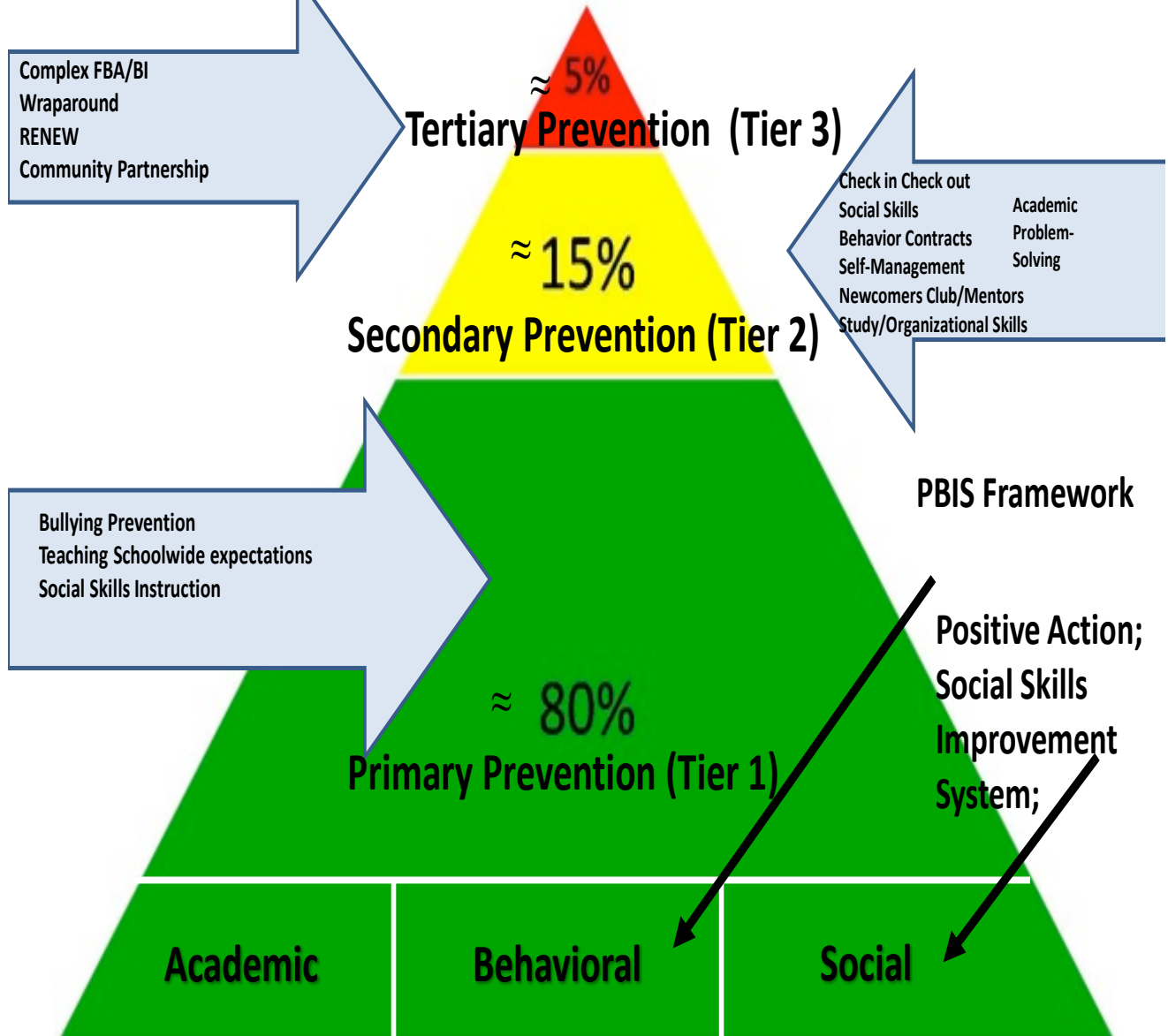
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES (POLICY JGE)

Students currently receiving special education services will be disciplined in the same manner as other members of the student body except as noted on the student's Individual Education Program (IEP). For those students who are receiving services from the Special School District, a discipline hearing will be held first, followed by a Manifestation Determination to determine whether or not the violation is related to the student's disability. The hearing officer will then submit a detailed report of the hearing to the appropriate assistant superintendent and the superintendent.

The superintendent will then decide if any further disciplinary action will be taken. That decision could include the possibility of suspension for up to 180 school days or recommendation to the Board of Education for expulsion.

Positive Behavioral Interventions and Supports

Prevention and Intervention



STUDENT BEHAVIORAL EXPECTATIONS

Every student, early childhood through twelfth grade, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment is characterized by positive interpersonal relationships among students and between students and staff. To that end, the District has adopted and implemented a school-wide Positive Behavioral Interventions and Supports (PBIS) program.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Each school will develop and annually revise a PBIS Plan that will include teaching positive school rules; implementing a social-emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

In conjunction with a school's PBIS Plan, the Hazelwood School District's Student Behavioral Expectations provide additional guidance to students, parent/legal guardians, teachers, and administrators regarding appropriate behavior. It is only with the understanding, collaboration, and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

**RIGHTS AND RESPONSIBILITIES OF STUDENTS,
PARENTS, AND SCHOOL STAFF**

I. I. STUDENTS' RIGHTS

The educational community is a part of a triad of stakeholders striving to ensure quality education for our children. Each stakeholder (students, staff, and parents) is equally important to meet this challenge. It is impossible to list all the rights and responsibilities of stakeholders. The rights and responsibilities apply to all students, although special procedures must be followed in regard to disciplining students with disabilities. The following rights shall not be construed to deny or limit others retained by students at school in their capacity as students or citizens.

A. Students have the right to:

- obtain a quality education in a safe, non-threatening environment.
- be respectfully treated as individuals with special needs and wants.
- have school records kept confidential.
- not be discriminated against in all classes and in all disciplinary matters.
- engage in meaningful dialogue with others.
- due process.

II. STUDENTS' RESPONSIBILITIES

Students are expected to learn and model Hazelwood School District's Student Behavioral Expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

Students have the responsibility to respect and honor the rights of all persons involved in the educational community, to exercise the highest degree of self-discipline in observing and adhering to state and local laws, District and school policies, and procedures, including Student Behavior Guide. It is impossible to list all student responsibilities, but it is emphasized that the lack of responsibility creates infringement on the rights of others.

A. Students:

- have the responsibility to abide by the laws of the United States of America, the State of Missouri, and the policies of the Board of Education.
- are responsible for their actions; therefore, they must accept the consequences for their inappropriate behavior.
- have the responsibility to abide by all of the administrative guidelines set by the school.
- have the responsibility to abide by the guidelines developed within individual classrooms.

- have the responsibility of conducting themselves in such a way as to benefit the class and the school.
- have the responsibility of doing class assignments.
- have the responsibility to respect all school staff as the authority within the school setting and should be involved in meaningful two-way communication with school staff.
- have the responsibility to notify school staff of any potentially dangerous situation(s).

III. PARENTS'/LEGAL GUARDIANS' RIGHTS AND RESPONSIBILITIES

Parents/legal guardians will take an active role in supporting the school's efforts to maintain a welcoming school climate. Support the implementation of the school's PBIS Plan.

A. Parents have the right to:

- expect quality education for their children.
- expect that their children will be treated according to the district governing principles listed on page III, including social, emotional, and physical safety.
- receive information about the progress of their children unless prohibited by a court order.
- review their children's school records unless prohibited by a court order.
- participate in decisions involving their children's education and be informed of decisions relating to the discipline of their children unless prohibited by a court order.

B. Parents have the responsibility to:

- maintain open lines of communication with their children, teachers, and the educational support staff, and be available to assist as needed.
- support the efforts of classroom teachers and the educational support staff in maintaining appropriate student behavior.
- monitor and promote the academic progress of their children.
- make sure that their children attend school regularly.
- inform school staff about factors which will affect their children's ability to learn/ behave in the school environment.

- read and understand the Student Behavior Guide.

IV. SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Each school staff member has a fundamental role in supporting a positive classroom and school. All staff will be treated respectfully by students, parents, and other staff members. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct:

A. School staff have the right to:

- work in a safe, non-threatening atmosphere conducive to learning.
- expect that students will follow the guidelines of the school.
- expect that students will maintain regular attendance and report to class on time with homework completed.
- be treated respectfully by students and parents.
- expect cooperation, support, and communication from parents unless prohibited by a court order.

B. School staff have the responsibility to:

- provide a quality education for all students.
- inspire in each of their students a need to achieve up to and beyond his/her individual potential.
- engage students in meaningful two-way conversation, listen, and respond to concerns.
- maintain a record of intervention strategies utilized with individual students.
- establish and coordinate a building behavior management plan that is positive, consistent, and effective.
- regularly communicate classroom policies to students and parents.
- practice fair, effective behavior management techniques that are culturally proficient and inclusive including restorative justice practices.
- be impartial when dealing with the parents and students in their school.
- report any suspected child abuse or neglect to the Missouri Children's Division through the building procedures. School staffs are "mandated reporters" under Missouri laws pertaining to child abuse or neglect.

C. Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment:

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

WHEN DO HAZELWOOD'S GUIDELINES BEGIN AND END?

Students who ride the bus or walk to school are under the supervision of the school while on their way to and from school. This includes bus stops, on the bus, on any District campus, or in any District building, while attending or participating in any school function either at the home school or away, and while participating in field trips or other school-sponsored activities.

Behavior that occurs off-campus that disrupts the academic process or threatens the safety of students and/or staff may be addressed as if the behavior occurred on campus.

DISCIPLINE PROCEDURES AND DUE PROCESS

When a student is suspected of behaviors that are violations of the Student Behavior Guide, the following process will be initiated:

- An investigation will be initiated to discover all pertinent factors relating to the occurrence. The investigation process will include the collection of information from the student(s) involved, school staff, and as many witnesses to the occurrence as possible. The principal or his/her designee will conduct this investigation.
- The student shall be advised of the specific behavior infraction and explanation of the known facts.
- The student shall be given the opportunity to admit or deny the behavior infraction and to present his/her version of the incident.
- If the student denies the behavior infraction, he/she shall be provided an explanation of the incident that forms the basis of the proposed disciplinary action. In such cases, the administration will get statements from as many witnesses to the occurrence as possible. Administrators will assist students with difficulties in providing statements, including concerns in writing.
- The student and his/her parent/legal guardian will be informed of the specific violation and an explanation of the known facts.
- After the investigation has been concluded, the parents will be informed by telephone, letter, email, or note prior to the date the student is expected to serve the consequence. At this time, the parent will be also be notified if the school is recommending a discipline hearing.
- The student and his/her parent/legal guardian can access the student's disciplinary event and full disciplinary record through the SIS parent portal. They may also request a copy of the student's disciplinary record from the school.
- Only in an emergency will a principal detain a student without parental notification.

