


# Hazelwood School District



*We're on the move!*

**2013-2014**

**HIGH SCHOOL STUDENT-PARENT  
HANDBOOK / BEHAVIOR GUIDE**

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## **WELCOME BACK TO SCHOOL**

August, 2013

Dear Parents, Guardians and Students,

Welcome back to a new school year. We hope that this will be a very positive, productive year for each of you. Your teachers and principals are committed to working with you to provide an environment that is conducive to learning and a program which challenges each student to do his/her best. Our goal is to provide the support needed so that all of our students achieve at high levels. Please be aware that we have added the High School Behavior Guide to this handbook.

We hope that you find this handbook helpful. If you have any questions, we encourage you to contact us.

Have a great year,

The High School Principals

## **MISSION, VISION AND VALUE STATEMENTS**

### **MISSION STATEMENT**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

### **VISION STATEMENT**

HSD will foster lifelong learners, productive citizens, and responsible leaders for an ever-evolving society.

### **VALUE STATEMENTS**

We will place the education and well-being of each student above all other considerations.

We will form partnerships with parents and community members to ensure the success of each student.

We will commit to implementing innovative solutions while dismantling ideas that are no longer working for students.

We will create an inclusive learning climate that meets the needs of a diverse community.

We will monitor academic progress in a timely manner and provide differentiated support for each student to reach maximum growth.

We will collectively set high academic expectations using student data, as well as each student's social and emotional needs, to drive instruction.

We will collaboratively and independently use assessment data to reflect upon and revise our educational practices to ensure each student's maximum growth.

We will maintain a district climate where staff, parents, and community members model positive qualities and characteristics expected of each student.

The Hazelwood School District desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements and in which all staff can work in an atmosphere free from disruption that impedes learning.

## **Governing Principles**

The Hazelwood School District Board of Education expects all district business to be conducted, and all decisions to be made, based on the following operating principles:

- Equity
- Child-Focused
- Fiscally Responsible
- Excellence
- Diversity
- Fairness
- People-Friendly
- Positive Culture
- Accessibility to Information
- Responsible innovation
- Safety and Security

### ***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, HSD cannot, by law, share how students are disciplined with people other than that student's parent or legal guardian.*



# ***HANDBOOK***

## **ATTENDANCE PROCEDURES**

The Hazelwood School District Board of Education recognizes the importance of regular student attendance to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. At least one (1) study identified attendance as the single greatest indicator of student achievement. The Board further recognizes that:

1. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process.
2. The benefits of classroom instruction, once lost, cannot be entirely regained.
3. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to meet student achievement goals.
4. Holding students and their parents/guardians responsible for attendance is part of the district's larger mission to train students to be productive citizens and employees.
5. State law reflects the importance of regular attendance by establishing compulsory school attendance and charging this Board to enforce that law.
6. State law authorizes school boards to make all expectations for organization and government in the district.

Therefore, regular and punctual patterns of attendance will be expected of each student enrolled in the Hazelwood School District.

### **I. LEGAL ASPECTS**

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

## II. COMMUNICATION

Each new student and his/her parent(s), guardian(s), upon initial entry into the Hazelwood School District, will receive a copy of the District attendance procedures. The District attendance procedures will be published annually and made available to each Hazelwood family upon request. Building attendance procedures, based upon the District attendance policy and guidelines, will be communicated in writing to students and parents/guardians as part of the yearly orientation. For the protection of the student, the following will be communicated:

## III. ABSENCES DEFINED

- \* Excused Absences (Parent phone call or note required by parent and/or doctor)
  - 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. We suggest 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, and so on are usually not considered an emergency.
  - Administrative assignment to and attendance at a District approved program (i.e., Alternative Support Center, In School Suspension, ACE Site)

When possible, a student shall be permitted to make-up work missed as a result of 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.

- A. Unexcused Absences: An absence that fails to fall within the area listed under excused absences is considered an unexcused absence.
- B. Frequent Absences: Frequent absences, excused or unexcused, which by virtue of their number, may impact student progress.

- C. Leaving school grounds: For the protection of the student, the student is not to leave the school grounds for any reason, or with anyone, without permission from the office. Before a student may leave school on a prearranged absence or illness, a student's parent, guardian or designee must report to the office and sign out the student, or, for students permitted to drive to school, parents/guardians must provide verification that the student is allowed to sign himself/herself out and 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".
- D. 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.
- E. Tardy: Students are required to be in class on time and the student is responsible for being prepared to undertake the academic activity when the class is scheduled to begin. Tardiness is defined as arriving late to school, class or the student's assigned area.
- F. Truancy: An absence from school or class without the knowledge and consent of the parents/guardians and the school administration. A student is considered truant if he/she arrives five (5) or more minutes past class starting time without an authorized hall pass. A parent, 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. Arriving five (5) or more minutes tardy to any class may result in a referral for excessive tardiness and additional disciplinary consequences may be assigned.

#### **IV. 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.
- B. Each school will notify parents/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

- C. 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)
  - Detentions and/or In-School Suspension
  - Principal's Suspension
  - Juvenile Court referral (for those under age 16)

## **V. 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/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 suspension under a District program (i.e., Alternative Support Center, ACE-Lindbergh Plaza, In-School Suspension, Saturday Detention, and/or Principal's Suspension) will be eligible to receive academic credit.

## **VI. PARENT/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, 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 absence. A call should be made to verify the absence on the day of the absence.
- C. Parents/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).

## **VII. STUDENT RESPONSIBILITIES**

- A. Students will assume increasing responsibility for regular and prompt school attendance as they progress through the educational system. A conscientious effort will be made to attend daily.
- B. Students will adhere to the attendance procedures as defined by each school.
- C. 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, ACE, 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).

## **CHANGE OF ADDRESS OR PHONE NUMBERS**

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.

## **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, i.e. 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.

## **PARENT AND STUDENT RESOURCES**

[www.hazelwoodschools.org](http://www.hazelwoodschools.org) This is the District's website that contains links to an assortment of information, including high school web pages.

### **Parent Portal**

The parent portal is a web-based, password-protected website, that displays homework and grade information, immunization information, attendance and discipline for your student.

See our website at [www.hazelwoodschoools.org](http://www.hazelwoodschoools.org) for additional information.

### **Mental Health Evaluations and Therapeutic Counseling Services**

The District has a BJC psychiatrist who will conduct an evaluation and is able to prescribe medication, if needed, and provide follow-up care with the student's primary care physician or pediatrician. Students may at times require counseling to work through various emotional issues. If counseling is needed, please contact your school counselor/social worker for a referral to the following agencies. These services are funded through the St. Louis County Children's Services Fund and are free to our students and families.

- 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 Special School District (K-12)
- DePaul SSM Behavioral Health Services (K-12)
- National Alliance on Mental Illness (K-12)

### **DAILY START AND END TIMES**

All high schools will begin promptly at 7:25 a.m. and dismiss at 2:25 p.m. If students are in the school building before or after these times, they must be in a supervised location with an administrator or faculty member. Any student found in an unsupervised area before or after school is subject to disciplinary action.

