



Momentum Academy

Family Handbook

2026-2027 School Year

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Note: Momentum Academy has established and will continually refine operational policies, procedures and expectations to support the mission, vision and goals. The policies, procedures and expectations in the following section are guidelines by which all community members are expected to abide by. As the school year progresses they may be refined, revised, added to or deleted as determined by and/or approved by the Board of Directors and school administrators.

Our Mission

Momentum Academy promotes academic excellence in an environment of mutual care and support that builds character, confidence, and community among all of our scholars so that they reach their full potential.

Our Core Values are the guiding principles of our organization:

Be Solutions Driven	Show Integrity	Joy	Together we can	Love Above All Else
Take initiative to solve the problem on your own first Don't just present the problem collaborate around it to solve Address the problem head on without being scared to ask for help Be proactive not reactive	Be honest and own it Follow through with your commitments Do what's right even when it is uncomfortable	Acknowledge with positivity Build purposeful relationships Celebrate success	Everybody's voice matters Lend a hand Be open to share your challenges so others can support and collaborate	See the person Assume positive Intent Respond with compassion

Our Vision

Momentum Academy provides the highest level of academics to prepare the next generation of leaders to move toward greater educational and personal well-being so they can impact their families and communities in positive ways.

Graduate Aims

When our scholars leave Momentum Academy after 8th grade, they embody 8 core attributes that represent our target graduate profile:

Domain	Indicator	Descriptor
Confidence	Academic excellence	Actively engage in rigorous learning experiences to achieve mastery within all core content areas needed for college and career access and persistence.
	Critical thinking	Demonstrate the ability to use higher order thinking and reasoning to ask questions, identify problems, and generate evidenced-based solutions.
Character	Self-awareness	Reflect on and understand their own identity, emotions, and place in the world, and use this information to inform their actions and motivations.
	Empathy	Demonstrate the ability to understand and respond sensitively to the experiences, perspectives and feelings of others.
	Integrity	Exhibit honesty in words and actions and do the right thing even when it's challenging.
Community	Relationship Skills	Possess the ability to initiate, build & maintain healthy relationships, navigate and manage conflicts, and collaborate with diverse groups of people.
	Communication	Effectively apply the broad range of literacy skills (reading, writing, speaking, listening & interpreting) independently and while working with others.
	Leadership	Lead with confidence and persistence, across lines of difference and in service of others, to advocate for community needs and social change.

DEI Statement

At Momentum Academy we demonstrate our commitment to justice by creating an environment of high academic expectations and accountability coupled with love. Our community promotes academic excellence, self-awareness, and empathy in an atmosphere of mutual care and respect. We serve our stakeholders with love, consistency, fairness, and equity without fail. We are driven by the belief that scholars are at the center of all we do and should see themselves reflected in all aspects of their learning environment.

Momentum Academy Board of Directors

Momentum Academy is managed by the Momentum Board of Directors, an independent group of community members who are committed to the mission and vision of Momentum schools. The Board approves Momentum Academy's policies, selects the Executive Director of schools, and adopts the annual budget. Board members serve three-year, overlapping terms and receive no salary.

Meetings

Momentum Board of Directors' meetings are open to the public. Regular meetings of the board begin at 7:00 p.m. and are generally scheduled on the fourth Mondays of every other month.

Board Committee meetings are generally held on the second and third Monday of each month. The Board of Directors may also conduct executive closed session meetings, which are closed to the public in compliance with Missouri "Sunshine Laws." Closed meetings are usually restricted to scholars, personnel, property, or legal matters. Occasionally special meetings or board workshops are held in public view at times other than the regularly scheduled meetings.

Agenda

Agendas and notices for the regular meetings are prepared by the Executive Director in consultation with the president of the board. Agendas are available on the Momentum Academy's website (www.momentumacademystl.org/about). After board approval, copies of the minutes of each board meeting are available on the website.

Addressing the Board

Time is allotted at the start of each regular meeting for the public to address the board on specific agenda items or to comment on non-agenda items. Because board meetings are formal meetings held in public view, rules of order are followed and time restrictions are placed on discussions. The president of the board is responsible for managing the time allowed for public discussion, the appropriateness of the subject, and the amount of time allowed for individual speakers. Stakeholders who wish to make public comment(s) are invited to address the board at the meeting before the start of the meeting. The Board of Directors does not act immediately upon requests put before it from the floor. Often such matters are referred to the Executive Director for study and appropriate follow-up.