- A student may be removed from school immediately at the discretion of the principal, assistant superintendent, or superintendent if the student poses a threat of harm to other students or staff.
- If there is a violation of the law, the School Resource Officer (SRO) or police shall be notified. The parent/legal guardian and Assistant Superintendent shall be notified accordingly.
- If a disciplinary hearing has been requested, the discipline hearing officer will schedule a discipline hearing (DH) and make a recommendation for additional suspension days up to 180 school days or expulsion. The purpose of the discipline hearing is to verify the facts and provide the student and parents/legal guardians with an opportunity to present additional data or extenuating circumstances. The hearing officer will determine if additional days of suspension are warranted.
- If the parent has questions regarding a decision or the appeal process of a suspension of more than 10 days, they may contact the hearing officer.
- Additional due process measures shall be taken as required by law with respect to students with disabilities.
- Parents/legal guardians shall be required to participate in a conference with teachers and/or administrator or administrator's designee prior to a student's return to school following a suspension for greater than ten (10) days or at the principal's discretion after suspensions for ten (10) days or less.
- Student discipline records are a part of the student's file and will be shared with the receiving school when a student transfers.

EXPLANATION OF TERMS

Parents, students, teachers, and Hazelwood School District staff members (including teachers, administrators, and other staff) have the right to expect that schools will provide an atmosphere that is safe, cooperative, respectful, and therefore, conducive to learning. Board of Education Policies are located on our website at www.hazelwoodschools.org.

In this document, the assignment of detention will be either before or after school for elementary students. The assignment of detention will be either after school or on Saturday mornings for middle and high school students. The assignment of a suspension could be “in-school” or “out-of-school” except where specified. All references to the number of suspension days in the Student Behavior Guide will specifically be school days. For example: (a 10-day suspension means 10 school days, not calendar days.) NOTE: Students are not to be on any district campus or attend any district-sponsored event while on suspension.

When the Behavior Guide refers to the number of occurrences, the District considers the number of occurrences that happen in the same school year. (For example, if a student was in a fight in 6th grade and again in 8th grade, the second fight would be a first occurrence of the student’s 8th-grade year). It should be noted that repeated discipline infractions within a school year would result in more severe disciplinary action being taken when appropriate. This might include a suspension, discipline hearing (parent notification), or expulsion.

ACT OF SCHOOL VIOLENCE/VIOLENT BEHAVIOR

Act of school violence or violent behavior is defined as the exertion of physical force by a student with the intent to do serious physical injury to another person, while on school property, including while on school transportation in service on behalf of the district, or while involved in school activities.

ALTERNATIVE SUPPORT CENTER (ASC)

This full-day program is for middle school students on long-term suspension for non-violent infractions and students who are self-referred by parents. Self-referred students are those who are experiencing difficulties at their school and the family requests a change of placement to help them move forward. Limited spaces are available for self-referred students. Students will also receive individual and group counseling while attending. The program is located at the Hazelwood Opportunity Center. Limited district-provided transportation is available.

APPEAL

An appeal is defined as a formal request to a higher authority for a change in or confirmation of a previous decision.

- **BUILDING LEVEL**

If a parent or student would like to discuss any disciplinary action, the appeal process begins with the building principal or his/her designee. **Detentions, in-school and/or out-of-school suspensions up to 10 school days cannot be appealed beyond the building principal.**

- **DISTRICT LEVEL**

If an out-of-school suspension exceeds 10 days, the student and/or his parent/legal guardian may appeal the suspension.

BEHAVIOR CONTRACT/PLAN OR BEHAVIOR INTERVENTION PLAN

A behavior plan is defined as a document developed by students, parents, and staff to provide support for a student to address misbehavior and assist them in better decision-making.

CARE TEAM MEETING/STUDENT ASSISTANCE TEAM

A care team meeting is defined as a meeting between parents, teachers, counselors/social workers, and school officials to discuss the current academic, behavioral, social, or emotional status of a student. The outcome of this meeting is to develop a plan to support where all parties are accountable for supporting the student.

CHECK-IN CHECK-OUT

Check-in Check-out is defined as a process where a student checks in with a staff member at the beginning of the school day to receive support, and they check back with that staff member at the end of the day to share how their day went. This process is documented by the staff member and shared with the parent as needed.

CONFLICT MEDIATION (PEER AND/OR ADULT DIRECTED)

Mediation is defined as a meeting between two parties to address an area of concern with the outcome being that each will understand the other's perspective and make better choices moving forward. This may be facilitated by a staff member or a student peer leader.

CORPORAL PUNISHMENT (PROHIBITED) (POLICY JCA)

Corporal punishment is defined as the use of physical punishment as a consequence of misconduct. No person employed by or volunteering on behalf of the Hazelwood School District shall administer or cause to be administered corporal punishment upon a student attending District schools.

A staff member may, however, use reasonable physical force to restrain a student if it is essential (after proper Non-Violent Crisis Prevention Training) for the preservation of order or for the protection of self, other persons, or the property of the school district. The appropriate administrator will be notified immediately.

COUNSELOR/SOCIAL WORKER INTERVENTION

A referral is made to the counselor and/or social worker to provide the student with social and emotional support in dealing with and/or addressing an issue.

DETENTION

A detention is defined as a period of time after school or on Saturday that is provided for students who have minor violations.

DISCIPLINE HEARING (DH)

Discipline Hearing is defined as a meeting convened when a principal has requested a suspension of more than 10 days. The purpose of this discipline hearing is to verify the facts and provide the student, parents, and school with an opportunity to present additional data or extenuating circumstances.

When a student is referred to a discipline hearing, the student will be suspended out-of-school (OSS) until the hearing is convened within 10 school days. After a detailed report has been submitted to the Deputy Superintendent regarding the incident, the Deputy Superintendent will then make a decision concerning further disciplinary action. The Deputy Superintendent's decision may include the possibility of a suspension for up to 180 school days or recommendation to the Board of Education for suspensions in excess of 180 days or expulsion.

When a student is referred to a discipline hearing, the student will be suspended out-of-school until the discipline hearing is held and the Deputy Superintendent has made a decision concerning further disciplinary action.

FUNCTIONAL BEHAVIOR ASSESSMENT

Functional behavioral assessment is the process of determining why a student engages in challenging behavior and how the student's behavior relates to the environment. Functional assessments describe the relationship between a skill or performance problem and variables that contribute to its occurrence.

Functional behavioral assessments can provide the educators with information to develop a hypothesis as to:

- why the student engages in the behavior;
- when the student is most likely to demonstrate the behavior; and
- situations in which the behavior is least likely to occur.

HALL PASS

The hall pass is defined as the permit used when it is necessary for a student to go from one building location to another with authorization from a staff member. The hall pass is to be issued only when, in the judgment of the staff, there is a real need.

MISCONDUCT

Misconduct is defined as any violation of policies, expectations, and regulations established by the Board of Education.

NEED TO KNOW (POLICY JGF)

Need to know is defined as the right of all school personnel who are directly responsible for the student's education or who otherwise interacts with him/her, to be aware of the student's discipline record, issues, and needs.

PARENT CONFERENCE

A parent conference is defined as a meeting between parents/legal guardians, students, and school officials to discuss the current academic, behavioral, social, or emotional status of a student.

PARENT CONTACT

Parent contact is defined as any communication, in either written or verbal form, between parents/legal guardians and school officials to discuss the current academic, behavioral, social, or emotional status of a student.

POSITIVE CHOICE PROGRAM (PC) – This program is for middle and high school students on long-term suspension for more serious and/or violent infractions. All coursework will be completed through the Edgenuity online learning program. Students will also receive individual and group counseling while attending. The program is located at the Hazelwood Opportunity Center. Limited district-provided transportation is available.

REFERRAL TO AN OUTSIDE AGENCY

Referral to an outside agency is defined as a recommendation from an administrator or counselor for a student and/or family to receive counseling and/or social service support from an agency outside of the school setting, i.e., Family Solutions for Kids, Lutheran Family Services, DePaul SSM Behavioral Health Services, etc.

REFLECTION ACTIVITY

A reflection activity is an assignment provided by a staff member for a student designed to have them reflect on their behavior and to think of methods to help them not repeat the behavior.

RE-TEACH EXPECTATIONS

Re-teaching expectations is defined as teaching building-wide behavioral expectations to a student which have been taught earlier in the school year to reinforce the importance of positive decision-making.

ROLE-PLAY

Role-play is defined as an activity where a staff member helps students to understand a situation in which they were involved in from a different perspective. This may result in the student taking on the role of another student to help them gain a better understanding of the choices that were made.

SAFE TOUCH/SAFE-T/SAFE TEEN TRAINING

Safe Touch, Safe-T, and Safe Teen are programs taught to students about appropriate and inappropriate touching and who to contact if they are touched inappropriately. This program is provided by the Jewish Family and Children's Service.

SATURDAY DETENTION

Saturday detention is defined as a required study period provided on Saturday mornings.

SCHOOL PROPERTY

School property is defined as any physical asset utilized, supervised, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school buses, and any property on which any school activity takes place.

SCHOOL RESOURCE OFFICER INTERVENTION

School Resource Officer (SRO) intervention is defined as a situation where the administration of a school makes the SRO aware of any unsafe and/or illegal situation which occurs in the building. School administration will share the interventions to be implemented.

SCHOOL RESOURCE OFFICER REFERRAL/MEETING

A School Resource Officer (SRO) referral is defined as a situation where the administration of a school requests support from the SRO to address any unsafe and/or illegal situation which occurs in the building. This may include a meeting with the administration, parent, student, and the SRO to discuss the issue.

SELLING/SOLICITATION

Selling is defined as the sale of items not approved by the school principal. Solicitation is defined as requesting a member of the school community to purchase goods or services or distributing flyers without the approval of the school principal.

SIEP (SUBSTANCE INTERVENTION AND EDUCATION PROGRAM)

The SIEP Program is a substance abuse intervention program offered by one of our community partners, Preferred Family Health Care. Participants in this program go through an evaluation process and are assigned a treatment program. This could include out-patient or in-patient

treatment plans. Successful participation and completion of the recommended program in the SIEP program may reduce the number of suspension days originally assigned.

SOCIAL SKILLS INSTRUCTION

Social skills instruction is defined as a situation where a staff member teaches a student appropriate and expected social behavior.

STUDENT IDENTIFICATION BADGES

A student identification badge is defined as the badge/tag issued by the school to be worn by the student for identifying a person as a student. The Student Identification tag must be worn around the neck on a school-issued lanyard, except in cases when it presents a safety hazard. The student must replace lost or defaced ID's and lanyards for additional costs. Failure to pay fines could impact participation in school-related activities.

SUSPENSION AND REMOVAL (POLICY JGD)

The terms "suspension" and/or "removal" is defined as exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth for "suspensions" in this policy. Suspension may be in-school or out-of-school. Regarding in-school-suspension, the student is deprived of attending regular classes, participating in co-curricular activities or school-sponsored functions whether on campus or at another facility for the determined number of days, but the student is expected to attend school, report to the in-school suspension room, complete assignments and behave appropriately. Regarding out-of-school suspension, the student is deprived of all the privileges of attending school, participating in classes, participating in or attending any co-curricular activities or school-sponsored functions whether on campus or at another facility for a determined number of days up to and including 180 school days. Students who have been suspended may not be on any school district property or attend any Hazelwood function whether on-campus or off-campus during the period of the suspension unless authorized to do so by the superintendent or principal.