### **SCHOOL CLOSINGS**

In the event of school closings, students and parents should tune to local TV and radio stations, visit the district website at [www.hazelwoodschoools.org](http://www.hazelwoodschoools.org) or call the district snow line at 314-953-SNOW (7669).

### **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 open house, parent/teacher conferences, or by appointment. Please 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**

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 Behavior Guide when dealing with student misbehavior and violations.

## **COUNSELORS**

Students are assigned a guidance 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.

## **CURRICULUM**

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 to the Common Core State Standards and Missouri Grade Level Expectations or Course-Level Expectations. More specific information about District curriculum can be accessed at [www.hazelwoodschoools.org](http://www.hazelwoodschoools.org)

## **GRADING AND HOMEWORK PROCEDURES**

### **HIGH SCHOOL GRADING SCALE**

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<b>D</b>	<b>69 – 60</b>
<b>F</b>	<b>59 – Below</b>

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

### **ASSESSMENTS (TESTING)**

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

#### **Definition of Formative**

Diagnostic assessments 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 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.



Formative Examples	Summative Examples
<ul style="list-style-type: none"> <li>• Homework*</li> <li>• Quizzes*</li> <li>• Projects*</li> <li>• Presentations*</li> <li>• Role Play (Practice)*</li> <li>• Labs*</li> <li>• Demonstrations*</li> <li>• Essays*</li> <li>• Speeches*</li> <li>• Peer Evaluations*</li> <li>• Group projects</li> <li>• Common Formative Assessments</li> <li>• Class Activities</li> <li>• Warm-ups (Completion / Participation)</li> <li>• Notebook/ Journals (Completion &amp; Quality)</li> <li>• Participation</li> <li>• Discussions</li> <li>• Bell work</li> <li>• Class work</li> <li>• Rough Drafts</li> <li>• Socratic Seminar</li> <li>• Performances (Music, Art / Acting)</li> <li>• Bonus/ Extra Credit</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Homework*</li> <li>• Quizzes*</li> <li>• Projects*</li> <li>• Presentations*</li> <li>• Role Play*</li> <li>• Labs*</li> <li>• Demonstrations*</li> <li>• Essays*</li> <li>• Speeches*</li> <li>• Peer Evaluations*</li> <li>• Tests</li> <li>• Debate</li> <li>• Research projects</li> <li>• Individual projects</li> <li>• EOC exams</li> <li>• Book Reports</li> <li>• Web Quest</li> <li>• Portfolio</li> <li>• Common Summative Assessments</li> </ul>

\*Denotes items that were recommended for both Formative and Summative Assessments.

### RETAKE “NOT YET” GRADING PROCEDURES

- A “Not Yet” status may be given to a student when he/she scores below proficiency (80%) on an assessment that is turned in on time. The initial (earned) grade in the Student Information System (SIS) grade book will remain until the “not yet” process is completed. (This does not apply to mid-semester, finals and tests that are graded outside the district).
- All students will be given an opportunity for one attempt per assessment to retake an assessment to reach proficiency or improve their percentage.

- Any student requesting to retake an assessment must arrange with the teacher to attend help session(s) before, during, or after school. (This will ensure that the necessary assistance 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.

## **GENERAL HOMEWORK GUIDELINE PROCEDURES**

### **RATIONALE FOR HOMEWORK PROCEDURES**

Homework:

- provides the opportunity for independent learning
- develops learning habits that will serve students the rest of their lives
- Conclusions:
- Learning does not start or end in school
- Different, fair, and consistent procedures/guidelines are needed for assessments assigned outside of school
- Learning 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 a graphic organizer
- Creativity/Application – to require students to integrate many skills and concepts in order to produce original responses

### **GENERAL HOMEWORK GUIDELINES**

- All high school 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 high school grades levels are:
 

• 9th = 90 min	• 11th = 110 min
• 10th = 100 min	• 12th = 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 insure 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 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 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 teacher(s) regarding homework concerns.
- Contact the school and/or the teachers for makeup assignments when applicable.
- Students should manage time for homework, as well as chores, hobbies, school activities, jobs and recreation.
- It is the student's responsibility to get 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.
- For each school day that an assignment is late, a 10% deduction in the grade earned by the student will occur with a maximum of a 30% deduction. Late assignments will be accepted 5 school days following the due date with a maximum 30% penalty. Any assignment turned in after this time will result in a zero. All teachers will allow at least three assignments per student, per quarter following this procedure. \*An Individual Educational Plan (IEP) or 504 plan may supersede this guideline.

## **CLASSROOM CONDUCT**

Students are expected to come to class prepared with their supplies and ready to learn. They are to follow all the teacher's classroom expectations. Students should be respectful of

themselves, their teacher, and fellow students while in class and conduct themselves in a manner that promotes learning for everyone. Any misconduct will be addressed by the teacher or referred to the appropriate principal.

### **HALLWAY CONDUCT**

Students are to conduct themselves throughout school hallways in a manner that is safe for themselves and others. Students should “walk and talk,” not stand or block any area of the hallway. Students should speak in a tone that will not interfere with classroom instruction. Yelling, screaming and use of profanity are prohibited. Furthermore, students should not horseplay, play fight, or act any way that is inappropriate to the learning environment. Not following hallway conduct may result in disciplinary actions.

### **ID POLICY**

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 adult when requested.

### **BREAKFAST/LUNCH PROCEDURES AND CONDUCT**

The District uses a pre-paid meal system which is tied to the student’s ID number. Students may either pre-pay before school or during lunch at a designated spot in their school, or parents may use the online system at [www.mylunchmoney.com](http://www.mylunchmoney.com).

Students who qualify for the free-or-reduced-lunch program will need to complete the appropriate paperwork when they register for school. This information is kept confidential, even from the lunch personnel. Therefore students need to purchase an entire breakfast and/or lunch so that lunchroom personnel can appropriately charge the student account.

Lunch is a time to refuel and socialize and good manners ensure that everyone has an opportunity to do both. Each student should:

- Wait his/her turn in line, even if he/she isn’t able to stand by a friend.
- Stay seated except to bring food to a table or put food away and/or leave the cafeteria.
- Keep voices low to allow neighboring tables to also have conversations.
- Clear tables of trash when leaving cafeteria to give custodians more time to wipe off the tables between shifts.
- Set trays and trash in the proper place; do not throw any items, including trays.
- Leave chairs and tables as they are found.

### **DRESS CODE EXPECTATIONS**

Students should consider attending school as their primary job. Therefore, students should dress professionally. What should this look like? Attire should be appropriate for their age;

specifically, no revealing clothing or clothing containing any negative messages. Required student dress code is defined as attire that will neither disrupt nor distract from the instructional and learning processes of school. Please see the High School Behavior Guide for specific information on dress code.

### **BULLYING BEHAVIOR**

Bullying is defined as repeated, purposeful, deliberate, and/or negative exclusion of a student by an individual or group. This includes intimidation and harassment, as well as physical violence, verbal taunts, name-calling, put-downs, threats, extortion, theft, gossiping, or damaging property, and cyber bullying.

