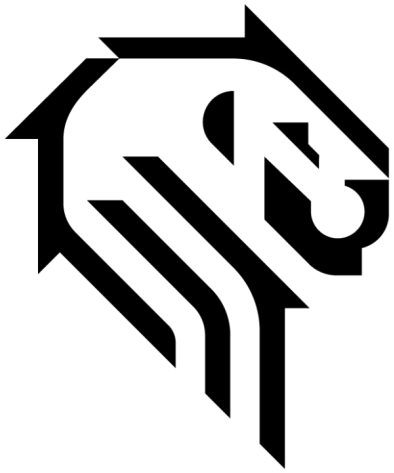


DeLaSalle
HIGH SCHOOL

2025 - 2026
Student Handbook

3737 Troost Avenue | Kansas City, MO
64109 | 816.561.4445 | www.delasallekc.org

The DeLaSalle Way

Vision: DeLaSalle students will courageously pursue extraordinary opportunities and support one another in their quests for success post-graduation.

Mission: DeLaSalle develops courageous students with post-secondary plans that enable them to be strong community participants and leaders.

Purpose: DeLaSalle students graduate with the confidence to pursue their interests and the intellectual and emotional readiness to become effective contributors and leaders in their community.

Values:

At DeLaSalle we

- Operate Accountably - We do what is right and follow through.
- Embrace Community - We show up for each other and ourselves.
- Communicate Courageously - We speak truth with kindness and curiosity.

Instructional Team (Academics):

Vision

At DeLaSalle, all classrooms are places where we welcome, affirm, and believe in students fully to ensure they are recognized as individuals and not based on biases or assumptions about them so that they feel safe to learn, grow, and have access to any pathway they choose.

Mission

Our educators are committed to our own learning and development so that we can provide equitable access to grade-level, inquiry-based, real-world learning and resources in the community to our students based on who they are and what path they want for themselves. We take these steps to ensure that DeLaSalle challenges the educational status quo.

Kairos Team (Student Life):

Vision

Our students will live the life they want as opposed to where circumstances have placed them. They will be actively involved in their community as changemakers. They will be responsible, critical thinkers who live an emotionally and physically balanced life.

Mission

Our mission is to provide social emotional health, Real World Learning and post-secondary guidance by providing equitable exposure, opportunities, and resources to all students. We exist to be a safe place that affirms the diverse backgrounds and identities of all people. We will create a culture of inclusive community, holistic problem-solving, and self-advocacy. We are committed to ongoing program evaluation and transparent reporting to ensure our impact on student success is measurable and meaningful.

Flipside:

FlipSide is DeLaSalle's academy for Missouri Options. Missouri Options is a state-program that allows students between the ages of 17 - 20 to receive their GED and DeLaSalle High School Diploma based on **competency**. Students need to pass a series of tests called the Hi-Set Test, pass American Government, Health, Personal Finance, and complete their End of Course Exams.

Bell Schedules

In Person Schedule	Full Day
First Period	8:30 - 9:17
Second Period	9:21 - 10:08
Third Period	10:12 - 10:59
Crew	11:03 - 11:37
Lunch 1 - 11th & 12th Grade	11:41 - 12:06
Fourth Period	12:10 - 12:57 (11/12) OR 11:41 - 12:28 (9/10)
Lunch 2 - 9th & 10th Grade	12:32- 12:57
Fifth Period	1:01 - 1:48
Sixth Period	1:52 - 2:39
Seventh Period	2:43 - 3:30
Dismissal	3:30 pm

	Early Release Day
First Period	8:30 - 8:56
Second Period	9:00 - 9:26
Third Period	9:30 - 9:56
Fourth Period	10:00 - 10:26
Fifth Period	10:30 - 10:56
Sixth Period	11:00 - 11:26
Seventh Period (9/10) OR Lunch (11/12)	11:30 - 11:56
Lunch (9/10) OR Seventh Period (11/12)	12:00 - 12:30
Dismissal	12:30 pm

Academic Calendar: 2025-2026

August

S	M	T	W	Th	F	Sa
					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						

August

6-15	Teacher Prep Days
12	B2S Night 5-7:30 pm 9th
13	B2S Night 5-7:30 pm 10-12th
14	B2S Night 5-7:30 pm Virtual/Flipside
18	1st Day for Students

January

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

5	PD day (No school for students)
6	Students Return
9	Q2 Ends
12	Q3 Begins
19	No School - MLK Day

September

S	M	T	W	Th	F	Sa
	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				

September

1	No School - Labor Day
2	PD day (No school)

February

S	M	T	W	Th	F	Sa
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

February

9	Teacher Work Day
12	**Family Confernces Evening**
13	**Family Confernces** (No school)
16	No School - Presidents' Day
20	PD day (No school for students)

October

S	M	T	W	Th	F	Sa
			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	

October

3	PD day (No school for students)
17	Q1 Ends
20	Q2 Begins
23	**Family Confernces Evening**
24	**Family Confernces** (No school)

March

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

13	PD day (No school for students)
20	Q3 Ends
23-27	Spring Break
30	Q4 Begins

November

S	M	T	W	Th	F	Sa
						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						

November

7	PD day (No school for students)
24-28	Fall Break

April

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

3	PD day (No school for students)

December

S	M	T	W	Th	F	Sa
	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			

December

12	PD
19	Early Release
	Winter Break Dec 22 to Jan 5

May

S	M	T	W	Th	F	Sa
					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

May

8	Last Day for Seniors
16	Graduation
22	**Last Day of School - Early Release** (Final Grades Due)
25	Memorial Day

Attendance Policy

DeLaSalle students are expected to attend school every day and be on time to all of their classes and commitments. It is crucial for students to attend their classes regularly to ensure academic success and to contribute to their overall well-being. Maintaining satisfactory attendance is the key to success at DeLaSalle.

School starts at 8:30 am. Breakfast is served from 7:00 am until 8:26 am. Students are expected to be in class and ready to learn each day by 8:30 am.

DeLaSalle will use multiple strategies to work with students to encourage and maintain positive attendance. DeLaSalle does the following:

- Alerts via Infinite Campus
- Attendance phone outreach for students with declining attendance
- Chronically absent students' families will be issued a letter(s) in an effort to make the parent/guardian aware of the risk of the student's declining attendance on the student's enrollment status at DLS
- Home visits will be conducted by DLS staff
- An invitation will be extended to an attendance hearing in an effort to re-engage the family/student and put necessary supports in place

In the event that your student will be tardy or absent to school, please notify the school as soon as possible with the proper documentation if applicable at **griffinl@delasallekc.org**

Absences with proper notification and/or documentation will be considered **Excused absences**.

Attendance & Grading Policy:

Students must attend at least 85% of a class' sessions in order to earn a grade above an "Incomplete." This policy allows approximately 26 days of absences for the year or 13 days of absence for the semester. If a student fails to meet this requirement, they will receive an "Incomplete" grade and may be required to complete additional coursework or make-up assignments as determined by the school. Exceptions to this rule may be granted for students experiencing extraordinary circumstances, such as illness or family emergencies. The principal determines any exceptions.