The term "expulsion" is defined as exclusion for an infinite period. Procedures that should be followed to suspend a student differ from those that are required to expel a student. A principal may suspend a student for up to ten (10) school days. A superintendent may suspend a student for up to one hundred eighty (180) school days. The Board of Education may expel a student.

Any student suspended after the third occurrence shall be strongly encouraged to attend a family meeting with a District social worker, counselor, and administrator prior to being readmitted.

Additional procedures for discipline for students with disabilities are sometimes required, as discussed in policy JGE, Discipline of Students with Disabilities. The District honors suspensions and expulsions from another in-state or out-of-state school district including a private, charter, or parochial school or school district pursuant to law and policy JEC.

LIST OF INTERVENTIONS

Although there are situations that might warrant a suspension from school, an array of interventions should be considered when action is called for in response to student misconduct.

Teachers and administrators may use a variety of interventions to help the student interact in a socially appropriate manner and succeed academically.

Tier 1 Interventions may include, but are not limited to, the following:

- Instruction on District Standards of Behavior, the Student Behavior Guide, and the Safe Schools Act
- Individualized instruction on guidelines, expectations, etc.
- Bullying Prevention
- Restorative Practices
- De-escalation strategies
- Support from the school behavior intervention staff
- Social Skills Instruction
- Student and parent signature on Student Behavior Guide
- Class, team, or grade level meeting to review behavior expectations
- Teach school-wide expectations at the beginning of the year and review on an ongoing basis
- Teach school-wide expectations to new students
- Teach school-wide expectations in the classroom
- Teachers develop class expectations with students
- Classroom lessons on behavior expectations by counselors
- Verbal praise for appropriate behavior
- Recognition for appropriate behavior
- Incentive plans for appropriate behavior
- Citizenship, effort, and improvement recognition
- Positive telephone call/note home
- Conference with student
- Redirection for inappropriate behavior
- Parent phone call
- Social worker contact
- Counselor contact
- Newcomers Club/Mentor

Tier 2 Interventions may include but are not limited to, the following. Some of the Tier 1 interventions may be continued when implementing Tier 2 interventions and supports.

- Referral to the Student Assistance Team (i.e., CARE Team, Problem Solving Team)
- Individual student incentive plans
- Refocus area in the classroom
- Refocus area outside of the classroom
- Restorative Practices
- Self-Management
- Student behavior reflection time
- Cueing techniques
- Extra time for assignments
- Preferential seating
- Functional Behavior Analysis
- Incentive plans for appropriate behavior
- Role-play and re-teach expectations throughout the year
- Counselor and Social Worker Intervention
- Conflict mediation
- School Resource Officer (SRO) contact
- Behavior contract/goals
- Academic contract/goals
- Weekly progress report
- Parent conference including other school staff
- Check in-Check out
- Social Skills Group
- Study/Organizational Skills
- Monitor time and location of offenses

Tier 3 Interventions may include, but are not limited to, the following; prior interventions may be included.

- Complex Functional Behavioral Analysis
- Behavior Intervention Plans
- Behavior Support Plans through Wrap-around Model
- Community Partnership
- Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW - high school intervention)

- Referral to District's psychiatrist for an evaluation
- Behavior contract/goals
- Academic contract/goals
- Special Education Services
- Referral to outside agencies for individualized therapy
- Psychological Evaluation
- Parent conference including other school staff
- Restorative Practices Conference
- Check and Connect Mentoring

STUDENT BEHAVIOR GUIDE OFFENSES, CONSEQUENCES, INTERVENTIONS AND SUPPORTS

**(THE EXPECTATIONS FOR STUDENT BEHAVIOR IS ADDRESSED IN HAZELWOOD
SCHOOL DISTRICT POLICY JG)**

LEVEL SYSTEM OF CONSEQUENCES

When a student fails to comply with the expectations of the Student Behavior Guide, it may be necessary to assign appropriate consequences. All consequences are organized under a level system based on their severity. Below are consequences with a suggested level which may be assigned to students. The level assigned to an offense is only a suggested starting point, not a concrete starting point. Consequences should be given to individual students based on many factors, including age, grade level, the student's prior experiences, and situation.

LEVEL 1 - Written Warning, Confiscation of Item, Immediate Modifications to Behavior and/or Dress as required, Loss of Privileges, Restitution, Assignments to reinforce positive behavior or Detention.

LEVEL 2 - Detention, Loss of Privileges, Suspension from 1 to 10 Days (In- School, Out-of-School or off of School Bus) Discipline Hearing up to 180 days Out-of-School Suspension, or possible expulsion and/or Police Notification as required by law.

LEVEL 3 - 10 days Out-of-School Suspension and/or a Discipline Hearing up to 180 days Out-of-School Suspension, or possible expulsion and/or Police Notification as required by law.

INTERVENTIONS AND SUPPORTS

When a student fails to comply with the expectations of the Student Behavior Guide, interventions and supports may be provided to assist them in understanding the consequences of their choices and to learn the needed steps to make better choices in the future. Several of these interventions are provided for each offense listed although others may be implemented.

RESTORATIVE PRACTICES

The Hazelwood School District is committed to providing a restorative approach to discipline whenever appropriate. A restorative approach builds healthy relationships between educators and students. It reduces, prevents, and improves harmful behavior while repairing harm and restoring a positive relationship. This approach resolves conflict, holds individuals and groups accountable, and addresses and discusses the needs of the school community to prevent the behavior again. A restorative approach can include effective questioning, conflict resolution, problem-solving circles or class meetings, and formal restorative conferences. A restorative approach believes that it is important to problem solve, resolve conflicts and build stronger relationships. Restorative practices should be utilized with participants in an activity as well as bystanders affected by an incident.

[An Overview of Restorative Practices](#)

The consequences and interventions in this guide are not meant to be used in sequential order, and the level assigned to a consequence is only a suggested starting point, not a concrete starting point. They are to be used as a guide. Consequences and interventions should be assigned to individual students based on many factors, including age, grade level, the student's prior experiences, and situation.

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Academic Dishonesty</u> (POLICY JG) Academic dishonesty is defined as plagiarism, cheating on tests, copying all, or part of other student's assignments, or papers, or providing work to another student.	Elementary School	Level 1	• Re-do assignment or alternative assignment given • Parent conference • Restorative conference with all involved parties
	Middle School	Level 1	• Parent conference • Re-do assignment or alternative assignment given • Parent contact • Teach/re-teach expectations • Counselor Referral • Restorative conference
	High School	Level 1	• Student and teacher conference • Teach/re-teach expectations • Parent Contact • Re-do assignment or alternative assignment given • Restorative conference

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Alcohol and Controlled Substances (POLICY JFCH)</u> Alcohol and controlled substances are defined as any alcoholic beverage, controlled substance, counterfeit substance, or imitation controlled substance as defined in the Narcotic Act, Section 195.010, RSMo., and in schedules I, II, III, IV, and V in section 202 (c) of the Controlled Substance Act, 21 U.S.C.}812 (c). Use, sale, transfer, distribution, possession, or being under the influence of unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances, and imitation controlled substances is prohibited on any district property, in any District-owned vehicle, or in any other District-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any District-sponsored or District-approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of the school district. The use, sale, transfer, or possession of drug-related paraphernalia is also prohibited. Students may only be in possession of medication as detailed in Board policy JHCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board policy. Students will be held responsible for any illegal/prohibited substances identified in the student's locker or found in the student's possessions (bookbag, jacket, purse, etc.). If a student brings a counterfeit or imitation controlled substance (for example – oregano) to school, they will be subject to disciplinary consequences this includes prescriptions, over-the-counter medication, and inhalants.	Elementary School	Level 1	• Recommendation to participate in the SIEP program. • Police notification • Hot Line • Counselor/Social Worker intervention • Parent Conference • Care Team Meeting • School Resource Officer or DARE Officer meeting • Referral to an outside agency for support
	Middle School	Level 2	• Counselor/Social Worker Intervention • Parent Conference • Care Team Meeting • School Resource Officer or DARE Officer meeting • Referral to an outside agency for support • Recommendation to participate in the SIEP • Police notification • Check-in/out
	High School	Level 2	• Parent conference • Counseling/Social Worker intervention • School Resource Officer meeting • Check-in/out program • Recommendation to participate in the SIEP program • Police notification • Referral to an outside agency for support • Hotline to Division of Social Services
<u>Arson (POLICY JG)</u> Arson is defined as starting or attempting to start a fire or attempting to cause an explosion.	Elementary School	Level 2	• Counselor/Social Worker intervention • Meeting with the Fire Marshal • School/Staff Problem Solving Team with Parent
	Middle School	Level 3	• Referral to outside agency for support • School Resource Officer meeting • Building plan • Parent conference
	High School	Level 3	• Parent conference • Counselor/Social Worker intervention • School Resource Officer meeting • Restorative Practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Assault/Attack (POLICY JG)</u> Assault/Attack is defined as one-sided physical aggression that causes fear of physical injury, or actual physical injury to anyone while they are under the supervision of the school.	Elementary School	Level 2	• Parent Conference • School Resource Officer referral and mediation • Social skills instruction • Behavior contract • Apology Letter • Counselor/Social Worker Intervention • Restorative Conference • Referral to outside agency
	Middle School	Level 3	• Parent conference • School Resource Officer meeting • Building Plan • Counselor/Social Worker intervention • Restorative Conference • Referral to outside agency
	High School	Level 3	• Parent conference • Counseling/Social Worker intervention • School Resource Officer meeting • Restorative Conference • Referral to outside agency
<u>Automobile Violations (POLICY JG)</u> Automobile violations are defined as parking violations, speeding, reckless driving, etc. on any Hazelwood School District property or at any extra-curricular activity on or off-campus.	Elementary School	N/A	N/A
	Middle School	N/A	N/A
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Parent conference
<u>Bomb Threat (POLICY EBCC)</u> Bomb threat is defined as making a false report regarding the possession or location of explosive materials and/or making a threat to bring a bomb to school. This is a serious offense that may endanger the lives of others. Offenders shall be prosecuted to the maximum penalty allowed by the law.	Elementary School	Level 2	• Meeting with Counselor/Social Worker • Meet with Fire Official • Parent conference with SRO • School Problem Solving Team
	Middle School	Level 3	• Parent conference • Referral to outside agency for support • School Resource Officer meeting • Building plan • School Problem Solving Team
	High School	Level 3	• Parent conference • Counseling/Social Worker intervention • School Resource Officer meeting • Referral to outside agency • Police notification