Bullying behavior of any type will not be tolerated, will be addressed, and is subject to disciplinary action in accordance to the High School Student Behavior Guide.

### **SEXUAL HARASSMENT / SEXUAL MISCONDUCT**

**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.

**SEXUAL MISCONDUCT** - A person who forcibly, intentionally or consensually touches another person's body and/or clothing in a way that constitutes or results in sexual contact. Indecent exposure or sexual gestures constitute sexual misconduct. See High School Behavior Guide for more information.

### **GANG/GROUP BEHAVIOR**

Any gang/group behavior will be referred to a principal and/or the School Resource Officer and is subject to disciplinary action. See High School Behavior Guide for more information.

### **EXTRA-CURRICULAR ACTIVITIES AND CONDUCT**

Intramural and club activities are offered as an extension of the learning experience. Involvement in these activities is a privilege offered to enhance learning beyond the regular school day and outside of the District curriculum. In order to qualify as an extracurricular activity, a faculty sponsor must be obtained and the activity must file a high school club approval form, available in the activity director's office. Since extra-curricular activities generally take place before or after the regular school day, students must be in a supervised location with the designated sponsor. Any student found in an unsupervised area before or after school is subject to disciplinary action. Students are expected to follow the Student Behavior Guide during all school-sponsored events.

### **PEP ASSEMBLY CONDUCT**

Students will be permitted to attend school pep assemblies after purchasing a pep club pass and having the assigned designation on your school ID. Attendance at the assembly, or

designated classroom if you did not pay the fee, is mandatory if you were present during the respective school day. School-appropriate behavior must be maintained through the duration of the assembly as well as during the commute to and from the designated facility. No food or drink is allowed during the pep assembly.

## **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](http://www.mshsaa.org) or see your school’s activities director. 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 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.

## **VISITORS**

To ensure a safe and secure environment for all, visitors are required to sign-in and report immediately to the main office, where they will be helped accordingly. If a visitor has specific business in mind (meeting with a teacher, counselor, or principal) it is requested that the visitor call in advance to schedule an appointment to ensure their availability.

If a parent needs to drop off items or contact their child, they need to go through the main office.

## **PARKING PROCEDURES AND DRIVING CONDUCT**

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.

## **TRANSPORTATION**

Students who ride a Hazelwood School District bus are expected to be at their assigned bus stop 10 minutes before the scheduled pick up time. Students must have a school ID properly displayed in order to ride the bus. Bus drivers are District employees and should be treated appropriately. Any questions or concerns regarding transportation should be addressed to the transportation office at 314-953-5950.

## **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.

## **MEDICATION POLICY**

Students are NOT allowed to be in possession of any medications. This includes both prescription and over-the-counter medications (i.e. aspirin, Ibuprofen, Tylenol, etc.). If medication must be taken at school, please contact the school nurse's office for the appropriate forms. A physician's order is required for students with inhalers or insulin to self-administer.

## **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). Incoming 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students are required to have Tdap (tetanus, diphtheria, and pertussis) vaccinations if the child has completed the recommended childhood DTAP/DTP vaccination series and has not received a Td booster within the past two years. *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.

## **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.

## **A+ SCHOOLS PROGRAM**

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 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
- Beginning with high school senior class of 2015, achieved a score of proficient or advanced on the Algebra I end-of-course exam.

### **COMMUNITY SERVICE REQUIREMENT**

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.

### **SPECIAL SCHOOL DISTRICT SERVICES**

Students who follow an Individual Educational Plan are served in partnership with the Special School District (SSD) of St. Louis County. Each student is assigned a case manager who will contact you regarding your child's specific modifications and accommodations.

### **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. Occasionally, the District may request an update regarding residency. A current deed or lease may be requested 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.

### **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 nominal fee.

### **VALUABLES**

Students are not to bring any electronic devices or other valuables to school. Cameras, cell phones, iPods, MP3 players, or other electronic communication devices, etc. should be turned

off and placed out of sight during school hours. Students are cautioned not to bring large amounts of money to school. Any loss or damage to personal belongings is the responsibility of the student and parent—not the school. Students who do not follow this guideline may be subject to disciplinary action.

## **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 criminal background check shall be performed for each volunteer who has regular and frequent contact with students; unsupervised or one-on-one contact with students; or serves in a supervisory role. The volunteer will be asked to pay the \$10 criminal background fee. All the completed paperwork and fee should be returned to the school at which you plan to volunteer. A master list of approved volunteers will be maintained at the District level. Once approved to volunteer at any school, eligibility will apply to all District buildings. The District can perform updated criminal background checks on volunteers on an annual basis without further cost to the volunteer.

Volunteer forms are located at [www.hazelwoodschools.org](http://www.hazelwoodschools.org). Please mail completed packets to The Learning Center, Attn: Communications Office, 15955 New Halls Ferry Road, Florissant, MO 63031.

# **High School Student Behavior Guide 2013-2014**

Approved by the Hazelwood School District Board of Education: May 21, 2013

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.

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:

Ms. Julia Thorpe, 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

August, 2013

Dear Parents, Guardians, and Students,

Welcome to the new school year! Whether you are a returning student or new to our District, we hope your summer was restful and you are now looking forward to making the most of the wonderful educational opportunities that are available to you in the Hazelwood School District.

This Student Behavior Guide is developed to assist staff, students, and parents in knowing and understanding the standards of behavior and the consequences of failing to meet those standards.

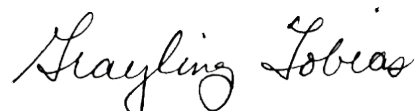
**Please sit down with your child and review this Student Behavior Guide. Make sure he/she understands his/her personal responsibility, the seriousness of the policies/procedures/guidelines, the severity of the consequences and the impact they would have on his/her educational future. We suggest you review this Student Behavior Guide not only in the beginning of the school year but periodically during both semesters. We need your support, participation, and commitment.**

Thank you for your help and involvement. Working together, we can provide a safe, secure educational environment for each and every child. Our goal is to make Hazelwood a place where everyone learns, grows, and reaches their full potential.

If you have questions after reading the Student Behavior Guide, you are encouraged to contact your building principal.



Cheryl D. Latham  
Board President



Grayling Tobias, Ed.D.  
Superintendent

## 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 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 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 semester.

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.

### **REPORTING TO SCHOOL STAFF (POLICY JGF)**

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

### **REPORTING TO LAW ENFORCEMENT OFFICIALS (POLICY JGF)**

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

- 1 First or second degree murder under section 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 section 565.050, .060, .070, RSMo.
- 5 Sexual assault or deviate sexual assault under section 566.040, .070, RSMo.
- 6 Forcible rape or sodomy under section 566.030, .060, RSMo.
- 7 Burglary in the first degree or second degree under section 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 under section 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 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 565.060, .060, RSMo.
4. Forcible rape or sodomy under sections 565.030, .060 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 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, .023 RSMo.
10. Sexual assault or deviate sexual assault under sections 566.040, .070 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 section 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 section 565.020, 021 RSMo.
2. First degree assault under section 565.050 RSMo.
3. Forcible rape or sodomy under sections 566.030, .060 RSMo.
4. Statutory rape or sodomy under sections 566.032, .062 RSMo.
5. Robbery in the first degree under section 569.020 RSMo.
6. Distribution of drugs to a minor under section 195.212 RSMo.
7. Arson in the first degree under section 569.040 RSMo.
8. Kidnapping under section 565.110 RSMo.