If a student surpasses 13 missed class periods for a course during a semester then the following must be true to earn a grade above an "Incomplete":

1. Complete and pass any makeup/missing work given by the teacher
2. Complete and pass an assessment for the course administered by school leadership (This assessment will cover material from the missed class sessions)

Notes about Attendance:

Transportation:

When a student stops using DLS transportation for 5 or more consecutive days without communication with the school, the student may lose their seat with DLS transportation.

Enrollment Status:

When a student stops attending school for 10 consecutive days, they could lose their seat at the school. An attendance hearing will take place and a decision will be made by the school whether to remove a student for chronic absenteeism.

Tardiness:

Students arriving after 8:30am or after the bell has rung are considered tardy and will be marked tardy by their classroom teacher. If the student is arriving to school tardy, students will report to the front office for a hall pass and then report to class.

All tardies will be documented in The Infinite Campus System. Tardies are a part of a student's record and are monitored throughout the school year.

Late to Class Tardy Accountability

At DLS, we believe every minute in class matters. Being on time is not just about compliance, it's about showing up for yourself, your community, and your goals. We know that students are late for many different reasons, and our approach is designed to help identify the root causes, build better habits, and keep students connected.

Our tardy accountability system is a tiered support process that tracks patterns over time and resets throughout the year. It starts with simple reminders and reflections and builds toward more individualized support if the pattern continues.

Level	School Supports	Student Will
5+ tardies to class in a week	Working Lunch Reflection	Student will pause during lunch to reflect on what is getting in the way of being on time. A staff member checks in to help brainstorm strategies.
2+ weeks of 5+ tardies	Family Communication + Restorative Project	We reach out to the student and family to check in and listen. Student chooses from project options to explore impact and ways to improve.
3+ weeks of 5+ tardies	Join Time Management Group + Tier 3 intervention plan + loss of Hall Privileges	Student joins a small group to identify patterns and set goals. Together with a staff member, they build a personalized plan. Can regain hall pass privileges after 2 weeks with less than 4 tardies.
4+ weeks of 5+ tardies	Family + Team Meeting + Working Lunch	Student, family, and school team meet to uncover barriers and plan next steps. Student will lead meeting and use Working Lunch for time to reflect and prep.
5+ weeks of 5+ tardies	One day ISR	Student participates in a 1-day reset to reflect and re-engage.

If a student continues to accrue frequent tardies after 5 or more weeks of interventions, the school will initiate an **Individual Case Review** to determine next steps.

The student, their family, and a support team will come together to review what's been tried, what barriers remain, and what solutions might work best.

Tardiness (contd.):
Next steps may include (but are not limited to):

- A revised daily schedule or transition plan
- Mentorship or coaching support
- Recommitment contract or privileges pause
- Referral for additional external services
- Consideration of program or placement options if attendance is significantly impacting learning

Late Arrival:
Students arriving after 1:00 PM will be escorted to ISR to make up missing work for the day unless they have prior approval/documentation.

Hall Passes:
Any student in the hallway during instructional time should have a pre-written pass from a staff member, a classroom hall pass from their teacher or a hall pass from the front office manager.

No students are allowed to leave the classroom without permission from the Instructor or building leadership. No one should be in the halls during the first or last ten minutes of class. If a student is in need of support, they should let their classroom teacher know. Those students must be given a pass to leave class or have a set appointment time.

Leaving Campus:
All students are to remain on campus at all times during the school day, with the following exceptions:
Students may leave campus for the following reasons:

- Guardian permission - written notification and/or verified phone authorization to the Front Office Manager or Director of Operations
- Real World Learning Experiences sponsored by the school
- School sponsored field trips

DLS provides a variety of rich learning experiences during the school day. It is important that students arrive at school on time and remain in school for the full day so that they can meet their educational goals. See our attendance policy on p. 4.

Personal Technology Policy

Policy Summary:

In accordance with Missouri state law, **all electronic devices**—including phones, headphones, tablets, smartwatches, and non-school computers—must be:

- Turned in upon entry to school.
    - Unavailable for use from the first bell to the last bell (bell-to-bell ban).

Upon entry to the school, students must put their phone in a locker. Phones will be redistributed at the end of the school day.

If a student arrives late to school, their phone will be locked in a tardy locker. The phones in the tardy locker will be distributed after all other phones.

DLS Response to Phone Infractions:
To address repeated technology infractions in a restorative manner, the following sequence of responses and supports will be implemented:

Infraction Count	School Response	Family Engagement
1st Infraction	Working lunch	Email notification to parent/guardian
2nd Infraction	Three periods of In-School Suspension (ISR)	Phone call to parent/guardian
3rd Infraction	Full-day ISR, completion of a Restorative Technology Project and participation in the Tech Group	Family meeting required - parent/guardian must pick up the phone from the school
4th Infraction	One day of Out-of-School Suspension (OSS) and development of a Behavior Contract	Phone call to parent/guardian - parent/guardian must pick up the phone from the school.
5th Infraction	Three days of OSS, written reflection, and a behavior hearing prior to re-entry	In-person behavior hearing with parent/guardian and administration required - parent/guardian must pick up the phone from the school

In-Class Response Protocol:
If a student is observed using a device during instructional time:

- Staff will request for Kairos or admin to come remove the device from class.
- The staff member in response will remove the technology from the classroom, lock it in the tardy phone box and document the incident using a Tech Flag in Intellispark.

It is the responsibility of the student to keep their belongings secure. The school and its employees are not responsible for the loss or damage of any student device or belongings whether in the possession of the student or staff. DLS staff are unable to search for any lost cell phones/devices or belongings.

DeLaSalle Technology Agreement:

Only Dual Enrollment and Virtual students may be issued a laptop from the school. The expectation is that our students will be responsible for and care for these devices. If a device is lost (Not Returned), stolen or damaged while in the possession of a student then a $25.00 fee will be assessed for the device. Students will not receive another device until the fee is paid. If the device is not returned or damaged, then the school will hold all records until the device is returned or the fee is paid.

Real World Learning and Support:

At DeLaSalle, all of our students have the opportunity to explore Real World Learning experiences that support their post-secondary academic and career aspirations via DeLaSalle's College & Career Pathways. With informed college and career counseling strategies, students will be able to explore, engage and immerse themselves in experiences that directly align with their post-secondary goals. Our pathways are as follows: S.T.E.A.M., Dual Enrollment, Entrepreneurship, and Trades.

To meet the diverse interests of our student population, we are in partnership with community-based organizations and industry experts to connect students with real-world learning opportunities. These opportunities will be provided on and off campus during the school day. All experiences will be driven by student interest and aptitudes and where possible, will offer academic credit.