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Bullying/Cyberbullying (POLICY JFCF)</u> Bullying is defined as repeated, purposeful, deliberate, and negative exclusion of a student by an individual or group, in person, or through any multi-media tools. This intimidation and harassment, as well as physical violence, verbal taunts, name-calling, put-downs, threats, extortion, theft, or damaging personal property, will be considered bullying. All statements regarding or relating to bullying will be taken seriously and will be dealt with accordingly.	Elementary School	Level 1	• Social skills instruction • Behavior contract • School/Staff Problem Solving Team with or without Parent • Restorative Practices • Parent contact • Video Watching/Book Reading • Empathy Lessons • Internet Safety Trainings • Review Behavioral Expectation • Apology Letter • Outside Agency Referral
	Middle School	Level 2	• Social skills instruction • Behavior contract • Parent contact • School/Staff Problem Solving Team with or without Parent • Counselor/Social Worker intervention • Referral to outside agency for support • Restorative Practices • Outside Agency Referral
	High School	Level 2	• Behavior contract • Counselor/Social Worker intervention • Mediation • School/Staff Problem Solving Team with or without Parent • Parent Contact • Restorative Practices • Outside Agency Referral
<u>Bus/Bus Stop Misconduct (POLICY JFCC)</u> Bus/bus stop misconduct is defined as any violation of the Student Handbook and Behavior Guide which occurs at the bus or bus stop. The offense which a student commits on the school bus/bus stop may be addressed and appropriate consequences will be assigned according to the policy/offense violated. Students are considered under school supervision until they reach their homes.	Elementary School	Level 1	• Teach/re-teach expectations • Preferential/ assigned seating • Building plan • Reflection activity • Parent Contact • Parent conference
	Middle School	Level 1	• Preferential/ assigned seating • Meeting with the bus driver • Parent contact • Parent conference • Behavior contract • Teach/re-teach expectations
	High School	Level 1	• Teach/re-teach expectations • Parent contact • Parent conference • Behavior contract • Preferential/ assigned seat
<u>Cell Phones or Other Electronic Devices Misuse (POLICY JG)</u> Cell phones and other electronic devices not issued by the school misuse is defined as the use of any item that can be used to communicate, play music, and/or record information in either written, pictorial, or video form. K-8: If a student brings a cell phone or electronic device to school, it is to be silenced and placed out of sight from the beginning to the end of the instructional day. 9-12: If a student brings a cell phone or electronic device to school, it is to be silenced and placed out of sight during class time. Recording video of discipline infraction will cause discipline for the person recording and confiscation of the device for possible deletion of video. Cell phones and other electronic devices are brought at your own risk.	Elementary School	Level 1	• Parent contact • Parent conference • Building plan • Conference with student • Teach/re-teach expectations
	Middle School	Level 1	• Teach/re-teach expectations • Parent contact • Parent conference
	High School	Level 1	• Parent contact • Parent conference • Teach/re-teach expectations

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Dangerous Behavior (POLICY JG)</u> Dangerous behavior is defined as behaving in such a way that could reasonably cause injury and/or cause harm to a student, teacher, or other staff members (e.g., horse playing, wrestling, inappropriate use of equipment or materials, play fighting, boxing, throwing objects, etc.).	Elementary School	Level 1	• Teach/re-teach expectations • Role-play/modeling • Positive reinforcement for correct behavior • Restorative practices • Building plan • Parent contact • Parent conference
	Middle School	Level 2	• Parent contact • Parent conference • Teach/re-teach expectations • Behavior contract • Increased positive reinforcement for correct behavior • Restorative practices • Redirection for appropriate behavior
	High School	Level 2	• Parent contact • Parent conference • Teach/re-teach expectations • Redirection for appropriate behavior • Social Stories • Mediation • Reflection Sheet • Restorative practices
<u>Detention Violations (POLICY JG)</u> A detention violation is defined as any instance when a student does not arrive on time, does not meet the requirements of, or does not serve an assigned detention.	Elementary School	Level 2	• Alternative time/consequence for detention
	Middle School	Level 2	• Parent contact
	High School	Level 2	• Parent contact
<u>Disruptive Behavior (POLICY JG)</u> Disruptive behavior is defined as verbal, written, pictorial, or symbolic language or gestures in violation of district policy or considered inappropriate in educational settings. This includes behaviors which materially and substantially disrupts classroom work, school activities, or school functions (e.g. misbehaving in classrooms, getting out of seat without permission, hallway misbehavior, misbehavior in a restroom, on buses, etc.). Students will not be disciplined for speech in situations where it is protected by law.	Elementary School	Level 1	• Parent conference • Teach/re-teach expectations • Teaching replacement behavior • Social skills instruction • Role-Play/Modeling • Proximity • Behavior Chart/Contract • Leadership Roles/Peer Mentors • Restorative practices • Utilize School Staff Problem Solving Committee
	Middle School	Level 1	• Parent conference • Role-play • Teach/re-teach expectations • School/Staff Problem Solving Team • Restorative practices
	High School	Level 1	• Parent conference • Teach/re-teach expectations • Preferential seating • Teacher/Student Conference • Restorative practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Dress Code Violations (POLICY JG)</u> Student dress code is defined as attire that will not disrupt nor distract from the instructional procedures of the school. The school administrator(s) or designee will make the determination if clothing is disruptive, inappropriate, or poses a safety hazard. The following is a list that is intended to inform but not limit. • Shoes must be worn at all times. • Items of clothing that are inappropriate for school and are not permissible are shoes with wheels, flip-flops, tight-fitting clothing, and revealing or suggestive clothing • Headgear that interferes with the student being identifiable by adults or cameras is not allowed • Sunglasses, dark glasses, and medical masks are not allowed unless by prescription. • Accessories that can be used as weapons, such as chains or combs, are not allowed. • Clothing that promotes/endorse disruptive behaviors, non-inclusiveness, drugs, sex, alcohol, violence, gangs or illegal activities will not be allowed on school grounds or at school-sponsored activities. • It is also required that clothing be worn in the correctly intended manner. • Students may be required to provide and wear face coverings if deemed appropriate by District officials. Those schools that are designated “uniform” schools will adhere to their building policies when students are in uniform.	Elementary School	Level 1	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Provide a change of clothes
	Middle School	Level 1	• Modification to dress to meet expectations • Teach/re-teach expectations • Parent contact
	High School	Level 1	• Teach/re-teach expectations • Parent contact • Counselor/Social Worker intervention • Modifications to dress to meet expectations
<u>Extortion (POLICY JG)</u> Extortion is defined as the solicitation of money, information, or anything of value by means of oral or written threats or for return of protection.	Elementary School	Level 1	• Parent contact • Social skills instruction • Building plan • Meditation • School/Staff Problem Solving Team with or without Parent • Restorative practices
	Middle School	Level 2	• Teach/re-teach expectations • Parent contact conference • School Resource Officer meeting • Counseling/Social Worker intervention
	High School	Level 3	• Parent conference • Counseling/Social Worker intervention • School Resource Officer meeting

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Failure to Meet Conditions of Suspension (POLICY JG)</u> Failure to meet conditions of suspension is defined as coming within 1,000 feet of any public school in the District while on suspension for any offense that requires reporting to law enforcement or for an act of school violence or drug-related activity. In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.	Elementary School	Level 2	• Teach/re-teach expectations • Parent Contact • Counselor/Social Worker intervention
	Middle School	Level 2	• Parent conference • Teach/re-teach expectations • Behavior contract • School Resource Officer meeting
	High School	Level 2	• Parent conference • Letter from the School District • School Resource Officer meeting
<u>False Alarms/Misuse of Emergency Equipment (POLICY EBCC)</u> False alarms or misuse of emergency equipment including 9-1-1, is defined as activating an emergency response when no emergency exists. This act is a serious offense that may endanger the lives of others, thus offenders are subject to disciplinary consequences, police notification, as required by law, and/or charges.	Elementary School	Level 2	• Teach/re-teach expectations • School Resource Officer/DARE Officer referral • Call Fire Marshall • Parent contact • School/Staff Problem Solving Team with or without Parent
	Middle School	Level 2	• Counselor/Social Worker intervention w/ staff, counselor/Social worker • School Resource Officer referral • Parent conference
	High School	Level 3	• Parent conference • Counselor/Social Worker intervention • School Resource Officer meeting
<u>Fighting (POLICY JG)</u> Fighting is defined as conflict to which both parties have contributed to physically. Students are expected to seek non-violent solutions to solve disputes. If physical confrontation is anticipated, students are to seek assistance from the school staff. Any student joining in or who inhibits adults from interceding will be considered a participant. Individuals instigating, encouraging, or taping the fight, other than the original participants, will be considered part of the fight and will be subject to disciplinary consequences. Students who do not disperse upon request when watching a fight will also be subject to disciplinary consequences. Students who run to see a fight, or students who do not disperse upon request when watching a fight, will be subject to the disciplinary consequences associated with disruptive behavior.	Elementary School	Level 2	• Parent contact • Parent conference • Social skills instruction • Restorative Practices • Teach/re-teach expectations • Referral to an outside agency for support • Conflict Resolution
	Middle School	Level 2	• Mediation • Parent contact • Parent conference • Behavior contract • Counseling/Social Worker intervention • Security officer meeting • Restorative practices
	High School	Level 2	• Parent contact • Parent conference • Counseling/Social Worker intervention • School Resource Officer meeting • Mediation • Restorative practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Fireworks/Explosive Devices, Matches, or Lighters (POLICY JG/JFCJ)</u> Fireworks and explosive devices are defined as any object, that if lit, produces a chemical reaction, noise, disruption, or explosion, regardless of whether there is physical injury or property damage.	Elementary School	Level 2	• Counselor/Social Worker intervention • Parent conference • Meet with Fire Official • School/Staff Problem Solving Team with Parent • Teach reteach expectation
	Middle School	Level 2	• School Resource Officer intervention • Parent conference • Teach/re-teach expectations • Counselor/Social Worker intervention
	High School	Level 2	• Parent conference • School Resource Officer intervention
<u>Forgery (POLICY JG)</u> Forgery is defined as forging parent/teacher's, or someone else's signature on documents.	Elementary School	Level 1	• Parent conference • Building plan • Teach/re-teach expectations
	Middle School	Level 1	• Teach/re-teach expectations • Parental contact • School Resource Officer referral
	High School	Level 2	• Parent contact • Teach/re-teach expectations
<u>Gambling (POLICY JG)</u> Gambling is defined as the participation in any activity in which money or other items are, or maybe, exchanged. Gambling paraphernalia will be confiscated. Offenders are subject to disciplinary consequences, police notification, and/or charges filed if warranted.	Elementary School	Level 1	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention
	Middle School	Level 2	• School Resource Officer referral • Teach/re-teach expectations • Parent contact • Counselor/Social Worker intervention
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Group or Gang Activities/Symbols (POLICY JFCE)</u> Group/gang activity or symbols is defined as an association or group of two (2) or more individuals, whether formal or informal, having as one (1) of its primary activities the commission of one or more criminal acts, including violence, drug use or distribution, and acts of intimidation. Students are prohibited from promoting or participating in any gang activity. Students are prohibited from displaying or wearing any secret organization or gang logos, from writing or distributing any gang-related symbols or literature and communicating in any kind of gang sign language. Individuals instigating, or encouraging the group/gang fight or activity will be subject to disciplinary consequences. Students who do not disperse upon request when watching a group/gang fight or activity will also be subject to disciplinary consequences.	Elementary School	Level 2	• School Resource Officer or DARE Officer meeting • Counseling/Social Worker intervention • Behavior contract • Teach/ reteach expectations • Parent conference • Roleplaying
	Middle School	Level 2	• School Resource Officer intervention • Counseling/Social Worker intervention • Parent conference • Meditation
	High School	Level 2	• Parent conference • Counseling/Social Worker intervention • School Resource Officer intervention • Mediation
<u>Hazing (POLICY JFCF)</u> Hazing is defined as any activity that would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful, or disconcerting position for the purposes of initiation, affiliation, admission, membership, or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants.	Elementary School	Level 1	• Social skills instruction • Mediation • Parent conference • Restorative Practices • Counselor/social worker intervention
	Middle School	Level 2	• Teach/re-teach expectations • Role-play • Mediation • Parent Conference • Counseling/Social Worker intervention • Meeting w/ SRO officer • Restorative Practices • Referral to School Resource Officer
	High School	Level 2	• Parent contact • Counselor/Social Worker intervention • Mediation • Restorative Practices
<u>Identification Badge (ID) Policy Violation (POLICY JG)</u> Each student is required to wear his/her own current ID badge to or from school and while on school grounds. **see page B-51 for further information regarding procedures for students who do not have their I.D. when boarding the bus in the morning. Students will be financially responsible for replacing ID badges. Badge cost will be added to the student account.	Elementary School	N/A	N/A
	Middle School	Level 1	• Teach/re-teach expectations • Parent contact • Pay for replacement
	High School	Level 1	• Teach/re-teach expectations • Parent contact • Pay for replacement