Readmittance 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 Plan. 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.



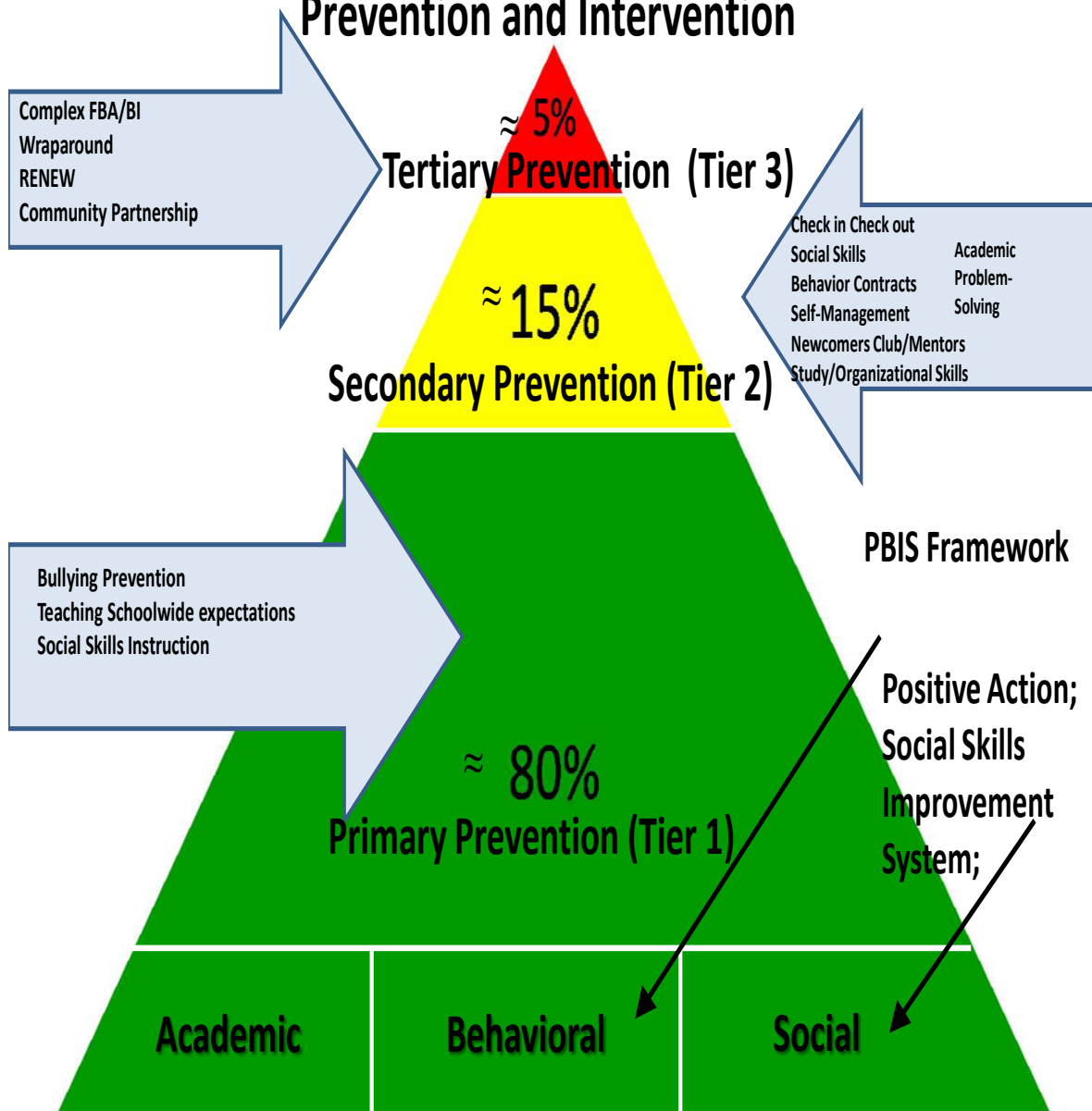
**CONFIDENTIALITY (POLICY JGF)**

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used to 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.

# Hazelwood School District Learning and Behavior Model of 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 should be 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 Behavior Intervention and Support (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/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. 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.
- 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:**

- are responsible for their actions; therefore, they must accept consequences for their inappropriate behavior.
- 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.
- 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.

- have the responsibility to notify school staff of any potentially dangerous situation(s).

### **III. PARENTS’/GUARDIANS’ RIGHTS AND RESPONSIBILITIES**

Parents/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 a quality education for their children.
- expect that their children will be treated according to the District governing principles listed on page iii.
- 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 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. 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 his/her individual potential.
- 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.
- 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 are under the supervision of the school while on their way to and from school, at 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 any witnesses to the occurrence. The principal or his/her designee will conduct this investigation.
- The student shall be advised of the specific charges and explanation of the known facts.

- The student shall be given the opportunity to admit or deny the charges and to present his/her version or behavior.
- If a student denies the charges, he/she shall be provided an oral or written explanation of the incident that forms the basis of the proposed disciplinary action (suspension, or recommendation to the superintendent for review). In such cases, the administration will get written statements from as many witnesses as possible.
- The student and his/her parent/guardian will be informed of the specific violation and an explanation of the known facts.
- After the investigation has been concluded, the parents should be informed by telephone, letter, e-mail, or note prior to the date the student is expected to serve the consequence.
- The student and his/her parent/guardian will be provided a completed Student Referral Form (upon request) explaining the facts that form the basis of the proposed disciplinary action (detention, suspension, or recommendation to the superintendent for review).
- When a student is suspended, an administrator will contact the parent by telephone, followed by a suspension letter.
- 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, superintendent, or school board 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 will be called and the parent/guardian and the Assistant Superintendent shall be notified accordingly.
- The superintendent will schedule a hearing for all recommendations for consideration of additional suspension days up to 180 school days or for the recommendations to consider expulsion. The purpose of this due process hearing is to verify the facts and provide the student and parents/guardians with an opportunity to present additional data or extenuating circumstances. The Superintendent or designee will determine if additional days of suspension are warranted and under what conditions a student may return to school.



- If the parent has questions regarding a decision or the appeal process of a suspension of more than 10 days, they may contact the assistant superintendent who supervises their child's school.
- Additional due process measures shall be taken as required by law with respect to students with disabilities.
- Parents/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 administrators 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](http://www.hazelwoodschools.org).*

In this document, the assignment of academic detention will be either before or after school for elementary students. The assignment of academic 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.) Students are not to be on any District campus or attend any District-sponsored event while on suspension.

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.