Market Value Assets (MVA):

A market value asset **MVA** (Source: PREP-KC 2017) is defined as industry valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the workplace. Students who leave high school with a diploma and market value assets are more likely to enroll in postsecondary education/training and successfully navigate the journey from school to employment without getting lost along the way. All students are expected to graduate with at least one MVA, most of our students earn several in their 4 years at DeLaSalle.



Academics at DeLaSalle

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

Graduation Requirements:

DLS aligns with Missouri's DESE **requirements for graduation, which is a total of 24 credits completed to graduate with a high school diploma.**

Graduation requirements at DeLaSalle reflect a focus on academic skills, but also post-secondary exploration, exposure, and experience. Scholars receive graduation credit for the semesters they complete with a D- (60) or above. Our goal is to hold scholars to high standards, while also giving them more opportunities to achieve academic success. The more scholars attend and engage their focus and energy in the learning of daily lessons, the faster they can progress to mastery and graduation.

Seniors must be on track to graduate by the first Wednesday in May of their graduation year in order to be eligible to participate in commencement ceremonies and receive their diploma. This means that by this date they:

- Are Passing all of their in person classes
- Have fully completed any credit recovery courses required
- Have taken all required EOC exams

Transfer of Credits from Previous Schools:

DeLaSalle scholars can transfer credits from any previous high school courses in which they earned a passing grade. The transfer credits will be placed on a DeLaSalle transcript as they were entered by the previous school.

Summer School and Credit Recovery:

DeLaSalle scholars who are not on track to graduate within 4 years will have an opportunity to complete coursework through Summer School classes or in our Credit Recovery Program. DeLaSalle uses the Edgenuity platform to offer online coursework.

- To earn credit in an Edgenuity course, you must score at least 80% in both accuracy and completion.
- You can work on no more than two Edgenuity courses at a time.
- All coursework must be finished within the school year or summer session. Any incomplete courses will be archived at the end of the school year or summer session, and progress will be lost.

The Summer School session is offered after each spring semester in June. Summer School is strongly advised for 10th-12th grade students who have a deficient number of credits. Students may earn up to 2 credits in the summer school session.

The Credit Recovery track is offered to 11th and 12th grade students. In a credit recovery class, a student may earn up to 1 credit per semester and up to 2 credits per school year (Fall/Spring Semester). Should a student need to earn additional credits, attending the following summer school session will be strongly advised.

Special Education Referrals and Academic Support:

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

Academic Integrity:

At DeLaSalle, we are dedicated to fostering a learning environment where honesty, respect, and integrity are paramount. Our commitment to academic excellence is grounded in our core values: Operating Accountably, Embracing Community, and Communicating Courageously. This Academic Integrity Policy is designed to guide students in upholding these values in their academic endeavors.

Core Values in Academics:

- **Operate Accountability**: We believe in the importance of personal responsibility and ethical behavior. Each student is expected to take ownership of their learning and actions, ensuring that their work reflects their own efforts and abilities.
- **Embrace Community**: Our community thrives on mutual respect and support. Academic integrity reinforces the trust we place in each other as members of the DeLaSalle family. Upholding this integrity strengthens our collective commitment to personal and academic growth.
- **Communicate Courageously**: We encourage open and honest dialogue about academic practices and challenges. Students should feel empowered to seek help, ask questions, and report concerns related to academic integrity without fear of reprisal.

Policy Guidelines:

Maintaining academic integrity is crucial for upholding the values of honesty, respect, and responsibility within our academic community. The following behaviors are considered violations of academic integrity and are subject to disciplinary action:

- **Plagiarism**: Presenting someone else's work, ideas, or words as your own without proper citation. This includes copying text from sources like books, articles, or websites without acknowledging the original author.
- **Cheating**: Using unauthorized materials or assistance during exams, quizzes, or assignments. This includes bringing notes into a test, using electronic devices to access information, or receiving help from others inappropriately.
- **Unauthorized Collaboration**: Working with others on assignments or projects where independent work is required. This includes sharing answers, copying from classmates, or working together when the guidelines specify individual work.
- **Self-Plagiarism**: Submitting the same work for multiple assignments or courses without permission. This includes reusing a paper or project from one class in another without approval from the instructors.
- **Ghostwriting**: Having someone else complete an assignment or project on your behalf. This includes hiring a tutor or using online services (including Chat GPT) to write essays or complete assignments.
- **Tampering with Grades**: Altering or manipulating academic records, including grades or transcripts. This includes forging signatures or unauthorized access to grade records.

- **Sabotage**: Intentionally damaging or disrupting the academic work of others. This includes interfering with a classmate's project or spreading false information to undermine their work.
- **Violation of Exam Protocols**: Breaching the specific rules and procedures set for exams. This includes unauthorized communication with other students, bringing prohibited items into the exam room, or using electronic devices in violation of exam policies.

Responsible AI Use:

- AI may be used to support learning, such as brainstorming, research, skill development, and revision.
- AI-generated content must be properly acknowledged and should never replace original thought.
- Students must maintain accountability for their work—AI is a tool, not a substitute for critical thinking.

Prohibited Use of AI:

- Submitting AI-generated work as one's own without meaningful revision or personal input.
- Using AI to cheat on assessments, quizzes, or assignments where independent work is required.
- Employing AI in ways that violate ethical standards, including generating false information or misrepresenting sources.

Disciplinary actions for violations of academic integrity may include a reduction of grade, assigning a zero on the specific assignment or project involved, and holding a support meeting to discuss the infraction and develop a corrective plan. Additional measures may involve implementing behavior contracts to outline expected conduct and consequences, enacting suspension for serious or repeated violations, and considering expulsion in the most severe cases.

Transcript Audits:

The Future Ready Plan (Formerly the ICAP), is a plan of study to guide students through the coursework and activities for achieving personal career goals, post-secondary planning, and providing individual pathway options. A Future Ready Plan is a multi-year process, beginning no later than the ninth grade, that intentionally guides students and families in the exploration of career, academic, and multiple post-secondary opportunities to include: direct access to the workforce, military, tech school/area career center, vocational training (apprenticeship), 2-year college, and 4-year college. At DLS a Future Ready Plan is a "roadmap" to help students develop the awareness, knowledge, attitudes, and skills to create their meaningful path to success.

All students will have an opportunity to review their Future Ready Plan, transcripts, and progress toward graduation with their Counselor at least once each school year. Seniors will participate in Transcript Audits twice a year.

Transcript Audits (contd.):

All courses listed in boldface are specifically required for graduation
Classes taken beyond the requirement for that subject area are counted as elective credits.