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Indecent Exposure (POLICY JG/AC-R)</u> Indecent exposure is defined as attempting to or exposing <u>one's own</u> or <u>another person's</u> private body part. (E.g. mooning, pulling down one's pants, etc.)	Elementary School	Level 2	• Counseling/Social Worker intervention • Parent conference • Safe Touch training • Building plan • Behavior contract • Teach/reteach expectations • Safety plan • Referral to outside agency
	Middle School	Level 2	• School Resource Officer intervention • Counselor/Social Worker intervention • Behavior contract • Parent Contact • Re-teach expectations/personal boundaries training • Referral to outside agency
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Meet w/SRO • Referral to outside agency
<u>Insubordination (POLICY JG)</u> Insubordination is defined as a refusal to follow the directions of school district personnel including, but not limited to, administrators, teachers, substitute teachers, bus drivers, food service workers, School Resource Officer (SRO), etc.	Elementary School	Level 1	• Teach/re-teach expectations • Conference with student • Apology Letter • Parent Conference • Cause and Effect Flow Chart • Utilizing Buddy Rooms • Calm Down Areas in Rooms • Reflection Sheet • Providing Acceptable Choices • Student-created scenarios • Student taught lessons on expectations • Roleplay examples/non-examples • Connection to a Trusted Adult – “Real Talk” • Adult mentor • Behavior chart/goals • Restorative Practices
	Middle School	Level 1	• Teach/re-teach expectations • Provide positive reinforcement • Parent contact • School/Staff problem-solving team with or without a parent • Mentor • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Behavior Modification Plan • Restorative Practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Leaving Campus or Supervised Area Without Permission (POLICY JED/JG)</u> Leaving campus, or a supervised area, without permission is defined as leaving campus without permission from school personnel and parents.	Elementary School	Level 2	• Building plan • Parent conference • School Resource Officer or DARE Officer intervention • Teach/re-teach expectations • Safety Plan • Safe Place/Calm Down Area
	Middle School	Level 2	• Parent conference • Teach/re-teach expectations • School Resource Officer intervention
	High School	Level 2	• Parent conference • Teach/re-teach expectations • School Resource Officer notification
<u>Obscenities/Inappropriate Language (POLICY JG)</u> Obscenities/Inappropriate language is defined as any offensive comment, obscenity, obscene gesture, profanity, and racial or ethnic slanders or slurs, whether verbal, written, or multi-media form that disrupts classroom work, school activities, or school functions.	Elementary School	Level 1	• Building plan • Provide strategies on how to communicate more effectively/appropriate ways to express emotions • Restorative Practices • Parent Contact/Conference
	Middle School	Level 1	• Teach/re-teach expectations • Conference with student • Parent contact • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Role-play • Apology letter to individual • Restorative Practices
<u>Obscenities/Inappropriate Language (POLICY JG)</u> <u>Directed at a Staff Member</u> Obscenities/Inappropriate language is defined as any offensive comment, obscenity, obscene gesture, profanity, and racial or ethnic slanders or slurs, whether verbal, written or on social media, which is directed at a staff member. Students will not be disciplined for speech in situations where it is protected by law.	Elementary School	Level 2	• Role-play-elementary school • Behavior plan • Apology letter to individual • Reflection sheet expectations, teach strategies for effective communication • Restorative Practices • Parent Conference
	Middle School	Level 2	• Parent conference • School/Staff Problem Solving Team with or without Parent • Social skills instruction • Mediation • Restorative Practices • Apology Letter
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Restorative Practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Physical Aggression (POLICY JG)</u> Physical aggression is defined as one or more students engaging in physically aggressive behavior which may or may not cause physical injury or property damage.	Elementary School	Level 1	• Teach/re-teach expectations • Counseling/Social Worker intervention • Functional Behavior Assessment • Student moved to a different setting in the school • Safe Place • Focus sheet • NCI de-escalation strategies • Restorative Practice • Parent Conference • Restorative Practices
	Middle School	Level 2	• Parent conference • Counseling/Social Worker intervention • Social skills instruction • Reflection/refocus time • Mediation • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Restorative Practices
<u>Physical Contact with Staff (POLICY JG)</u> Inappropriate physical contact is defined as any intentional and inappropriate or unwelcome contact with an adult.	Elementary School	Level 2	• Parent conference • Teach/re-teach expectations • Social skills instruction • Focus sheet • NCI de-escalation strategies • School/Staff Problem Solving Team with or without Parent • Mediation • Restorative practices • Building plan • Conduct Functional Behavioral Assessment
	Middle School	Level 2	• Parent conference • Teach/re-teach expectations • Staff and student mediation • School Resource Officer intervention • Social skills instruction • Restorative Practice
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Restorative Practice

Offense	Grade Level	Level of Consequence	Interventions and Supports
Possession of/Production of Pornography (POLICY JG) Possession or production of pornography is defined as a student having in their possession, sharing, or found making, pictorial or video images of a pornographic nature.	Elementary School	Level 1	• Parent conference • Counselor/Social Worker intervention • Safe Touch training • Conference with SRO
	Middle School	Level 2	• Teach/re-teach expectations • School Resource Officer referral • Counselor/Social Worker intervention • Mandatory parent conference
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Reflection/refocus time • Counselor/Social Worker intervention
Promoting/Posturing to Fight (POLICY JG) Promoting/posturing to fight is defined as engaging in “pre-fight” activities like, but not limited to, yelling, bumping, dropping books, squaring off, etc. Individuals instigating, promoting, encouraging the fight, seeking someone to fight, physically gesturing or positioning to fight will be considered “posturing to fight.” This includes instigating others to exhibit these behaviors.	Elementary School	Level 2	• Teach/re-teach expectations • Conference with SRO • Mediation • Reflection /refocus • Counselor/Social Worker intervention • Parent Conference • Restorative Conferences
	Middle School	Level 2	• Mediation • Parent contact • Reflection/refocus time • School Resource Officer referral • Counselor/Social Worker intervention
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • Mediation
Promoting/Posturing to Fight with a Staff Member (POLICY JG) Posturing to fight/promoting is defined as engaging in “pre-fight” activities like yelling, bumping, dropping books, squaring off, etc. Individuals instigating, promoting, encouraging the fight, seeking someone to fight, physically gesturing or positioning to fight will be considered “posturing to fight.” This includes instigating others to exhibit these behaviors.	Elementary School	Level 2	• Teach/re-teach expectations • Mediation • Conference with SRO • NCI de-escalation • Parent Conference • Restorative Conferences
	Middle School	Level 3	• School Resource Officer intervention • Parent conference • Teach/re-teach expectations • Staff and Student Conference • Counselor/Social Worker intervention
	High School	Level 3	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Sexting (Policy JG)</u> The sending, saving or sharing of sexually explicit images, videos, messages or emails by cell phone or other electronic or digital means. This includes off-campus incidents that disrupt or distract from the instruction or procedures of the school.	Elementary School	Level 2	• Parent conference • Counselor/Social Worker intervention • Safe Touch training • Conference with SRO
	Middle School	Level 2	• Teach/re-teach expectations • School Resource Officer referral • Counselor/Social Worker intervention • Mandatory parent conference
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention
<u>Sexual Harassment (POLICY JG/AC-R)</u> Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature. This includes verbal comments, sexual name-calling, gestures, jokes, slurs, sexually-oriented pictures or letters and the spreading of rumors of a sexual nature. Every student and staff member has the right to attend school and work in an environment free of sexual harassment, offensive use of sex-oriented jokes, or epithets. Such conduct is improper, contrary to school district policy, and unlawful and therefore, prohibited for all students and employees of the school district. Individuals who experience sexual harassment from students or staff members should make clear that such behavior is unwelcome and offensive to them and should report such conduct to an administrator or any staff member. Administrators will fully investigate the concern and will conduct the investigation with full recognition of the rights of all parties involved and will maintain confidentiality of the report and details of such an investigation to the fullest extent possible. There will be no retaliation against or adverse treatment of any student who uses this procedure to resolve a concern.	Elementary School	Level 1	• Safe Touch training • Counseling/Social Worker intervention for both parties • Teach/re-teach expectations • School/Staff Problem Solving Team with or without Parent • Safety Plan • Parent Conference
	Middle School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer meeting • School/Staff Problem Solving Team with or without Parent • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Restorative Practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Sexual Misconduct (POLICY JG/AC-R)</u> Sexual misconduct is defined as one who forcibly, intentionally, or consensually touches another person's body and/or clothing in a way that constitutes or results in sexual contact. This includes sexual gestures, possession or distribution of sexual paraphernalia and/or magazines. Students who engage in sexual misconduct are subject to disciplinary consequences, possible police notification, and charges if warranted. Indecent exposure or sexual gestures "may" constitute sexual misconduct.	Elementary School	Level 2	• Referral to an outside agency for support • Counselor/Social Worker intervention • Safe touch (personal boundaries) training • Parent contact/conference • Teach/reteach expectations • Building plan
	Middle School	Level 2	• School Resource Officer intervention • Parent conference • Teach/re-teach expectations • Staff and Student Conference • Counselor/Social Worker intervention
	High School	Level 3	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention
<u>Tardy (POLICY JED/JG)</u> Tardy is defined as arriving late to school, class or assigned area. Students who are tardy in arriving to school are to check-in at the office before reporting to class. These guidelines start over at the beginning of each quarter (elementary), trimester (middle school) or semester (high school).	Elementary School	Level 1	• Counselor/Social Worker intervention • Parent contact/conference • Provide tips for getting to school on time • Behavior/ expectation contract with students/parents • Check-in/Check-out • Incentives • Positive Reinforcement System
	Middle School	Level 1	• Teach/re-teach expectations • Provide positive reinforcements • Parent contact/conference • Counselor/Social worker intervention • Building plan
	High School	Level 1	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention

Offense	Grade Level	Level of Consequence	Interventions and Supports
Technology Misuse/Abuse (POLICY JG) Technology misuse/abuse is defined as any attempt, regardless of success, to gain unauthorized access to a technology system for information; to use district technology to connect to other systems in evasion of the physical limitations of the remote system; to copy district files without authorization; to interfere with the ability of others to utilize district technology; to secure a higher level of privilege without authorization; to introduce computer “viruses,” “hacking” tools, access inappropriate sites, or other disruptive/destructive programs onto or using district technology; or to evade or disable a filtering/blocking device.	Elementary School	Level 1	• Review of technology agreement • Parent contact/conference • Increased supervision while using technology • Reflection Activity • Counselor/Social Worker intervention • Building plan
	Middle School	Level 2	• Review technology agreement • School Resource Officer intervention • Parent contact • Building plan
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Building plan
Theft (POLICY JG) Theft is defined as the unauthorized acceptance, possession, purchase, taking, and/or transfer of property belonging to another. Any student finding an item (e.g., books, clothing, electronic devices, locks, purses, etc.) on school property is expected to turn the item into the office immediately. If a student fails to do so, it may be considered theft. Offenders are subject to disciplinary consequences, police notification, as required by law when deemed appropriate, legal prosecution, and restitution. The school district is not responsible for damaged or stolen personal property.	Elementary School	Level 1	• Teach/re-teach expectations • Apology letter to the victim • School Resource Officer or DARE Officer intervention • Restorative conference • Parent contact/conference • Counselor/ Social worker intervention • Restorative Practices
	Middle School	Level 2	• Parent contact • School Resource Officer intervention • Counselor/Social Worker intervention • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Restorative Practices

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Threat to/Harassment of Staff (POLICY JG)</u> Threats are defined as gestures, posturing, verbal comments, and pictorial, written statements or multi-media form made to harm an individual's life, family, physical well-being, emotional well-being, and/or personal property. Harassment is defined as abusive behavior towards a staff member based on race, color, national origin, sex, disability, socio-economic status or sexual orientation that creates a hostile environment. This includes gestures, verbal comments, pictorial or written statements, or threats. Any comments that could be construed as a threat will be taken seriously.	Elementary School	Level 2	• Teach/re-teach expectations • Parent contact/conference • Apology letter • Restorative Practices
	Middle School	Level 2	• Parent contact • Counselor referral • Staff student resolution • School Resource Officer intervention • Teach/re-teach expectations • Restorative Practices
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Restorative Practices
<u>Threat to/Harassment of Students (POLICY JG)</u> Threats are defined as gestures, verbal comments, and pictorial, written statements or on social media made to harm an individual's life, family, physical well-being, emotional well-being, and/or personal property. Harassment is defined as abusive behavior towards another student based on race, color, national origin, sex, disability, socio-economic status or sexual orientation that creates a hostile environment. This includes gestures, verbal comments, pictorial or written statements, or threats. Any comments that could be construed as a threat will be taken seriously. Harassment is defined as abusive behavior towards a student based on race, color, national origin, sex, disability, socio-economic status or sexual orientation that creates a hostile environment. This includes gestures, verbal comments, pictorial or written statements, or threats. Any comments that could be construed as harassment will be taken seriously.	Elementary School	Level 1	• Social skills instruction • Building plan • Restorative conference • Parent contact/ conference • Counselor/ Social worker intervention • Restorative Practices
	Middle School	Level 2	• Parent contact • Mediation • Teach/re-teach expectations • Behavior contract • SRO referral
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention
<u>Tobacco and Tobacco Products (POLICY JG)</u> Possession, use, sale, or transfer of any tobacco products or smoking paraphernalia, e-cigarettes, by students on district property, in district vehicles or at school-sponsored functions both on and off district property is prohibited. Offenders are subject to police notification when deemed appropriate. Violations will be defined as any of the following: Possession of any tobacco product, smoke/vapor coming out of mouth or nose or smoke coming from an area occupied by students. This includes any form of nicotine-based products.	Elementary School	Level 2	• Parent contact/conference • Counselor/Social Worker intervention • Referral to an outside agency • School Resource Officer or DARE officer meeting
	Middle School	Level 2	• Parent contact • School Resource Officer intervention • Counselor/Social Worker intervention • Referral to an outside agency
	High School	Level 2	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Referral to outside agency

Offense	Grade Level	Level of Consequence	Interventions and Supports
<u>Unauthorized Absence (POLICY JG)</u> An absence from class without the consent of school personnel.	Elementary School	Level 1	• Parent contact/conference • School Resource Officer or DARE Officer intervention • Social Worker Conference/counselor referral • Building plan • Refer to outside agency
	Middle School	Level 1	• Teach/re-teach expectations • Parent contact • Counselor/Social Worker interventions • Building plan
	High School	Level 1	• Parent contact • Teach/re-teach expectations • Counselor/Social Worker intervention
<u>Unauthorized Entry/Exit (POLICY JG)</u> Unauthorized entry is defined as entering or assisting any other person to enter a District facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a District facility through an unauthorized entrance; assisting unauthorized persons to enter a District facility through any entrance, which includes exiting a building.	Elementary School	Level 1	• Social skills instruction • Counselor/Social Worker intervention • School Resource Officer or DARE Officer meeting • Building plan • Parent contact/ conference • Teach/Re-teach expectations
	Middle School	Level 2	• Parent contact • School Resource Officer intervention • Teach/re-teach expectations
	High School	Level 2	• Parent contact • Teach/re-teach expectations • School Resource Officer intervention
<u>Vandalism (POLICY JFCB)</u> Vandalism is defined as the destruction, misuse or defacing of property.	Elementary School	Level 1	• Teach/re-teach expectations • Parent contact/conference • Counselor/Social worker intervention • Restorative conference • SRO/ DARE officer referral • Service learning • Repair/replace damage/ community service
	Middle School	Level 1	• Service learning (repair damage/community service) • School Resource Officer intervention • Parent conference • Teach/re-teach expectations • Repair/replace damage/community service
	High School	Level 2	• Parent contact • Teach/re-teach expectations • School Resource Officer intervention • Repair/replace damage/community service

Offense	Grade Level	Level of Consequence	Interventions and Supports
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Weapons (POLICY JFCJ) the Missouri State Statute A weapon is defined to mean one or more of the following: 1. A firearm as defined in 18 U.S.C. 921. 2. A blackjack, bullets, concealable firearm, explosive weapon, firearm, firearm silencer, gas gun, knife, knuckles, mace, machine gun, pepper spray, poison, projectile weapon, rifle, rifle cartridges, shotgun, shotgun shells, spring gun, switchblade knife, and other items, as these terms are defined in 571.010, RSMo. 3. A dangerous weapon as defined in 18 U.S.C. 930 (g) (2). 4. An instrument or device used to threaten or assault, whether for attack or defense. 5. Any object designed to look like or imitate a device as described in 1-4. The possession, displaying, handling, brandishing, use or attempted use of a weapon by a student is prohibited on or in all school facilities and at all school activities whether they are on district property or not. Students in possession of a weapon are subject to disciplinary consequences, police notification, as required by law, and charges if warranted. Students are not to bring any type of weapon to school, real, imitation or toys. It is essential that every student and every parent understand that anyone who violates the weapon policy should expect the most severe consequence. When an item (such as a tennis racket or scissors) is used or displayed as a potential weapon against another person, the weapon policy will be enforced. In accordance with federal law, and the Safe Schools Act, any student who possesses a firearm (as defined in 18 U.S.C. 921) in a school building, on school property, on a school bus or at a school function will be suspended from school for a minimum of one calendar year. In most occurrences, students who unintentionally bring an object that could be considered a weapon (like those mentioned above) may leave the item with an administrator immediately upon entering the building with no penalty incurred.	Elementary School	Level 2	• Parent conference • School Resource Officer or DARE Officer meeting • Counselor/Social Worker intervention • Building plan
	Middle School	Level 3	• Parent conference • School Resource Officer intervention • Referral to outside agency for support • School/Staff Problem Solving Team with or without Parent • Counselor/Social Worker intervention
	High School	Level 3	• Parent contact/conference • Teach/re-teach expectations • Counselor/Social Worker intervention • School Resource Officer intervention • Referral to outside agency for support

HAZELWOOD SCHOOL DISTRICT
EXPECTATIONS FOR WALKERS GRADES K-12

Students are required to follow all safety rules and expectations of the school on their way to and from school. Participating in an activity that is listed as an offense in the handbook on the way to or from school will be dealt with according to the behavior guide.

HAZELWOOD SCHOOL DISTRICT
EXPECTATIONS FOR BUS RIDERS GRADES K-12

Students are important in keeping the bus on schedule and promoting **maximum safety conditions** to and from school. Arrive 10 minutes before your assigned time and be ready to **board the bus in an orderly manner** as soon as the bus arrives. Be careful when you are approaching the bus stop; use sidewalks when available. For your protection, as well as for others – **stay out of the street.**

When boarding the bus, go as far to the rear of the bus as possible unless you have an assigned seat. Make sure you are seated fully on the seat your back to the back of the seat. **You will be expected to obey the bus driver.**

Avoid loud talking, loud laughing AND unnecessary conversation with the bus driver. Keep your head, arms, hands, etc., inside the bus at all times. Do not yell at passersby. **Obscenities and profanity will not be tolerated.**

Smoking is prohibited. In case of violations of this expectation, the discipline policy regarding smoking will be administered – including the loss of bus riding privileges.

If the bus has an emergency, mechanical trouble, or is delayed on the road, remain seated until the driver gives you instructions. If you are waiting for a bus to arrive, please wait until your regular bus or a relief bus arrives or 10 minutes past your stop time before calling Transportation.

Students are not permitted to sit in the driver's seat, operate the stop arms, sit on the heater box, or stand in the aisle in front of the first row of seats. Eating, drinking and cell phones are prohibited on the bus. Radios and animals shall not be transported on the bus. No skateboards, no basketballs, footballs, etc., are allowed. No band instruments larger than you can hold in your lap are allowed.

Fighting, wrestling, pushing, shoving, "roughhousing or horseplay" of any kind are prohibited on the bus or at the waiting area. Students who throw snowballs, rocks, or other objects at or from the bus will be disciplined or reported to the administration or law enforcement agency.

HAZELWOOD SCHOOL DISTRICT
EXPECTATIONS FOR BUS RIDERS GRADES K-12

(Continued)

When it is necessary to cross the street after getting off the bus, the driver will protect your crossing with the stoplight and stop arm. Students are to cross **in front** of the bus under the driver's supervision. This may also apply in instances where pupils wait for the bus on the opposite side of the street.

Students may only leave and board the bus at their regular stops and at school. Permission to deviate from this is upon the principal's approval with a note from the parent/legal guardian. You are to ride the bus to which you are assigned. No one is allowed to board a bus except those assigned.