#### **ACADEMIC DETENTION**

Academic detention is defined as a period of time after school or on Saturday morning that is provided for students who have minor violations of the High School Student Behavior Guide. *A principal's decision to issue a consequence of detention to a student cannot be appealed beyond the building level.*

#### **ACE – LINDBERGH SITE**

The superintendent may offer another alternative to a long term Out-of-School Suspension. This program is housed off campus and provides students an opportunity to continue their

studies as well as to receive individual and group counseling. The student may attend ACE Lindbergh for a minimum period of one semester up to a maximum period of one school year. Transportation to and from the program is the responsibility of the parents. Parent involvement is mandatory.

### **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 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)**

The superintendent may offer an alternative to a long term out-of-school suspension. The Alternative Support Center (ASC) is a District-wide program for middle and high school students that provides academic and social skills instruction as well as individual and group counseling. Students will be required to complete the program before they are considered eligible to return to their home school. The ASC is housed on the campus of Hazelwood Central High School. Transportation to and from the ASC is the responsibility of the parents. Parent involvement is mandatory.

### **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 discipline 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.** The building principal's decision is **final**.

- **DISTRICT LEVEL**

If an Out-of-School Suspension exceeds 10 days, the student and/or his parent/guardian may appeal the suspension to the assistant superintendent. The appeal process would typically move from the assistant principal to the building principal to the assistant superintendent.

### **CORPORAL PUNISHMENT (PROHIBITED) (POLICY JGA)**

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 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.

### **DANGEROUS BEHAVIOR**

Dangerous behavior is defined as behaving in such a way that could reasonably cause injury to a student, teacher or other staff member (e.g. running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.).

### **DISCIPLINE COMMITTEE**

A discipline committee consisting of the assistant superintendents shall review the student misconduct and make a decision regarding the length of the suspension. The Discipline Committee should insure that discipline is fairly and consistently applied to all students, regardless of race, ethnicity, disability, gender, school location or any other factors. The Discipline Committee's decision normally shall be made prior to the end of the Principal's Suspension.

### **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 due process 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 superintendent regarding the incident, the superintendent will then make a decision concerning further disciplinary action. The superintendent's decision may include the possibility of suspension for up to 180 school days or recommendation to the Board of Education for expulsion.*

*When a student is referred to a discipline hearing, the student will be suspended Out-of-School until the hearing is held and the superintendent has made a decision concerning further disciplinary action.*

### **DISTRIBUTION OF UNAUTHORIZED MATERIALS**

Distribution of unauthorized materials is defined as distributing materials not authorized by the school district. Distribution of unauthorized materials is prohibited on school property.

## **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.

## **PRINCIPAL'S SUSPENSION**

Each building principal can suspend a student for up to ten (10) school days as a means of discipline. The suspension can be In-School or Out-of-School. If suspended In-School, the student will be closely supervised by a staff member. *A principal's suspension cannot be appealed beyond the building level.*

## **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.

## **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.

## **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 (SEE BOARD POLICY JGD)**

The terms "suspension" and/or "removal" refer to an 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 (ISS)**, 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 (OSS)**, 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. Students returning to school from an Out-of-School Suspension must have all work completed by the second scheduled class meeting. Students are expected to use the homework hotline, voice mail or e-mail to obtain assignments.*

*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.*

## **LIST OF INTERVENTIONS**

Although there are situations that might warrant 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
- 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
- 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
- Loss of privileges
- Social worker contact
- Counselor contact
- Mid-Quarter Reports

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
- Self-Management
- Student behavior reflection time
- Cueing techniques
- Extra time for assignments
- Preferential seating
- Behavior goals
- Academic goals
- Functional Behavior Analysis
- Incentive plans for appropriate behavior
- Role-play and re-teach expectations throughout the year
- Counselor and Social Worker Intervention
- Counselor contact
- Conflict mediation
- Social worker contact
- Student Assistance Team/ CARE Team/Staffing Team contact
- School Resource Officer (SRO) contact
- Behavior contract/goals
- Academic contract/goals
- Weekly progress report
- Student planner
- Lunch detention with teacher
- Parent conference including other school staff
- Counselor and Social Worker Intervention
- Mid-Quarter Reports
- Check in-Check out

- Social Skills Group
- New Comers Club/Mentors
- Study/Organizational Skills
- Academic Problem Solving
- 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
- Mentoring-Check and Connect

### **LIST OF CONSEQUENCES**

When a student fails to comply with the expectations of the Student Behavior Guide, it may be necessary to assign appropriate consequences. These may include, but are not limited to:

- Warning
- Parent notification
- Bus suspension
- Conference with the teacher, counselor or administrator
- Loss of privileges
- Before-school detention
- Academic After-School detention
- Academic Saturday detention
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Discipline Hearing
- Alternative Support Center (ASC)
- ACE-Lindbergh Site
- Long-term suspension for up to 180 school days

- Expulsion

**HIGH SCHOOL STUDENT BEHAVIOR GUIDE VIOLATIONS  
AND DISCIPLINARY CONSEQUENCES**

**CONSEQUENCES**

<p><b>LEVEL 1</b> - consequences for violations range from a Written Warning, Academic After-School Detention and/or up to 4 hours of Academic Saturday Detention</p> <p><b>LEVEL 2</b> - consequences for violations range from Academic Saturday Detention (4 to 8 hours) or Suspension from 1 to 10 Days (In or Out-of-School)</p> <p><b>LEVEL 3</b> - consequences for violations range from 10 days Out-of-School Suspension and/or a Discipline Hearing up to 180 days Out-of-School Suspension, or possible expulsion – Police Notification as required by law</p>
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*\* Parent notification is a required component of each level \**

*The expectations for student behavior are addressed in the Hazelwood School District Policy JG.*

**PROHIBITED CONDUCT**

The following are descriptions of prohibited conduct as well as potential consequences for violations. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student’s discipline file pursuant to law and Board Policy.

**ACADEMIC DETENTION VIOLATIONS (NO SHOW) - (UNEXCUSED)  
(POLICY JG)**

*(Starts over at the beginning of each semester.)*

FIRST VIOLATION – Detention doubled

REPEATED VIOLATIONS – Could be considered LEVEL 2 or LEVEL 3 depending on the frequency of the incident(s).

**ACADEMIC DISHONESTY (POLICY JG)**

*Defined as plagiarism, cheating on tests, copying all or part of another student’s assignments or papers, and/or forging parent or teacher’s signature on documents.*

FIRST VIOLATION - LEVEL 1

REPEATED VIOLATIONS - LEVEL 1 or LEVEL 2 depending on the severity or frequency of the incident



*(Teachers will establish a classroom policy regarding Academic Dishonesty. At the teacher's discretion, an alternate assignment may be given. The teacher will determine grades, if any, are to be received).*

**ACCUMULATION OF MORE THAN 8 (OR MORE) HOURS DETENTION (PER SEMESTER) (POLICY JG)**

FIRST VIOLATION – (for every 8 hours of detention it should be 1 day of In-School Suspension)

REPEATED VIOLATIONS - 3 days Out-of-School Suspension

**ACTIVITY MISCONDUCT (POLICY JG)**

*Before-and-after-school activities, including extra-curricular activities conducted on or off campus*

MINOR VIOLATIONS - LEVEL 1 and student may be removed from the activity.