English (4 Credits)	Sem 1	Sem 2
ELA 1 (1.0)		
ELA 2 (1.0)		
ELA 3 (1.0)		
ELA 4 (1.0)		
Science (3 Credits)	**Sem 1**	**Sem 2**
Earth and Space Science (1.0)		
Integrated Science (1.0)		
Biology (1.0)		
Anatomy (1.0)		
Physical Education (1 Credit)	**Sem 1**	**Sem 2**
P.E. (1.0)		
Weight Training (0.5)		
Health (0.5 Credits)	**Sem 1**	**Sem 2**
Health (0.5)		
Electives (7 Credits)	**Sem 1**	**Sem 2**
Step (0.5)		
Poetry (0.5)		
Journalism (0.5)		
Yearbook (0.5)		
Math Play Workshop (0.5)		

Social Studies (3 Credits)	Sem 1	Sem 2
World History (1.0)		
American History (1.0)		
American Government (0.5)		
African American History (1.0)		
Current Events (0.5)		
Math (3 Credits)	**Sem 1**	**Sem 2**
Foundations of Algebra (1.0)		
Algebra 1 (1.0)		
Advanced Integrated Math (1.0)		
Math Intervention (1.0)		
Fine Arts (1 Credit)	**Sem 1**	**Sem 2**
Art (1.0)		
Expressive Arts (0.5)		
Personal Finance (0.5)	**Sem 1**	**Sem 2**
Personal Finance (0.5)		
Entrepreneurship 1 (0.5)		
Entrepreneurship 2 (1.0)		
Practical Arts (1 Credit)	**Sem 1**	**Sem 2**
OB Career Exploration (1.0)		
Coding (1.0)		
Robotics (0.5)		
Audio Engineering (1.0)		
Videography (1.0)		

Students will be given regular opportunities to review progress reports, set goals, and develop graduation plans. We encourage all parents/guardians to be present during family teacher conferences to obtain information on their student's academic progress and graduation status.

Score Floor: For the 2025-2026 school year, DeLaSalle High School will implement a score floor gradebook policy. Under this policy, no student will receive a grade lower than 50% on any graded assignment. This approach is intended to provide students with a fair opportunity to recover and improve their grades. Additionally, this policy encourages the continuous effort and engagement of students throughout the academic year.

Purpose: The purpose of the score floor policy is to…

1. Support students in maintaining a manageable pathway to academic recovery and graduation.
2. Encourage consistent effort and participation from all students.
3. Prevent students from being unduly penalized for poor performance on individual assignments.
4. Promote a growth mindset by providing opportunities for academic improvement.

Progress Reports and Report Cards:

At Delasalle we encourage families and students to access students' grades by accessing the Infinite Campus parent portal online or through the mobile app. This is the best way to monitor student progress. To get logged into infinite campus, families will need to download the app or go to www.infinitecampus.com. Then follow the following steps:

1) Enter the District Name: DeLaSalle Charter School
2) Enter our state: Missouri
3) For returning users enter your username and password (if needed you can reset your password at this time)
4) For new users you will need to enter your Portal Activation Key which is a 32 character code, initially emailed to you when your application was complete. If you cannot find your code, please email griffinl@delasallekc.org to have it sent to you.



Kairos (Student Life) at DeLaSalle

Social-Emotional Support

Here at DeLaSalle, we believe in addressing the needs of the whole student that will assist them on their academic path and post-graduate journey. We are committed to becoming a trauma-informed school by implementing the necessary tools to address the student's social-emotional needs through our Intellispark platform and tiered interventions. Intellispark is an online platform allowing students to voice their social-emotional needs effectively. With Intellispark and our student life team, every student will be known, appreciated, and supported by DeLaSalle. The student life team works to identify risks when they arise and promote positive encouragement to students. Along with demonstrating positive gains in academic achievement, attendance, resiliency, asset scores, and reductions in suspensions, ISR referrals, dropout rates , behavior problems, and depression scores. *To learn more about this, please contact our Director of Student Life, Mr. James Smith, via email at smithj@delasallecenter.org*

Social, Emotional, and Behavioral Supports

The Kairos Team is dedicated to ensuring that Delasalle Education Center has a strong and positive school culture where students feel comfortable and secure with utilizing services that benefit their mental, emotional and social health. We will accomplish that through the following:

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

Case Management and Outside Referral
DeLaSalle partners with many resource providers in the community in order to assist with the diverse range of challenges our students and their families are experiencing. Partnerships consist of shelters, mental health supports, food pantries, clothing closets, and other identified organizations to better serve our students. The DeLaSalle student life team aims to ensure students receive adequate support from these partner organizations.

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

Crisis Intervention
DeLaSalle understands students and their families may experience a variety of challenges that result in the inability to cope and/or cause a disruption in usual daily activities. Through the implementation of school social work interventions, DeLaSalle aims to assist students and their families in understanding the crisis intervention stages: pre-crisis, crisis, response to crisis, and recovery from crisis. In addition, DeLaSalle collaborates with trained professionals who can assist with interventions as needed to support students and their families' overall well-being.

Group Counseling
Some students may feel more comfortable in a small group when expressing themselves in a therapeutic setting. Students also find additional support and confidence when a small group of students with similar concerns or issues come together to discuss and explore their feelings, experiences, and challenges under the guidance of a trained counselor or social worker.

Psychoeducational Groups
Psychoeducational groups provide students with essential knowledge and skills to effectively manage their emotions and behaviors. In a supportive and structured environment, students can explore various topics, such as stress management, coping strategies, and communication skills. These groups, facilitated by DeLaSalle staff, offer education and therapeutic support, helping students understand their challenges and learn practical ways to address them. The focus is on equipping students with the tools they need to navigate their personal and academic lives more confidently and successfully.

Behavioral Growth/Restorative Justice Practices
Students will have frequent opportunities to develop, practice, and implement life-changing skills that will assist them with self-regulating, self-advocating, and prospering mediating with others when disagreements arise. Through our partnership with The Center for Conflict Resolution, students may participate in conflict resolution education groups, as well as medications as needed. Students will also participate in regular connection circles as a part of their Advisory class.

Targeted Attendance and Retention Supports
DeLaSalle scholars may face multiple barriers and/or have a history of attendance challenges. DeLaSalle takes an active approach to help students learn the skills of showing up and being on time through clear expectations, incentives, and structured programming. DeLaSalle will use multiple strategies to work with students to maintain positive attendance. For students that are demonstrating patterns of missing school, we will create attendance support networks by bringing the student's guardian(s) in for a conference and determine interventions.

Academic and Postsecondary Counseling
Students will have regular opportunities to meet with our Guidance Counselor or Director of College and Career Progression to discuss their current academic plan, scheduling options, and to develop a plan for academic support for both our in house classes as well as our off campus academic experiences. They will also have opportunities to understand and discuss their YouScience and ACT WorkKeys results and learn how this information can help them determine the best DLS pathway and post graduation plan.

DeLaSalle Infraction Levels:

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Level I

Level I incidents involve minor disruptions and prompt early interventions. The focus is on fostering self-reflection to restore the community, promote learning, and facilitate behavior change.