The emergency door is for use **only in an emergency.**

The purpose of the **student's I.D.** is to ensure pupil identification, prevent riding the incorrect bus, and provide control of pupil conduct. If a student does not have an I.D. in the morning when they are attempting to get on the bus, the bus driver may allow them on the bus if they recognize the student as a regular rider. If the driver does not recognize the student, the driver will call the transportation office and get identifying information to attempt to identify the student. If the driver cannot identify the student, security will be called and the bus will not leave the student until security is on the scene. In all these instances, the student will be reported to the office for failure to have an I.D. If in the driver's opinion the student is not behaving according to bus expectations, the driver will request the student's I.D. to record the student's name.

Students causing damage to the seats or any other part of the bus will be subject to disciplinary consequences – including reimbursement to the school district for the damages.

Consequences are determined by the principal, depending on the severity and other circumstances. Consequences may include removal from the bus and/or other disciplinary actions as defined in The Student Behavior Guide.

ACTION BY A STUDENT OR OTHERS HARMFUL TO STUDENTS AND/OR DRIVER OR ACTIONS BY A STUDENT OR OTHERS WHICH CAUSES DAMAGE TO SCHOOL PROPERTY IS SUBJECT TO MAXIMUM CONSEQUENCE AUTHORIZED BY THE BOARD OF EDUCATION AND ALSO SUBJECT TO APPROPRIATE ACTION BY THE LOCAL LAW ENFORCEMENT AGENCY.

HELP US – HELP YOU

CALL

THE SAFE SCHOOLS HOTLINE

889-SAFE (7233)

TO REPORT

**BULLYING, DRUGS, GANGS, AND/OR
WEAPON VIOLATIONS**

**ALL CALLS ARE
ANONYMOUS AND CONFIDENTIAL**

HAZELWOOD SCHOOL DISTRICT
ADMINISTRATORS

ELEMENTARY SCHOOLS

Armstrong Elementary	Ms. Marsha Wallace	953-4000
Arrowpoint Elementary	Mrs. Monica Miller-Seawood	953-5300
Barrington Elementary	Dr. Sheilah Fitzgerald	953-4050
Brown Elementary	Ms. Melanie Davison	953-4100
Cold Water Elementary	Dr. Edward Beckmann	953-4150
Early Childhood	Ms. Teri Edwards	953-7650
GALACTIC/Gifted Education	Ms. Melanie Bloom	953-4954
Garrett Elementary	Dr. Erik Melton	953-4200
Grannemann Elementary	Mrs. Tiffany Patton	953-4250
Jamestown Elementary	Ms. Angela Haywood-Gaskin	953-4300
Jana Elementary	Ms. Relanda Hobbs	953-4350
Jury Elementary	Mr. Darion Murdock	953-4400
Keeven Elementary	Dr. Ingrid Carter	953-4450
Larimore Elementary	Mr. Cameron Coleman	953-4500
Lawson Elementary	Ms. Melissa Adkins	953-4550
Lusher Elementary	Dr. Julie Melton	953-4600
McCurdy Elementary	Ms. Germaine Stewart	953-4650
McNair Elementary	Dr. Sally Perano	953-4700
Russell Elementary	Dr. Lisa Strauther	953-4750
Townsend Elementary	Dr. Karen Collins-Adams	953-4800
Twillman Elementary	Ms. Carla Leggett	953-4850
Walker Elementary	Dr. John Koeneker	953-4900

MIDDLE SCHOOLS

HAZELWOOD CENTRAL MIDDLE.....	953-7400
Mr. Jason Chambers, Principal	
Victoria Carlson, Assistant Principal	
Open, Assistant Principal	
HAZELWOOD EAST MIDDLE	953-5700
Dr. Irma Moore, Principal	
HAZELWOOD NORTH MIDDLE	953-7500
Dr. Lisa Spann, Interim Principal	
Dr. Timothy Voelkl, Interim Assistant Principal	
Dr. Syreeta Holland, Assistant Principal	
HAZELWOOD NORTHWEST MIDDLE	953-5500
Dr. Patricia Ulrich, Principal	
Mr. Curtis Wren, Assistant Principal	
Ms. Christina Bunch, Assistant Principal	
HAZELWOOD SOUTHEAST MIDDLE.....	953-7700
Mr. John Williams, Principal	
Dr. Rhonda Harris, Assistant Principal	
Ms. Melanie Davis, Assistant Principal	
HAZELWOOD WEST MIDDLE	953-7800
Ms. Lanetra Thomas, Principal	
Mr. Jason Brown, Assistant Principal	
Mr. Scott Cornett, Assistant Principal	

HIGH SCHOOLS

HAZELWOOD CENTRAL HIGH953-5400

Mr. Cliff Brandon, Interim Principal
Open, Associate Principal
Joshua Fullerton, Assistant Principal
Joseph McGee, Assistant Principal

Ms. Erica Karius, Assistant Principal
Dr. Cheryl Osby, Assistant Principal
Mr. Josh Martin, Activities Director

HAZELWOOD EAST HIGH.....953-5600

Dr. Chauncey Granger, Principal
Mrs. Elizabeth Havey, Associate Principal
Mr. Kip Gilomen, Assistant Principal

Dr. Marquita Weber, Assistant Principal
Mr. Samuel Mitchell, Assistant Principal
Mr. Tracy Schmidt, Activities Director

HAZELWOOD WEST HIGH.....953-5800

Mr. Dennis Newell, Principal
Mr. Jared Beucke, Associate Principal
Mrs. Lauren Keeven, Assistant Principal
Dr. Demetrius Adams, Assistant Principal

Ms. Abida Jafari, Assistant Principal
Mr. Terrance Manker, Assistant Principal
Mrs. Subrinia Chappelle, Activities Director

HAZELWOOD OPPORTUNITY CENTER953-5220

Mr. Juan Haynes, Principal/Director
Mrs. Tiffani Hendrix-Allen, Assistant Principal

ASSISTANT SUPERINTENDENTS' SUPERVISION ASSIGNMENTS

<u>Mr. Juan Cordova</u>	<u>Ms. Lynette Jackson</u>	<u>Dr. Eric Arbetter</u>	<u>Dr. Rhonda Key</u>
Barrington	Armstrong	Central Middle	Central High
Jana	Arrowpoint	East Middle	East High
Jury	Brown	North Middle	West High
Keeven	Cold Water	Northwest Middle	Opportunity Center
Lawson	Garrett	Southeast Middle	
Lusher	Grannemann	West Middle	
McCurdy	Jamestown	Gifted/GALACTIC	
Russell	Larimore		
Twillman	McNair		
Walker	Townsend		
Early Childhood Supervision			

Dr. Eric Arbetter, Assistant Superintendent 953-5154
 Dr. Rhonda Key, Assistant Superintendent 953-5030
 Ms. Lynette Jackson, Assistant Superintendent 953-5064
 Mr. Juan Cordova, Assistant Superintendent 953-5034

STUDENT BEHAVIOR GUIDE

COMMITTEE MEMBERS

NAME	ROLE	SCHOOL
Adams, Demetrius	Principal	Hazelwood Central Middle School
Adkins, Melissa	Principal	Lawson Elementary
Akinade, Olimade	Student	Hazelwood West High School
Allen, Seneca	Assistant Principal	Arrowpoint Elementary
Badra, Danielle	Intervention Support	Lawson Elementary
Baker, Steven	Assistant Principal	Russell Elementary
Beck, Kimberly	Assistant Principal	Jury Elementary
Beck, Ta'Shaun	Student	Hazelwood East High School
Beckmann, Ed	Principal	Cold Water Elementary
Bell, Craig	Parent	Hazelwood East High School
Bell, Craig	Student	Hazelwood East High School
Bell, Marie	Parent	Hazelwood East High School
Bergland, Kirsten	Assistant Principal	Hazelwood Central Middle School
Beucke, Jared	Associate Principal	Hazelwood West High School
Binuyo, Michelle	Teacher	GALACTIC
Blalock, Tiffany	Counselor	Hazelwood North Middle School
Bloom, Melanie	Director Gifted	GALACTIC
Boesch, Marie	Counselor	Hazelwood West High School
Bond, Daniel	Parent	Brown Elementary
Bradley, Kiyona	Counselor	Hazelwood Central High School
Bradley, Melissa	Teacher	Lawson Elementary
Brewer, Alexis	Counselor	Hazelwood Southeast Middle School
Brooks, Tony	Principal	Hazelwood North Middle School
Brown, Eric	Teacher	Hazelwood East High School
Bunch, Christina	Assistant Principal	Hazelwood Northwest Middle School
Burroughs-Neeley, Kimberly	Assistant Principal	Larimore Elementary
Busse, Michelle	Parent	Jamestown Elementary
Butler, Ray	Assistant Principal	Lusher Elementary
Campbell, Lauren	Teacher	Hazelwood North Middle School
Cannon, Jerry	Intervention Support	Jury Elementary
Carlson, Victoria	Parent/Teacher	Hazelwood Central Middle School
Carter, Kourtney	Student	Hazelwood West High School
Chambers, Jason	Teacher	Hazelwood Central Middle School
Chapman, Allan	Teacher	Keeven Elementary
Chenault, Amy	Parent	Hazelwood West High School
Chenault, Parker	Student	Hazelwood West High School
Clark, Tammy	Home School Communicator	Grannemann Elementary
Clarke, Joan	Intervention Support	Twillman Elementary

Coleman, Elizabeth	Parent	Hazelwood North Middle School
Collins, Diana	Counselor	Arrowpoint Elementary
Collins, Jermelody	Counselor	Grannemann Elementary
Collins-Adams, Karen	Principal	Townsend Elementary
Cook, Steven	Assistant Principal	Brown Elementary
Cornett, Scott	Assistant Principal	Hazelwood West Middle School
Cotton, Tracy	Assistant Principal	Lawson Elementary
Covington, Theresa	Counselor	Hazelwood West High School
Cramer, Erin	Teacher	Russell Elementary
Crenshaw, Joel	Dean of Students	Hazelwood Northwest Middle School
Davis, Melanie	Assistant Principal	Hazelwood Southeast Middle School
Davison, Melanie	Principal	Brown Elementary
Decker, Joaniel	Parent	Hazelwood West High School
Dermasi, Dina	Teacher	Townsend Elementary
Diagne, Ndeye Siga Name	Student	Hazelwood East High School
Diggs, Ja'Bari	Student	Hazelwood East High School
Diggs, Shaunlett	Parent	Hazelwood East High School
Dixon, Taylor	Student	Hazelwood Central High School
Dougherty, Connie	Counselor	Cold Water Elementary
Dowden, Corey	Home School Communicator	Hazelwood East High School
Dozier, Xavier	Student	Hazelwood East High School
Dymes, Alyssa	Counselor	Hazelwood Central High School
Easley, Michael	Student	Hazelwood West High School
Easley, Zsasha	Student	Hazelwood West High School
Edwards, Terry	Teacher	Hazelwood East High School
Ellis, Tyrone	Parent	Jury Elementary
Elmore, Derrick	Counselor	Hazelwood North Middle School
Evers, Janell	Parent	Hazelwood East High School
Fick, Alison	Teacher	Walker Elementary
Finkley, Janci	Student	Hazelwood Central High School
Fitzgerald, Sheilah	Interim Principal	Barrington Elementary
Fitzpatrick, Heather	Teacher	Hazelwood East High School
Franks, Lakisha	Assistant Principal	Grannemann Elementary
Fullerton, Josh	Assistant Principal	Hazelwood Central High School
Galabiz, Bernita	Teacher	Hazelwood Central Middle School
Gerald, Ashley	Intervention Support	Lusher Elementary
Giles, Krystal	Counselor	Twillman Elementary
Gilomen, Kip	Assistant Principal	Hazelwood East High School
Goeken, Melissa	Teacher	Townsend Elementary
Hagan, Casee	Counselor	Lusher Elementary
Hamilton, Ledale	Student	Hazelwood West High School
Hammad, Mohammad	Student	Hazelwood West High School
Harkey, Robb	Teacher	McNair Elementary
Harned, Patrick	Teacher	Hazelwood East Middle School
Harris, Aaron	Parent	Armstrong Elementary