MAJOR / REPEATED VIOLATIONS - LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident and student may be removed or completely barred from attending or participating in activities for the remainder of the school year.

**ALCOHOL AND CONTROLLED SUBSTANCES (POLICY JFCH)**

Alcohol and controlled substances are defined as any alcoholic beverage, controlled substance, counterfeit substance or imitation controlled substance as defined in the Narcotic Act, §195.010, RSMo.

The use, sale, transfer, possession or being under the influence of alcoholic beverages or controlled substances is prohibited. Students will also be held responsible for any alcohol or controlled substances identified in the student's locker or found in the student's possessions (book bag, jacket, purse, etc.). This includes paraphernalia (pipe, rolling papers or other ways of using the substance), including alcoholic beverages, prescription, over-the-counter medication and inhalants.

LEVEL 3

**ARSON (POLICY JG)**

*Starting or attempting to start a fire or causing or attempting to cause an explosion*

LEVEL 3

### **ASSAULT/ ATTACK (POLICY JG)**

*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.*

LEVEL 3

### **AUTOMOBILE VIOLATIONS (POLICY JG)**

*Includes parking violation, speeding, reckless driving, etc. Student may lose parking privileges.*

MINOR VIOLATIONS - LEVEL 1 such as parking without a permit. Student may lose parking privileges for a period of time.

MAJOR / REPEATED VIOLATIONS - LEVEL 2 depending on the severity or frequency of the incident. Speeding/reckless driving would be considered a major violation. Police notification as required by law. Students may lose parking privileges indefinitely.

### **BOMB THREAT (POLICY EBCC)**

*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.*

LEVEL 3

### **BULLYING (POLICY JFCF)**

*Bullying is defined as repeated, purposeful, deliberate, and/or negative exclusion of a student by an individual or group. This may include intimidation and harassment, as well as physical violence, verbal taunts, cyber bullying, name-calling, put-downs, threats, extortion, theft, or damaging property. This includes harassment.*

MINOR VIOLATIONS - LEVEL 1

MAJOR / REPEATED VIOLATIONS - could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident. Police notification as required by law.

**All statements regarding or relating to bullying will be taken seriously and will be dealt with accordingly.**

## **BUS / BUS STOP MISCONDUCT (POLICY JFCC)**

*Bus/Bus stop misconduct is defined as any violation of the student discipline code. In cases where the violation is severe (i.e., weapons, drugs, attack, etc.), the principal will follow the student discipline code in determining the consequence, which may include suspension or expulsion from school. Parent will be notified within 24-hour time period. For less serious offenses, consequences may include suspension from bus services, as outlined below.*

MINOR VIOLATIONS - LEVEL 1

MAJOR / REPEATED VIOLATIONS - could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident. Police notification as required by law.

## **MISUSE OF CELLULAR PHONES, OTHER ELECTRONIC DEVICES AND CAMERAS (POLICY JG)**

Consequences will be assigned per the Disruptive Behavior Consequences

Recording video of discipline infractions will cause discipline for the person recording and confiscation of the device for possible deletion of the video. Cell phones and other electronic devices are brought at your own risk; thefts will not necessarily be investigated.

## **DANGEROUS/DISRUPTIVE BEHAVIOR (POLICY JG)**

*Dangerous/Disruptive behavior is defined as verbal, written, pictorial or symbolic language or gesture that are directed at any person that is rude, vulgar, defiant, in violation of district policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions (e.g., inappropriate language, misbehaving in classrooms, getting out of seat without permission, hallway misbehavior, misbehavior in restroom, on buses, etc.). Inappropriate use of Cell Phones, Cameras and other Electronic Devices will be viewed as Disruptive Behavior. Students will not be disciplined for speech in situations where it is protected by law.*

MINOR VIOLATIONS - LEVEL 1

MAJOR / REPEATED VIOLATIONS - Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

## **DRESS CODE (POLICY JG)**

Student dress code is defined as attire that will not disrupt nor distract from the instructional procedures of the school. *The following is a list that is intended to inform not limit. Students are to wear clothing that is clean and safe. Shoes must be worn at all times. Items of clothing that are inappropriate for school dress and are not permissible are tight-fitting clothing, revealing or suggestive clothing, leggings, jeggings and tights, tube tops, revealing tank tops, halter tops, extremely short skirts/shorts, midriff, sleepwear and see through. Slacks or shorts*

*are to be worn at the waist. Headgear may not be worn in the building. Hats, caps, hair rollers, hairnets, picks, combs, and plastic hair coverings will not be permitted. Sunglasses and dark glasses, unless prescription, are considered inappropriate attire. Chains used with wallets, keys, etc. or as a belt or decoration are inappropriate and not allowed. Clothing that promotes disruptive behavior, and or displays images, including but not limited to drugs, alcohol, tobacco and/or its products, violence, sex or hate groups is prohibited from campus and must be covered or removed. No clothing, coloring, insignia or other symbol or combinations of symbols indicating membership in, affiliation with, or support for any gang or similar organization associated with violence, drugs, intimidation or other criminal activity will be allowed on school grounds or at school sponsored activities. It is also required that clothing be worn in the correct manner.*

**FIRST VIOLATION – LEVEL 1**

Appropriate modifications to student dress will be made immediately.  
Items may be confiscated and will be returned only to the parent.

REPEATED VIOLATIONS - LEVEL 2 depending on the frequency of the incident(s)

**EXTORTION (POLICY JG)**

*Extortion is defined as threatening or intimidating any person for the purpose of obtaining money or anything of value.*

MINOR VIOLATIONS - LEVEL 1

MAJOR / REPEATED VIOLATIONS - Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident. Police notification as needed.

**FAILURE TO MEET CONDITIONS OF SUSPENSION (POLICY JG)**

Coming within 1,000 feet of any public school in the District while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity defined by District policy is a serious violation of the District's discipline policy.

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.

FIRST AND REPEATED VIOLATIONS – Could be considered LEVEL 1, LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

**FALSE ALARMS / MISUSE OF EMERGENCY EQUIPMENT (POLICY EBCC)**

False alarms or misuse of emergency equipment 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, and/or charges.*

### LEVEL 3

#### **FIGHTING (POLICY JG)**

*Fighting is defined as a conflict to which both parties have contributed 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 in a fight.*

*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.*

FIRST VIOLATION - 5 to 10 days Out-of-School Suspension or discipline hearing depending on the severity of the incident and/or possible police notification

SECOND VIOLATION – 10 days Out-of-School Suspension or discipline hearing depending on the severity of the incident and/or possible police notification

THIRD VIOLATION – Discipline hearing with possible long-term suspension or expulsion, police notification as required by law.