Contacting the Board Members

To express their views in less formal settings, stakeholders are welcome to contact board members by email board@momentumacademystl.org or by mail at Momentum Academy ATTN Board of Directors 2000 South 8th Street, St Louis Mo 63104.

Momentum Academy Commitment to Excellence

The Commitment to Excellence agreement outlines how the school staff, scholars, and parents will share responsibility for promoting high scholar achievement, character and academic growth. Parents/Guardians will receive this document at the beginning of each school year and all parties will agree to uphold the values of the schools as outlined in the Family Handbook. The Commitment to Excellence document will be reviewed and signed on an annual basis and will serve as the handbook acknowledgement form. This Commitment to Excellence will also serve as the School-Parent- Scholar Compact that is a Title I. Part A of the Elementary and Secondary Education Act (ESEA) requirement.

School and Staff Commitments:

Momentum Academy teachers and staff commit to the following:

Momentum Academy and its staff will:

- Provide high-quality curriculum and instruction aligned to grade level learning standards in a supportive and effective learning environment that enables participating scholars to grow:

Be Solutions Driven	Show Integrity	Joy	Together we can	Love Above All Else
Take initiative to solve the problem on your own first Don't just present the problem collaborate around it to solve Address the problem head on without being scared to ask for help Be proactive not reactive	Be honest and own it Follow through with your commitments Do what's right even when it is uncomfortable	Acknowledge with positivity Build purposeful relationships Celebrate success	Everybody's voice matters Lend a hand Be open to share your challenges so others can support and collaborate	See the person Assume positive Intent Respond with compassion

Parent Responsibilities

I as a parent will support my scholar's learning in the following ways:

Be Solutions Driven	Show Integrity	Joy	Together we can	Love Above All Else
Uphold 92% attendance by doing everything within your power to get scholars to school on time Don't just present the problem collaborate around it to solve Discussing assessment reports with scholars and school	Communicate with integrity and respect even during the most difficult conversations	Acknowledge with positivity Build purposeful relationships by attending, participating, or leading an event at your scholar's school twice per year Celebrate success	Login to parental portal and monitor scholar progress weekly Be present my scholar's extracurricular time and activities Stay informed about my scholar's education by reading all communications from the school and responding appropriately.	See the person Assume positive Intent Respond with compassion

Scholar Responsibilities

I, as a scholar, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will:

Be Solutions Driven	Show Integrity	Joy	Together we can	Love Above All Else
Uphold 92% attendance by doing everything within your power to get scholars to school on time Do my homework every day and ask for help when I need it Review my assessment reports and make goals for growth	Doing what is right when no one is looking Communicate with integrity and respect even during the most difficult conversations Avoiding bullying or threats, especially when I am angry	Acknowledge others in our school community with a smile or greeting Build purposeful relationships by being open to others who are different or think differently Celebrate my success and others	Login to blended learning and monitor my progress Participate in activities with my school and community Give all notes and information from my school to my family daily	Maintain a safe environment where I show mutual care to my classmates and staff Be respectful towards others Explain my feelings and my needs in a respectful manner

Attendance

General Statement on Attendance

Attendance at school is the most basic requirement for learning. In order for scholars to reach their personal best, they must be present and make their strongest effort at school each and every day. Our curriculum is rigorous and scholars need to be in class every day to keep pace. Parents are expected to ensure that their child is in school every day possible.

Please do not allow your child to miss a day of school except for serious illness. We request that doctor, dentist, and other appointments as well as vacations are scheduled at times when school is not in session; breaks, holidays, and early release days are an excellent time to schedule appointments and vacations.

Momentum Academy's doors open at 7:30am to provide breakfast to our scholars. Instruction begins at 8:00 am and scholars are expected to be in class promptly when class begins. If scholars choose to eat school breakfast, they should allow for ample time to eat and get to the classroom and check in with the classroom teachers. Scholars who arrive after 8:00 am are considered tardy.