Harris, Andrew	Counselor	McNair Elementary
Harris, Rhonda	Assistant Principal	Hazelwood Southeast Middle School
Hartley, Robert	Counselor	Hazelwood Southeast Middle School
Haywood-Gaskin, Angela	Principal	Jamestown Elementary
Hecht, Sarah	Teacher	McCurdy Elementary
Heni, Cassius	Student	Hazelwood West High School
Henke, Melissa	Parent	Lawson Elementary
Higgins, Chanel	Assistant Principal	Cold Water Elementary
Horner, Andrew	SSD Teacher	Hazelwood West High School
Howard, India	Counselor	Hazelwood Central High School
Huddleston, Dena	Parent	Hazelwood Southeast Middle School
Hussmann, Stacey	Parent/Teacher	Russell Elementary
Iezzi, Robert	Assistant Principal	McCurdy Elementary
Jackson, Andre	Parent	Lawson Elementary
Jackson, Deseree	Parent	Twillman Elementary
Jackson, Tonya	Counselor	Brown Elementary
Jaycox, Barb	Parent	Garrett Elementary
Jeffery, Hope	Counselor	Garrett Elementary
Johnson, Sherlonda	Home School Communicator	Larimore Elementary
Johnston, Lindsay	Teacher	Larimore Elementary
Jones, Ciara	Teacher	Twillman Elementary
Jones, Dominique	Parent	Hazelwood Central Middle School
Jones, Myla	Parent	Hazelwood Southeast Middle School
Koeneker, John	Principal	Walker Elementary
Kozlen, Kelly	Assistant Principal	Walker Elementary
Kuhnert, Scott	Counselor	Jamestown Elementary
Kuper, Nick	Teacher	Hazelwood West High School
LaGrone, Ciana	Teacher	Armstrong Elementary
Langley, Kevin	Parent	Lusher Elementary
Lanius, Alyiah	Teacher	Jury Elementary
Larry, Cymonda	Counselor	GALACTIC
LeBlanc, Roger	Principal	Hazelwood Northwest Middle School
Lee, Lori	Counselor	Larimore Elementary
Lloyd, Malique	Student	Hazelwood Central High School
Lupo, Ashley	Intervention Support	Walker Elementary
Lyles, Stacy	Dean of Students	Hazelwood Central Middle School
Mayo, Ken	Social Worker	Lawson Elementary
McCrary, Kim	Teacher	Hazelwood North Middle School
McElroy, Aunya	Counselor	Jury Elementary
McGee, Joseph	Assistant Principal	Hazelwood Central High School
Melton, Erik	Principal	Garrett Elementary
Melton, Julie	Principal	Lusher Elementary
Miller-Seawood, Monica	Principal	Arrowpoint Elementary
Mitchell, Samuel	Assistant Principal	Hazelwood East High School
Mohamed, Alexandra	Counselor	Armstrong Elementary

Montgomery, Peggy	Counselor	Townsend Elementary
Montgomery, Toccara	Parent	Twillman Elementary
Moore, Irma	Principal	Hazelwood East Middle School
Morgan, Donasha	Student	Hazelwood East High School
Morrow, Dedra	Counselor	Walker Elementary
Mullins, Beth	Parent	Hazelwood West Middle School
Mullins, Beth	Parent	Hazelwood West High School
Murdock, Darion	Principal	Jury Elementary
Newell, Dennis	Principal	Hazelwood West High School
Parker, Cassandra	Counselor	Hazelwood Central Middle School
Parr, Leroy	Counselor	Jana Elementary
Patton, Tiffany	Principal	Grannemann Elementary
Payne, Robert	Assistant Principal	Armstrong Elementary
Perano, Sally	Principal	McNair Elementary
Post, Kesha	Counselor	Hazelwood East Middle School
Pursley, Anna	Counselor	Lawson Elementary
Pursley, Rachel	Counselor	McCurdy Elementary
Raineri, Lisa	Counselor	Hazelwood West High School
Randoll, Jennifer	Intervention Support	Garrett Elementary
Reese, Angelique	Teacher	Arrowpoint Elementary
Rice-Dyson, Latasha	Parent	Hazelwood North Middle School
Roberts, Josh	Dean of Students	Hazelwood West Middle School
Robinson, Anthony	Assistant Principal	Jamestown Elementary
Robinson, Brittany	Parent	Jana Elementary
Rodgers, Ettien	Student	Hazelwood East High School
Ross, Stephanie	Parent	McCurdy Elementary
Runde, Shanus	Parent/Teacher	Cold Water Elementary
Ryan, Madelyn	Student	Hazelwood West High School
Sanders, Rebekah	Social Worker	Hazelwood East High School
Schulenberg, Martha	Counselor	Barrington Elementary
Scott, Coryelle	Teacher	Hazelwood Central Middle School
Scott, Nick	Parent/Teacher	McNair Elementary
Sides, Byron	Student	Hazelwood West High School
Sievers, James	Assistant Principal	Keeven Elementary
Smith, Nesha	Counselor	Keeven Elementary
Smith, Patricia	Intervention/Support	Arrowpoint Elementary
Smith, Tracy	Assistant Principal	Barrington Elementary
Smith-Butler, Machalene	Counselor	Hazelwood East Middle School
Smith-Taylor, Monekea	Teacher	Hazelwood East Middle School
Spann, Lisa	Assistant Principal	Hazelwood North Middle School
Stallons, Samohya	Assistant Principal	Twillman Elementary
Stewart, Germaine	Principal	McCurdy Elementary
Stiles, Sonja	Parent	Hazelwood Central High School
Strauther, Lisa	Principal	Russell Elementary
Strauther, Lisa	Parent	Hazelwood West Middle School

Szarek, Cindy	Counselor	Russell Elementary
Taussig, Brittany	Intervention Support	Jana Elementary
Taylor, Caris	Student	Hazelwood West High School
Taylor, LaVonne	Intervention Support	Jamestown Elementary
Thomas, Lanetra	Principal	Hazelwood West Middle School
Thomas, Michael	Intervention Support	Keeven Elementary
Tobias, Alex	Student	Hazelwood Central High School
Trams, Robyn	Assistant Principal	Townsend Elementary
Traughber, Nick	Assistant Principal	Jana Elementary
Turner, Angela	Teacher	Larimore Elementary
Voelkl Timothy	Dean of Students	Hazelwood North Middle School
Walker, Marvella	Intervention Support	Grannemann Elementary
Wallace, Marsha	Principals	Armstrong Elementary
Walter, Mae	Parent	Hazelwood East High School
Wangui, Edwin	Student	Hazelwood West High School
Weaver, Dexter	Home School Communicator	Hazelwood East Middle School
West, Angela	Parent	Townsend Elementary
West, Constance	Counselor	Hazelwood West Middle School
West, Duane	Dean of Students	Hazelwood Southeast Middle School
West, Ray	Assistant Principal	McNair Elementary
Wideman, Jennifer	Counselor	Hazelwood West Middle School
Williams, Cheryl	Teacher	Armstrong Elementary
Wren, Curtis	Assistant Principal	Hazelwood Northwest Middle School
Yehlen, Sharon	Teacher	Hazelwood West High School
Young-Daniels, Marceil	Parent	Walker Elementary
Younge, Rachael	Assistant Principal	Garrett Elementary

Hazelwood School District

Parent/Guardian and Student Signature Form

2021-2022

Please sign and return this form to your child's teacher. Your signature indicates that you have received a copy of the School Behavior Guide. You are aware that it is your child's and your responsibility to read and follow the School Behavior Guide.

Parent/Guardian (Please Print)

Parent/Guardian (Please Sign)

Student Name (Please Print)

Student Name (Please Sign)

Student ID Number

Teacher Name

Comments:



HAZELWOOD SCHOOL DISTRICT | 2021-2022 ACADEMIC CALENDAR

16th-19th includes: 1 site-based Professional Development, 2 Teacher Work Days, and Convocation/PD 20 Full Day – Professional Development 23 First Day of School	<table><tr><th colspan="7">AUGUST 2021</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>	AUGUST 2021							S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<table><tr><th colspan="7">JANUARY 2022</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr></table>	JANUARY 2022							S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	3 Classes Resume 13 Half Day 9-12 Only: Records 14 Half Day Students/Records 17 Martin Luther King Jr. Day 19 Two (2) Hour Early Release Day: Professional Development														
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5	6	7	8	9	10	11																																																																																																													
12	13	14	15	16	17																																																																																																														
Semester Begins/Ends No School for Students Text shown in red is specific to individual grade levels. No School for Students or Teachers Two hour Early Release Day: Professional Development Two hour early release for students. Two hour PD for teachers. Snow Day Make Up (See **Snow Day Make Up Schedule) EAST MIDDLE SCHOOL FOLLOWS THE SAME SCHEDULE AS EAST HIGH SCHOOL	<table><tr><th></th><th>End of Quarters</th><th>End of Trimesters</th></tr><tr><td>First Quarter</td><td>October 21</td><td>November 12</td></tr><tr><td>Second Quarter</td><td>January 14</td><td>February 24</td></tr><tr><td>Third Quarter</td><td>March 17</td><td>**June 3</td></tr><tr><td>Fourth Quarter</td><td>June 3</td><td></td></tr></table> **Snow Day Make Up Schedule: 1st day- June 6; 2nd day- June 7th; 3rd day- June 8th; 4th day- June 9th; 5th day- June 10th; 6th day- June 13th Days 7-10 TBD. Please do not schedule a vacation on or before June 18, 2022.			End of Quarters	End of Trimesters	First Quarter	October 21	November 12	Second Quarter	January 14	February 24	Third Quarter	March 17	**June 3	Fourth Quarter	June 3																																																																																																			
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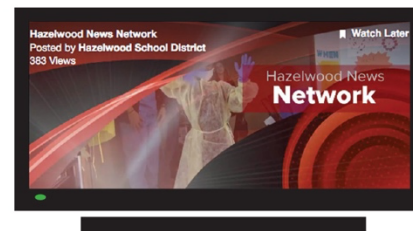


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2. Search for "Hazelwood School District".
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