- **Classroom Disruption**
- **Walking out of Class**
- **Property Misuse**
- **Profane Language/Disrespect**
- **Possession of inappropriate content**

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Level II

Level II incidents require continued restorative interventions, access to therapeutic resources, and may necessitate a conference with guardians and/or a pause for In-School Restoration (ISR).

- **Chronic Classroom Disruptions (3+)**
- **Chronic Tardiness or Skipping Class**
- **Bullying (Physical/Cyber)**
- **Breach of Cell Phone Policy**

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Level III

Level III incidents involve continued restorative interventions and require students to pause their regular school day, resulting in either In-School Restoration (ISR) or Out-of-School Suspension (OSS).

- **Defiance of Authority**
- **Damage to School Property**
- **Academic Dishonesty**
- **Misuse of Technology**
- **Major Disruption**
- **Leaving School Without Consent**
- **Theft**
- **Threat Against Student, Staff or School**
- **Active Possession/Use of Drugs**
- **Sexual Harassment**

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Level IV

Level IV incidents necessitate a pause in the regular school program to assess the safety of everyone involved, resulting in an Out-of-School Suspension (OSS). A student support meeting with the student, family, and school administrators may also be required.

- **Fighting/ Physical Harm to Another Student**
- **Sexual Misconduct**
- **Physical Aggression Toward Staff**
- **Possession of a Weapon**

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Level V

Level V incidents call for a Discipline Board Hearing/Immediate removal from the building. Expulsion may be the result of a combination of Level IV incidents, or one of the of following:

- **Chronic Level II - IV infractions**
- **Threat of Weapon on School Grounds**
- **Possession of Weapon on School Grounds**
- **Physically Assaulting a Staff Member**
- **Sexual Assault**

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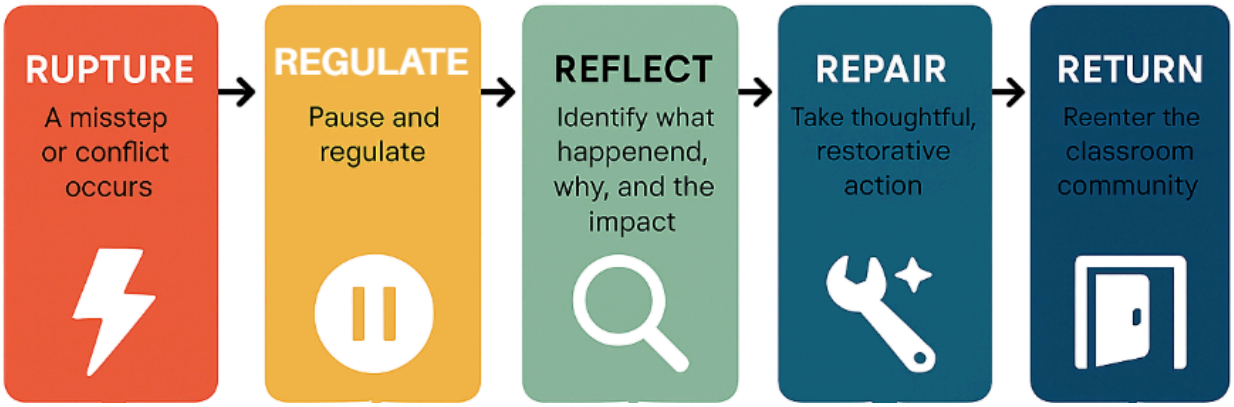
Please note:

- *DeLaSalle will address all infractions occurring in any school-related space, including buses, off-campus activities, after-school programs, and school events.*
- *Persistent infractions will result in the response being moved to the next level.*
- *Any infractions motivated by biases are likely to require additional responses and interventions.*
- *All resolutions are subject to change based upon information gathered by the Kairos Department.*

Levels of Consequences:

Classroom Redirections: Our instructors will begin by setting clear classroom expectations and building meaningful relationships with students. Instructors will redirect students and give them opportunities to self-regulate and correct their behaviors when possible.

Conference: If a student is unable to self-regulate, the teacher will call a member from the Response Team. An adult will then have a brief conversation with the student outside of the classroom in hopes that they will be able to regulate their behaviors and return to class. If the student is unable to do so, the following actions may occur:



Contact or Meeting with Guardian: Guardians may be required to participate in a student support meeting with school staff. As a part of this meeting an additional intervention may be determined.

In-School Recovery: In the event that it is not appropriate for a student to continue with regular in class activities, they may be asked to spend time in our in school recovery room. The purpose of this time will be to reflect and come up with a plan for their future success in school as well as time to complete their academic assignments. At times it may be necessary for students to participate in a mediation with other students or school staff, this will be led either by our Student Family Advocate or one of the members of our Restorative Justice partners.

Suspension: In the event a student exhibits a level 3 or higher infraction, the student may be suspended. The length of the suspension will be determined by school administrators. A re-entry meeting is required prior to the students resuming classes.

Behavior Hearing: In the event a student exhibits a pattern of level 3 or 4 infractions or one level 5 infraction, a behavior hearing will be required. The participants of this hearing shall include the student, their guardian(s), and a hearing panel of 3-5 school staff members (such as the Principal or an Assistant Principal, School Culture Lead, Director of Student Life, Student Advocate, School Counselor, Director of College and Careers, and at least one classroom instructor). The purpose of the hearing will be to share a full picture of the student's experience and participation at DLS as well as the incident that led to the hearing. At the conclusion of the hearing the panel will meet to discuss the options for the student's continued education. The panel will then make a recommendation to the Principal.

Final Decisions: The Principal will hear the recommendation of the panel and then take the recommendation to the Executive Director for a final decision. The decision will be communicated to the family 24-48 hours after the conclusion of the hearing.

Hearing Dates and Times: Behavior hearings cannot be held during the school day due to staffing needs. DeLaSalle offers times for after school scheduling on Tuesdays, Wednesdays, or Thursdays only. Hearings must include the student and a guardian. They may be in person or virtual. The student will not be able to participate in in-school activities prior to the hearing.

Expulsion: This is the permanent removal of a student from school (or school bus). Only the Board may impose expulsion. The Executive Director shall immediately notify the Board in writing of their recommendation for the expulsion of a student. The Board authorizes the immediate removal of a student upon a finding by the Executive Director that the student poses a threat of harm to themselves or others.

Note: The removal of any student with a disability is subject to state and federal procedural rights. §167.161.1 RSMo. *See also,* Policy 2672.

The Executive Director shall immediately forward the recommendation for expulsion to the President's or their designee's email. The President or their designee shall within ten (10) days of receipt of the recommendation for expulsion shall advise the student/ parent(s)/guardian(s) of the date for the expulsion hearing. The expulsion hearing should be heard within thirty (30) days of receipt of the recommendation for expulsion (barring unforeseen circumstances). According to RSMo. §§ 167.161 and 167.171.2.

The Executive Director shall promptly transmit to the Board, upon the Board's request, any requested information, including the investigative file, if any, a full report in writing.