School's Responsibility

Attendance is taken by homeroom teachers and verified by the main office staff. Parents/guardians will be contacted by phone if their scholar is absent. It is also the responsibility of the school to contact the parent/guardian in the event of excessive absences and tardies.

Parent's/Guardian's Responsibility

Parents/guardians are asked to call the office by 8:00 am in case of illness. If calling before school begins, please leave a voicemail message indicating the scholar's absence (scholar's name, date of absence, parent name, reason, daytime phone number). If a scholar misses three or more consecutive absences *due to illness*, please bring a doctor's release upon returning to school.

Make-Up Work

Scholars are expected to complete homework assignments and assessments missed during an absence. Parents/guardians are responsible for requesting missing assignments for their scholar during absences.

Educational Neglect/Truancy

If a scholar's Average Daily Attendance percentage falls below 92%, a "Warning Letter" will be sent to the parent/guardian. School administration will make every effort to communicate with families and put together an action plan to improve school attendance prior to making a truancy referral. In the event that a scholar's attendance falls below 90%, a referral to the

Truancy Office will be made for failure to attend school and/or failure to send the child to school in accordance with Missouri State law. Both scholar and parent, if cited for truancy, may be required to appear in court to explain the truancy.

Excessive Absences and Tardies

Instruction begins promptly at 8:00 am, any scholar who arrives after 8:00 am is considered tardy. At the time that a scholar has accumulated ten (10) or more unexcused absences during the school year, the parent/guardian may be required to appear before the Executive Director and/or Board of Directors to discuss consideration of the scholar's continued enrollment status or promotion to the next grade level. Cumulative tardy minutes may be combined with whole or half days absent to account for the total number of days missed.

Exceptions

As stated in the Missouri Revised Statutes, scholars with chronic health problems, an extended illness, disease, or an accident who are unable to attend school for a period of time may be excused from school. All chronic health problems, extended illnesses, diseases, or accidents should be certified by a written letter from the scholar's doctor. All cases will be reviewed on an individual basis.

Suspensions

Suspensions are considered absences. If a scholar is absent from school due to suspension, these days will be counted toward the total number of absences for the school year.

Dismissal

For the safety of scholars, Momentum Academy will only release scholars to:

- Parents and guardians
- The following contacts who are approved by a parent/ guardian
 - An individual or emergency contact who is added to a scholar's contact list
 - An individual that the office is pre-notified is approved to pick-up a scholar, and who provides identification to the school at the time of pick-up
 - An individual who is added to a scholar's pickup contact list
- Parents/Guardians may give prior written permission for their scholar(s) to be released from Momentum Academy to walk home by completing the Release Form. The parent/guardian assumes full responsibility for their scholars once they leave campus.

Momentum Academy will not release scholars to ride share, or taxi/cab services, unless accompanied by an approved adult who is at least 18 years of age or older.

Early Dismissal

Scholars are expected to stay in school until the close of the school day which is 3:15 pm for regular dismissal days . The school offices are subject to close 30 minutes prior to dismissal as scholars and staff are for dismissal. Early pickups are disruptive to the learning environment. For a scholar to be dismissed early, the school office should receive prior notification of any scholar needing to be dismissed early. The school will arrange for scholars to be at the office at the time the parent/guardian requests.

Late Pickup

Scholars are expected to be picked up by a parent or another designated adult promptly at the end of the school day. Pick up is from 3:15-3:30 PM Monday - Thursday, and 2:00 -2:15 PM Friday. At the time that a scholar has accumulated ten (10) or more late pick ups during the school year, the parent/guardian may be required to appear before the Executive Director and/or Board of Directors to discuss consideration of the scholar's continued enrollment status. A parent/guardian must notify the main office immediately if the scholar's pick up will be late. After the pick up times listed above, any scholar remaining at the school, and not enrolled in an after-school program or activity, may be dropped off at the local police precinct, and the St. Louis City Juvenile Police Department will be notified.

Attendance at After-School/ Extra-curricular Events

Scholar attendance at school is required to participate in after school activities. Scholars who are absent from school may not attend after school or evening events or activities. For weekend events, scholars must be present in school on Friday. The School Administration will make the final determination for participation in extracurricular activities due to attendance or tardiness.