#### **FIREWORKS, EXPLOSIVE DEVICES, MATCHES OR LIGHTERS (POLICY JG/JFCJ)**

*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.*

POSSESSION - LEVEL 2

IGNITING – LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

#### **FORGERY (POLICY JG)**

*Forging someone else's signature on a document*

FIRST VIOLATION - LEVEL 1

REPEATED VIOLATIONS - LEVEL 1 or LEVEL 2 depending on the severity or frequency of the incident

## **GAMBLING (POLICY JG)**

*The participation in any “game of chance where” money or other items are/or may be exchanged. Gambling paraphernalia will be confiscated. Offenders are subject to disciplinary consequences, police notification, and/or charges filed if warranted.*

Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

## **GROUP / GANG ACTIVITY / SYMBOLS (POLICY JFCE)**

*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 of its primary activities the commission of one or more criminal acts, including fighting, 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, tattoos, brands, from writing or distributing any gang related symbols or literature, and communicating in any kind of gang sign language.*

Group/Gang Activity/Symbols – LEVEL 1, LEVEL 2 OR LEVEL 3

Graffiti not damaging school property - LEVEL 1 or LEVEL 2 depending on the severity or frequency of the incident

## **HAZING (POLICY JFCF)**

Any activity that a reasonable person believes 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.

FIRST AND REPEATED VIOLATIONS – Could be considered LEVEL 1, LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

## **ID POLICY VIOLATION (POLICY JG)**

Student identification must be worn in plain sight by all students, without exception! Each student must wear his/her own current I.D. Students who do not have their identification badges (I.D.'s) displayed will not be allowed to ride the school bus to and from school. Students are expected to present I.D. immediately when requested by staff. Refusal to present I.D. to school personnel will be considered an act of insubordination, and the student will be disciplined according to the High School Student Behavior Guide.

FIRST VIOLATION - LEVEL 1

REPEATED VIOLATIONS - LEVEL 2 depending on the frequency of the incident(s)

**INDECENT EXPOSURE (POLICY JG/AC-R)**

Indecent exposure is defined as an attempt to intentionally expose a person’s private body parts. This would include the inappropriate use of a camera or any other electronic recording device.

Could be considered LEVEL 1, LEVEL 2, or LEVEL 3 depending on the severity or frequency of the incident.

**INSUBORDINATION (POLICY JG)**

Insubordination is defined as refusal to present I.D. badge and/or refusal to follow the directions of school district personnel including, but not limited to, administrators, teachers, substitute teachers, SRO, etc. Refusing to identify one’s self upon request or giving false identification also constitutes insubordination.

MINOR VIOLATIONS – LEVEL 1

MAJOR / REPEATED VIOLATIONS - LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

**LEAVING CAMPUS WITHOUT APPROPRIATE ADMINISTRATIVE PERMISSION (POLICY JED/JG)**

FIRST VIOLATION – LEVEL 2

REPEATED VIOLATIONS - Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

**OBSCENITIES / INAPPROPRIATE LANGUAGE (POLICY JG)**

*Inappropriate language is defined as any offensive comment, obscenity, obscene gesture, profanity, and racial or ethnic slanders or slurs, whether verbal or written, when such language substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.*

MINOR VIOLATIONS - LEVEL 1

MAJOR / REPEATED VIOLATIONS - LEVEL 2

**OBSCENITIES / INAPPROPRIATE LANGUAGE / DIRECTED AT A STAFF MEMBER (POLICY JG)**

*Defined as any offensive comment, obscenity, obscene gesture, profanity, and racial or ethnic slanders or slurs, whether verbal or written, when such language substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.*

FIRST VIOLATION – LEVEL 2

REPEATED VIOLATIONS - Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

**PHYSICAL AGGRESSION (POLICY JG)**

Defined as one or more students engaging in physically aggressive behavior which may or may not cause physical injury or property damage.

Could be considered LEVEL 1, LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

**PHYSICAL CONTACT WITH STAFF (INAPPROPRIATE) (POLICY JG)**

*Defined as any unwelcome physical contact with a staff member. This includes sexual misconduct.*

LEVEL 3

**POSSESSION OF / PRODUCTION OF PORNOGRAPHY (POLICY JG)**

*(in print or electronic format)*

Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

**POSSESSION OF TOBACCO AND TOBACCO PRODUCTS (POLICY JG)**

*Possession, use, sale, or transfer of any tobacco products 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 coming out of mouth or nose*
- *Smoke coming from an area occupied by students*

**Possession of Tobacco Products**

LEVEL 1

Confiscation of tobacco or related products

Parent Notification

Offered resources for available cessation programs

Police notification as required by law

**Use of Tobacco Products**

LEVEL 2

Confiscation of tobacco or related products



Parent Notification  
Offered resources for available cessation programs  
Police notification as required by law

LEVEL 3 - For 5 or more LEVEL 2 violations  
Confiscation of tobacco or related products  
Parent Notification  
Offered resources for available cessation programs  
Police notification as required by law

### **POSTURING TO FIGHT / PROMOTING (POLICY JG)**

*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” and will be dealt with according to the High School Student Behavior Guide. This includes instigating others to exhibit these behaviors.*

FIRST VIOLATION - up to 5 days Out-of-School Suspension  
REPEATED VIOLATIONS –LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

### **PROMOTING / POSTURING TO FIGHT WITH STAFF MEMBER (POLICY JG)**

*Defined as engaging in “pre-fight” activities like yelling, bumping, dropping books, squaring off, etc. Individuals instigating, promoting, physically gesturing or positioning to fight will be considered “posturing to fight” and will be dealt with according to the High School Student Behavior Guide. This includes instigating others to exhibit these behaviors.*

LEVEL 3

### **SEXUAL HARASSMENT (POLICY JG/AC-R)**

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.

Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident

**SEXUAL MISCONDUCT (POLICY JG/AC-R)**

A student who forcibly, intentionally, or consensually touches another person’s body and/or clothing in a way that constitutes or results in sexual contact. Indecent exposure or sexual gestures constitute sexual misconduct. *Students who engage in sexual misconduct are subject to disciplinary consequences, possible police notification, and charges if warranted.*

Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident. Required Police notification when 10 days or more of suspension are assigned.

**TARDINESS (POLICY JED/JG)**

*Tardiness is defined as arriving late to school, a specific class or the student’s 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 semester.*

- First tardy ..... verbal warning
- Second tardy..... written warning with parent notification
- Third tardy..... 2 hour After School detention
- Fourth tardy..... 4 hours Saturday detention
- Fifth tardy..... Range of Consequences from mandatory parent conference to out-of-school suspension

**TECHNOLOGY MISUSE / ABUSE (POLICY JG)**

*The inappropriate use of technology is defined as any attempt, regardless of success, to gain unauthorized access to a technology system or 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.*

Could be considered LEVEL 1, LEVEL 2, or LEVEL 3 depending on the severity or frequency of the incident. Restitution shall be made for any damages caused by technology misuse/abuse.