Student Supports:

Crew:

Crew is a small group time that was created to build positive relationships and a supportive community. Each scholar is assigned to an Advisory with other students in their same grade level when they enroll at DeLaSalle, with a staff member serving in the role of Advisor. Crew activities are meant to help students have a sense of personal agency and ownership over their time at DeLaSalle, create opportunities for community and belonging, and concrete skill-building on the core metacognitive/social-emotional skills - such as communication - that are essential to future success in life. Crew is a required course for all students.

Math & Literacy Intervention:

DeLaSalle provides needs-aligned interventions to all freshmen and sophomore students in literacy and mathematics. For literacy, students are assessed to determine specific needs and placed in differentiated groups designed to ensure maximum growth for each student with the skills they most need to succeed. This program is called Literacy Acceleration Block (LAB) and happens three times a week during Crew in the DeLaSalle building by DeLaSalle teachers. Math intervention takes place through Operation Breakthrough and is designed to support and align to students' core math curriculum.

Athletics:

DeLaSalle is an MSHAA registered school that participates in a wide variety of sports. Our sports programs compete against schools across the Greater Metropolitan Area. We offer Boys and Girls varsity basketball as our fall sport, and Boys and Girls track and field as our spring sport. All student-athletes must meet academic and attendance requirements to participate.

Block37:

Block37, DeLaSalle's premier Internship Experience program gives students the protective factors they need to mitigate risky behaviors (e.g., violence, drug/alcohol use, cyber/bullying, etc.) and strengthens their engagement in school through internships provided on-site at DeLaSalle High School and off campus at partner organization locations.

Student Interns gain real work experience and learn new skills while earning a stipend while participating in our seasonal 8-week program. During this unique opportunity, in addition to internship hours, students also have the opportunity to earn other market value assets such as: client connected projects & industry recognized credentials. Focus areas are Science, Technology, Engineering, Arts, and Math (STEAM); Sports; Communication; Life Skills; Education and Entrepreneurship.

Block37 Internship Experience is a highly competitive after-school program. All Block37 student interns will be required to maintain a 2.0 GPA and an attendance rate of 90% or above. Students are provided a light meal/snack and transportation during program hours.

DeLaSalle Policies:

Dress Code:

DeLaSalle does not enforce a formal dress code or require uniforms. Students are expected to dress in a way that allows for safe participation in school activities and meets the expectations of community partners during school-related programming, whether on or off campus.

To support a safe and connected learning environment:

- Shirts and pants (or shorts/skirts) are required at all times.
- Footwear must be worn at all times.
- Ski masks that fully cover the face are not permitted.

Clothing or accessories that obstruct identification or make communication difficult (such as items covering the entire face) may be asked to be removed. --This does not apply to religious or medical coverings.

Clothing that compromises the safety, dignity, or identity of others is not permitted.

Safety Policies:

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

Drug and Alcohol Policy: The use of drugs or other substances on campus or at any DeLaSalle function is strictly prohibited. Students at DeLaSalle are expected to be sober on campus and exhibit no side effects of previous intoxication or substance abuse. If a student is found using substances, the staff will work with the student to make healthier choices. However, if a student's substance use affects their own or others' learning and safety, a conference will be held to address the issue. This conference will involve staff, students, and guardians if necessary.

DeLaSalle may require the student to undergo drug testing, personal counseling, group counseling, or other interventions in collaboration with their guardians to address the concern. If a student's mental or physical health becomes a safety concern for themselves or others at the school, the student may be required to undergo a health evaluation by a licensed physician before returning to school. DeLaSalle's response will depend on the student's commitment, attitude, and willingness to address substance issues.al or physical health becomes a concern of safety for them or others in school. DeLaSalle's actions will depend on the student's commitment, attitude, and desire to address substance concerns.

Policy against group intimidation, threats, and harm: To ensure a safe and inclusive environment for all students, any group of students that gathers with the intent to intimidate, threaten, or harm others is strictly prohibited.

- **Intimidation**: Verbal threats, physical gestures, or any form of behavior meant to cause fear or discomfort to another individual or group.
- **Group Intimidation**: Actions by two or more individuals that are meant to coerce, bully, or create a hostile environment for others.
- **Threat**: Any statement or action that implies harm or danger to another person.
- **Harm**: Physical, emotional, or psychological damage inflicted on an individual.

Students found participating in such activities will face disciplinary actions. Disciplinary actions will be determined based on the severity and frequency of the behavior.

Food Delivery Policy: To ensure the safety and security of our school environment, and to minimize disruptions during the school day, students are not permitted to order food through any food delivery services to be delivered to the school.

Lunch Options:

- Eat the School Provided Lunch: The school will provide a free lunch each day that meets or exceeds the Nutrition and Meal Standards set forth by the United States Department of Agriculture.
- Bringing Lunch from Home: Students are encouraged to bring their lunch from home if they do not plan to eat the lunch provided by the school cafeteria.
- Parent/Guardian Drop-Off: If a parent/guardian or person listed as an emergency contact listed in infinite campus wishes to provide lunch for their student, they may bring it to the school. The lunch must be dropped off at the front entry.

Food Handling and Distribution:

- Before Lunch Period: Any food brought to the school before the student's assigned lunch period will be held in the front office. The food will be distributed to the student during their assigned lunch time.
- After Lunch Period: If food is brought after the student's assigned lunch time, it will be held in the front office until dismissal at 3:30 PM.

Note: The school is not responsible for lost or misplaced food items.

Outside Food:

- No opened chip bags, foil-wrapped items, or bulk homemade food (e.g., large trays, family-sized portions) may be brought into the building.
- Any food that appears altered, tampered with may be subject to inspection or disposal.
- Food intended for sharing (e.g., birthday treats) must be pre-approved by school administration and must be store-bought and sealed or screened by admin.

Expectations for DLS Families:

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

Change of Address/Contact Information Guardians must update records and keep all records and student information current, any change in residency, telephone numbers, emergency contact information, medical status, etc., must be immediately reported to the admissions office and updated in Infinite Campus by the guardian. It is extremely important in cases of emergency that all student records are accurate on Infinite Campus. It is essential to have updated and accurate contact information. Students may, at the discretion of the district, be prohibited from attending school until accurate and current contact information is provided.

Emergencies All emergencies will be reported to the assistant principal or principal immediately. After appropriate action has been taken (notification of parent/guardian or mentor etc.), a written report will be filed in the student database system.

Illness Students becoming ill while at school will be referred to a member of the student life team who will alert appropriate administrative personnel and notify the student's guardian. Students living on their own may return home with the approval of the principal.

Medication Parents/guardians are responsible for notifying the school of any known medication that must be taken during school hours. All medications must be in the original prescription bottle. Non-prescription medication must also be in the originally purchased container. All medication that the student is scheduled to self-administer during school hours must be verified with a written document from a physician.

Over-the-Counter Medications
DLS may administer over-the-counter medication to a student if the district has received permission to do so from the parent/guardian. Over-the-counter medications must be delivered to the school principal or designee in the manufacturer's original packaging and will only be administered in accordance with the manufacturer's label.

Prescription Medications
Parents/guardians are responsible for notifying the school of any known medication that must be taken during school hours. All medications must be in the original prescription bottle. Non-prescription medication must also be in the originally purchased container. The prescription label will be considered the equivalent of a prescriber's written direction, and a separate document is not needed.

Emergency Medications
Our building is equipped with prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone. The school nurse or another trained employee may administer these medications when they believe, based on training, that a student is having a serious or life-threatening reaction or episode. A prescription or written permission from a parent/guardian is not necessary to administer these medications in an emergency situation. Epinephrine, naloxone and asthma-related rescue medications will be administered only in accordance with written protocols provided by an authorized prescriber. Naloxone (brand name Narcan) will be administered by nurses and other trained employees to students suspected of having an opioid-related drug overdose. An adequate supply of prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone based on the recommendation of the school nurse or health aid. The school will maintain a list of students who cannot, according to their parents/guardians, receive epinephrine, naloxone or asthma-related rescue medications.

Allergies/Asthma Parents/guardians are responsible for notifying the school of any known allergies about their

child. If students have asthma they must carry an inhaler in case of an emergency. Students who have allergic reactions and have epinephrine (EpiPen auto-injector) must also carry those items with them or have one located in the school in case of emergencies.

Parent/Mentor Conferences Parent/Guardian conferences will be held at the direction of the Principal, Assistant Principals, Directors, Managers, or Counselors. Families are encouraged to request a conference at any time. Conferences may be scheduled by calling the school at 816-561-4445 and speaking with the front office manager.

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

Expectations for DLS Students:

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

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

Use of Video Surveillance/Metal Detectors As part of our comprehensive security plan, video surveillance cameras are installed in designated areas both inside and outside the building. Metal detectors are positioned at the front entrance of the school. All students, parents, and guests must pass through the metal detectors successfully.

Additionally, all belongings, bags, pockets, and clothing—including hats, shoes, hoodies, and other garments—may be checked by security and/or DLS staff upon entry and may be rechecked at any time throughout the day at the discretion of the school staff. These checks may be based on reasonable suspicion or conducted at random intervals to ensure the safety of the school environment.

Use of Tobacco, Drugs (including Edibles and Vapes) The use of any restricted products is strictly prohibited in the building and on school grounds. Students who are using them or in possession of them will result in disciplinary action, up to and including dismissal from school. **Any restricted products found on campus will be confiscated and not returned to students or families.**

DeLaSalle-Provided Transportation:

Students with transportation needs may contact the transportation department by emailing **ride@delasallekc.org**

Transportation is provided for students at the address listed on their school enrollment file. In the event that a family moves, it is their responsibility to provide proof of residency before the transportation department will issue a new bus stop.

Bus Conduct Expectations:

To ensure a safe, respectful, and efficient transportation experience, students must follow all expectations listed below. Riding the school bus is a privilege, not a right. Infractions may result in consequences, up to suspension or loss of bus privileges.

Rider Expectations:

- **Be on Time -** Students must be at their designated bus stop at least 5 minutes before the scheduled pick-up time. The bus will not wait for late students. If a student misses the bus, the driver will not return, and the school will not provide alternate transportation. Parents/guardians must arrange transportation to school for that day.
- **Permitted Transportation -** Students are permitted to ride only their assigned bus based on their registered home address in Infinite Campus. If a student rides on an unassigned bus, they will be returned to school, and parents/guardians must pick them up or arrange transportation for that day. No exceptions will be made.
- **Bus Safety -** Students must always cross in front of the bus, never behind, and only when the driver signals that it is safe to do so. Students must remain seated at all times while the bus is in motion. No yelling, loud noises, or throwing objects at others, around the bus, or out of windows. No eating or drinking on the bus.
- **Smoking and Vaping – Strictly Prohibited -** Smoking or vaping is prohibited on the bus, at the bus stop, or during any transportation-related activity. Violations will result in disciplinary consequences and possible suspension of bus privileges.
- **Fighting, Bullying, and Violence – Zero Tolerance -** Fighting, bullying, harassment, or any form of violence or aggression may result in suspension or immediate removal from the bus. Students involved will be returned to school, and parents/guardians must provide transportation for the remainder of the day. Additional disciplinary actions may also apply.
- **Disrespect or Defiance of the Driver -** The bus driver has full authority on the bus. Students are expected to follow all instructions respectfully and promptly. Refusal to comply will result in disciplinary consequences and may lead to loss of bus privileges if behavior continues.
- **Respect for Property -** Students must respect the bus, bus equipment, and personal belongings of others. Vandalism, damage, or theft will result in disciplinary action and required restitution.

Family & Rider Expectations:

- **My Ride K-12 App** - Students are expected to download and actively use the My Ride K-12 app for daily route updates, changes, or delays.

Notes about Attendance:

If a student misses 5 consecutive days of DLS transportation pickups without notifying the school, their bus stop will be removed from the route without further notice.

Educational Rights of Homeless Students:

Under federal and state law, children and youth experiencing homelessness have the right to a free, appropriate public education (FAPE). The McKinney-Vento Homeless Assistance Act provides assistance to each state to help ensure educational rights and protections for children and youth who are experiencing homelessness.

Under the McKinney-Vento Act, homeless children and unaccompanied youth are to be provided services comparable to those received by other students in the school they attend, including transportation services, and education programs for which such students are otherwise eligible. Such rights include:

1. The right to go to school, no matter where they live or how long they have lived there
2. The right to attend either their school of origin or their local school
3. The right to receive transportation assistance
4. The right to enroll in school immediately, even if missing documents that are normally required for enrollment such as:

    - Birth certificate
    - Proof of residence
    - School records
    - Immunizations or medical records
    - Proof of income
    - The right to have access to free lunch
    - The right to engage in all the same programs and services that are available to all other students

Who Qualifies for Services?

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

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

Who are Homeless Children and Unaccompanied Youth?

The McKinney-Vento Act identifies homeless children and youth as those who lack a fixed, regular, and adequate nighttime residence. Identifying homeless children and youth includes, but is not limited to:

- “Doubled up” with other people due to loss of housing, economic hardship, or similar circumstances
- Living in a hotel, motel, car, outdoor/public space or, substandard housing, or similar setting
- Living in shelters (emergency or transitional housing programs)
- Awaiting foster care placement
- Runaway youth, as well as youth not residing with their legal guardian

The enrollment process of DeLaSalle High School includes a homeless questionnaire as a part of our comprehensive efforts to identify children and families experiencing homelessness. If you are in need of assistance please contact: Jasmine Venerable, School Social Worker (Homeless Liaison) at *816-561-4445 ext: 5095 or venerablej@delasallekc.org*

Services and Supports:

Homeless children may require the following:

- School Transportation
- School supplies and backpacks
- Uniforms for school
- School Activity and Field Trip Fees
- Before and after school tutoring
- Case Management
- Resource Referrals

Harassment and Discrimination Policy:

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

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

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

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

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

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

Bullying Policy:

Definition of Bullying
According to Missouri law (RSMo Section 160.775), bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or likely to be repeated over time and causes a reasonable student to fear for their safety or property. It also includes behavior that interferes with the educational performance, opportunities, or benefits of any student, or disrupts the orderly operation of the school.