**THEFT (STEALING/POSSESSION/TRANSFERRING STOLEN PROPERTY)  
(POLICY JG)**

Theft is the unauthorized acceptance, possession, purchase, taking, and/or transfers of property belonging to another. *Any student finding an item on school property is expected to turn the item in to the office immediately. If a student fails to do so, it may be considered theft.*

*Offenders are subject to disciplinary consequences, police notification when deemed appropriate, legal prosecution, and restitution.*

Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

**The school district is not responsible for damaged or stolen property.**

#### **THREAT TO / HARASSMENT OF STAFF (POLICY JG)**

*Threats are defined as gestures, verbal comments, and pictorial, or written statements made to harm an individual's life, family, physical well-being, emotional well-being, and/or personal property. Any comments that could be construed as a threat will be taken seriously and result in disciplinary consequences. Harassment is defined as abusive behavior towards a staff member based on race, color, national origin, sex, or disability that creates a hostile environment. This includes gestures, verbal comments, pictorial or written statements or threats.*

LEVEL 3

#### **THREAT TO / HARASSMENT OF STUDENTS (POLICY JG)**

*Threats are defined as gestures, verbal comments, and pictorial, or written statements 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, or disability 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 or harassment will be taken seriously and result in disciplinary consequences. This includes bullying.*

Could be considered LEVEL 1, LEVEL 2, or LEVEL 3 depending on the severity or frequency of the incident. Police notification as required by law.

#### **TRUANCY (POLICY JED/JG)**

*An instance when a student is absent from school or class without the knowledge and/or consent of parents/guardians and/or the school personnel. This truancy procedure may also be considered for those students who have accumulated excessive, unjustifiable absences, even with the consent of parent/guardians. An excessive amount of truanancies may result in the loss of participation in extra-curricular activities.*

MINOR VIOLATION – LEVEL 1 OR LEVEL 2

MAJOR/REPEAT VIOLATIONS – Could be considered LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

If a parent needs to pick up a student early, or drop off a student late, the parent must contact the Attendance Office by coming into the Attendance Office in person, show proper I.D., and sign the student in or out.

## **UNAUTHORIZED ENTRY (POLICY JG)**

Exiting or entering or assisting any other person to exit or enter a District facility, office, locker, or other area that is locked or not open to the general public; exiting or entering or assisting any other person to exit or enter a district facility through an unauthorized entrance; assisting unauthorized persons to exit or enter a district facility through an entrance.

FIRST AND REPEATED VIOLATIONS – Could be considered LEVEL 1, LEVEL 2 or LEVEL 3 depending on the severity or frequency of the incident.

## **VANDALISM/ THREATS OF VANDALISM (POLICY JFCB)**

*Destruction of property/vandalism is defined as the destruction, misuse, defacing and/or theft of property. Student/Parent shall be required to repair or make restitution for damages, and may be subject to additional disciplinary consequences. Police notification and charges could be filed if warranted.*

Could be considered LEVEL 1, LEVEL 2, or LEVEL 3 depending on the severity or frequency of the incident. Police notification as required by law.

## **WEAPONS (POLICY JFCJ)**

**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.**

*Possession or use of a firearm as defined in 18 U.S.C. § 921, or, any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2). This includes any object designed to look like or imitate a device, blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, bullets, rifle cartridges, shot gun shells, switchblade knife, as these terms are defined in § 571.010, RSMo.*

*When a legitimate item (such as 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 School 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.*

LEVEL 3

**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. You will be expected to obey the bus driver.

Avoid loud talking, loud laughing, or 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.

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 and drinking are prohibited on the bus. Radios and animals shall not be transported on the bus. No skateboards, no basketballs, footballs, etc. 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 appropriate law enforcement agency.

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. You are to cross in front of the bus under his/her supervision. This may also apply in instances where pupils wait for the bus on the opposite side of the street.

Pupils 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. 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 student's I.D. (Grades 6-12 only) is to ensure pupil identification, prevent riding the incorrect bus, and provide control of pupil conduct. All secondary students must have and display their I.D. to board the bus in the morning and the afternoon. If in the driver's opinion, the student is not behaving according to bus expectations, the driver will request the student's I. D. long enough to record the student's name.

Students causing damage to the seats or any other part of the bus will subject himself/herself to disciplinary procedures – including reimbursement to the School District for the damages.

Consequences are determined by the principal, depending on the severity and other circumstances. Penalties may include removal from the bus and/or other disciplinary action 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 DISCIPLINARY PROCEDURES 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**

**TO REPORT  
DRUGS, GANGS, WEAPON VIOLATIONS AND  
BULLYING.**

**ALL CALLS ARE  
ANONYMOUS AND CONFIDENTIAL**

**HAZELWOOD SCHOOL DISTRICT**  
**HIGH SCHOOL ADMINISTRATORS**

**HAZELWOOD CENTRAL HIGH SCHOOL..... 953-5400**

Dr. Bruce Green, Principal  
Dr. Audrey Lee, Associate Principal  
Kip Gilomen, Assistant Principal  
Dr. Laura Mabry, Assistant Principal  
Robert Skinner, Assistant Principal  
Elizabeth Nicholson, Assistant Principal  
John Pukala, Activities Director

Dr. Jeff Haug, Assistant Superintendent..... 953-5036

**HAZELWOOD EAST HIGH SCHOOL..... 953-5600**

Dr. Jacqueline Kelly, Principal  
Lisa Ostrowski, Associate Principal  
Heather Dunnavant, Assistant Principal  
Michael McCrory, Assistant Principal  
Bill Westbrook, Assistant Principal  
Corey Johnson, Activities Director

Dr. Lisa Strauther, Assistant Superintendent..... 953-5032

**HAZELWOOD WEST HIGH SCHOOL..... 953-5800**

Dennis Newell, Principal  
Dr. Suzanne Chester, Associate Principal  
Robert Lawrence, Assistant Principal  
Dr. Kevin Morrison, Assistant Principal  
Dr. Loraine Raziq, Assistant Principal  
David Wall, Assistant Principal  
Matt Moellering, Assistant Principal  
Timothy Williams, Activities Director

Dr. Willicia Hobbs, Assistant Superintendent ..... 953-5030



**High School Student Behavior Guide  
Review / Revision Committee Members**

*March 14, 2013*

Angela Bryant	EHS Social Worker
Terry Creamer	EHS Teacher
Joshua Fullerton	CHS Teacher
Kaylhana Gibson	EHS Student
Stacey Gibson	EHS Parent
Karyn Jones	WHS Student
Dr. Jacqueline Kelly	EHS Principal
Joseph McGee	CHS Teacher
Dr. Cheryol Mitchell	CHS Principal
Dr. Lisa Ostrowski	EHS Associate Principal
Dr. Sonya Ptah	Administrator
Dr. Darrell Strong	Assistant Superintendent
Dave Weidinger	EHS Teacher
Desiree Whitlock	Board of Education
Justin Wilhite	EHS Dean of Students
Dr. Julia Thorpe	Assistant Superintendent
Dr. Brenda Youngblood	Board of Education

***Hazelwood School District***

2013-2014

*Please sign and return this form to your child's 1<sup>st</sup> period teacher.*

I have received a copy of the High School Behavior Guide and I have been informed that it is my child's and my responsibility to read and follow the Hazelwood School District's High 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The above signees attest that recording video of discipline infractions will cause discipline for the person recording and confiscation of the device for possible deletion of video.