Bullying can be:

- **Physical:** Hitting, pushing, damaging property, etc.
- **Verbal:** Name-calling, threats, insults, etc.
- **Social/Relational:** Spreading rumors, exclusion, damaging someone's reputation or relationships.
- **Cyberbullying:** Bullying through digital platforms such as social media, texting, or other online communication.

Policy Statement
Bullying is strictly prohibited on school property, at school-sponsored events, and through electronic means when such conduct interferes with the educational environment or impedes a student's right to feel safe and respected. Intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group. More specifically, bullying is a particular category of aggressive behavior that includes the following three components:

- Physical, emotional, or verbal aggression.
- A pattern of behavior repeated over time.
- An imbalance of power or strength, real or perceived.

a. First Offense: Principal/Student conference, referral to the Student Support Team to assess for individualized behavior interventions and support, working lunch, in-school suspension, or 1-10 days out-of-school suspension.
b. Subsequent Offense: Principal/Student conference, working lunch, in-school suspension, 1-10 days out-of-school suspension, referral for long term suspension, or expulsion.

Reporting Procedure

1. **Mandatory Reporting:**
    - All school employees who witness or have firsthand knowledge of bullying are required to report the incident to the designated reporting contact within two school days.
    - Reports should be made using the school's official bullying incident report form. Which can be found on the school's website.
2. **Voluntary Reporting:**
    - Students, parents, or community members may report bullying incidents directly to school administration or the designated reporting contact verbally or in writing.
    - Anonymous reports will be accepted, but disciplinary action cannot be based solely on anonymous reports.

Investigation Process

1. **Assignment of Investigator:**
    - The school principal or a designated staff member will initiate an investigation within **two school days** of receiving a bullying report.
2. **Investigation Procedures:**
    - Review of all available evidence, including written reports, interviews with involved parties, witnesses, and reviewing relevant documents.
    - The investigator will document all findings and make a determination based on the evidence collected.
3. **Timeline:**
    - The investigation will be completed within **ten school days** unless there is a valid reason for an extension.
4. **Findings and Resolution:**
    - If bullying is substantiated, appropriate disciplinary action will be taken in accordance with the school's discipline policy.
    - If bullying is not substantiated, the school will document the findings and notify the reporting party if appropriate.
    - Preventative measures or interventions may still be recommended even if bullying is not substantiated.
5. **Notification:**
    - Parents or guardians of all students involved will be notified upon completion of the investigation.

Vandalism:

The willful or malicious destruction and/or damage of school property or the property of another. Note: Community restitution could be applied as an intervention.

Terroristic Threat A threat to commit a crime of violence or a threat to cause bodily injury to another person and terrorization as the result of the proscribed conduct. (i.e., written or verbal statements to shoot up the school, hit list, photos, etc.) Note: This also includes any threat posted on any social media platform, text messages, or any communication devices

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

Reporting Child Abuse:

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

Rights to attend Board Meetings:

Delasalle High School is sponsored by the Missouri Public Charter School Commission. Delasalle High School Board of Directors determines the policies, approves the budget, plans for the future, and hires and advises the Executive Director. The Executive Director has the authority from the Board of Directors to implement policies, supervise staff, and run the daily operations of the school. The school's operation also includes the other members of the Administrative Team. The Board of Directors, Executive Director, and Administrative Team work together.
Members of the Delasalle High School Board of Directors have been selected for their areas of expertise and outreach into the community. The Board of Directors operates in accordance with Missouri's open meeting laws. Meetings are generally held on the third Wednesday of each month in the Board of Directors Room in the Front Office of DeLaSalle High School and will begin at 4:00 PM. The tentative schedule for the 2025 - 2026 school year is as follows:

- August 27
- September 17
- October 15
- November 19
- December 17
- January 21
- February 18
- March 18
- April 15
- May 20
- June 17

Notice of the time, date, and place of each meeting, as well as the tentative meeting notice and agenda is publicly posted at the school site and the website.

Visitors are welcome to attend the open session of the meeting of the Board of Directors. Members of the Board of Directors and Delasalle High School Administration participate during these meetings.

Missouri Immunization Requirements:

All students must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending school.

The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period. Students in all grade levels may receive immunizations up to four days before the due date.

For children beginning kindergarten during or after the 2003-04 school year, required immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule, including all spacing. (CDC Website)

To remain in school, students "in progress" must have an Immunization In Progress form (Imm.P.14), which includes the appointment date for needed immunizations, on file and must receive immunizations as soon as they become due. The student is in compliance as long as they continue to receive the appropriate immunization(s) at the correct intervals according to the ACIP recommendations.

In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the school. If the appointment is not kept, the child is no longer in progress and is noncompliant (i.e., Hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series).

Religious (Imm.P. 11A) and Medical (Imm.P.12) exceptions are allowed. The appropriate exemption card must be on file. Unimmunized children are subject to exclusion from school when outbreaks of vaccine-preventable diseases occur.

Missouri Course Access and Virtual School Program (MOCAP):

The Missouri Course Access and Virtual School Program (MOCAP) has developed a catalog of virtual online courses for students. Beginning with the 2019-2020 school year, students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. MOCAP's mission is to offer Missouri students equal access to a wide range of high quality courses, flexibility in scheduling, and interactive online learning. The Missouri Department of Elementary and Secondary Education (DESE) and the State Board of Education oversee administration and quality assurance activities such as related content and delivery of courses. Local Education Agencies (LEAs) that provide virtual education outside of MOCAP are responsible for ensuring alignment and other statutory requirements are met.
For more information, please visit https://mocap.mo.gov

Public Notice:

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

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

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

FERPA Notice Provision of the Family Educational Rights and Privacy Act:

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

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

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

Student Records (as they apply to Military Recruiters):
DeLaSalle Charter High School may notify parents/guardians of secondary school students that it is required to release the student's name, address, and telephone listing to military recruiters and institutions of higher education upon request. Parents/guardians or eligible students may request that the District not release this information and the district shall comply with the request.

Acknowledgment of Receipt and Understanding of Student Handbook Policies

By signing below, we, the undersigned, acknowledge that we have received, read, and understood the policies outlined in the student guidebook. We agree to adhere to these policies and support their implementation throughout the academic year.

Student Name (Printed): _____

Student Signature: _____

Grade Level: _____

Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____