Alternative Methods of Instruction

Momentum Academy participates in DESE Alternative Methods of Instruction. Alternative Methods of Instruction or otherwise known as AMI does not require Momentum Academy to make up school hours (up to 36 hours) that are lost or canceled due to exceptional or emergency circumstances. Momentum Academy's AMI plan is approved by DESE on an annual basis. Additional information regarding AMI plans can be found on our website.

School Culture and Discipline Philosophy

Our approach to school culture is rooted in the belief that the learning environment is sacred. At Momentum Academy we will do whatever it takes to ensure that scholars are nurtured in a loving environment of mutual care and are safe (physically, emotionally, mentally, and intellectually). We will work to ensure that every scholar has the chance to learn without needless disruptions.

Our teachers use a large array of strategies to teach and promote positive behavior and to decrease disruptive behaviors. Our team members use our Graduate Aims as the basis for promoting a positive school culture. Positive reinforcement will be used whenever possible, and team members will do their best to “catch scholars doing the right thing.” Team Members will teach and model the three C’s Character, Confidence, and Community and outstanding scholars will be recognized during classroom and school-wide PRIDE.

We also use consequences and a problem-solving approach to correct disruptive behaviors. Scholars may lose privileges if they violate the Momentum Academy Code of Conduct. While it is necessary for scholars to be in school to learn, scholars who are aggressive or continually disrupt learning may be suspended.

The Building Leadership team collectively promotes and upholds positive school culture. The team will confer with the Principal to decide the appropriate consequences for scholar misbehavior. The leadership team may solicit parent input in certain situations, but school leadership retains all decision-making authority.

Code of Conduct

The following rules will apply at all Momentum Academy St. Louis schools:

1. Scholars and families will show mutual care by avoiding disparaging or threatening actions or language.
2. Scholars and families will show respect for property inside and outside the buildings.
3. Scholars and families will behave in a manner that does not endanger themselves or others.
4. Scholars and families will uphold the code of conduct on virtual platforms and/or school issued devices and communication platforms

Disciplinary Offenses

A disciplinary offense is a violation of the school's Code of Conduct and occurs while the scholar is at school and/or on school grounds; is participating in a school-sponsored activity; is walking to or from school or a school-sponsored activity; or is walking to or from, waiting for, or riding on public transportation to and from school or a school sponsored activity. School-related disciplinary offense may also include serious misconduct outside the school where evidence exists that the scholar's continued presence would have a detrimental effect on the school, including the safety of the scholar, other scholars, or staff members.

Disciplinary offenses result in consequences subject to the discretion of the principal or his/her designee(s) and may include time out, detention, school service/cleaning, loss of privileges, in-school suspension, out-of-school suspension, and/or expulsion. The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct. The school's rules, policies, and regulations may be supplemented by classroom expectations for their classes and other school events. Repeated infractions resulting in time outs or detentions may lead to suspension and repeated suspensions may lead to expulsion. Suspended scholars are not able to participate in school activities. In addition, any breaches of local, state, or federal law may be handled in cooperation with the police department or other authorities.

Scholars may be removed from class and/or school immediately if the scholar's presence in class or school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process.

In determining the appropriate disciplinary action, the principal or his/her designee may consider, among other things, the scholar's prior disciplinary record.

The following chart illustrates potential disciplinary offenses and possible corresponding consequences:

Infraction	Description	Possible Range of Consequences
ARSON*	Intentional burning of property	Parent Involvement to Expulsion

BULLYING	Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.	Parent Conference to Expulsion
BULLYING-CYBER	Bullying that takes place over digital devices like cell phones, computers, and tablets. It includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.	Parent Conference to Expulsion
BULLYING OR HARASSMENT ON THE BASIS OF DISABILITY	Intimidation, abusive behavior, or conduct that is physically threatening, harmful or humiliating based on actual or perceived disability.	Parent Conference to Expulsion
BULLYING OR HARASSMENT ON THE BASIS OF GENDER	Nonsexual intimidation or abusive behavior based on actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes.	Parent Conference to Expulsion
BULLYING OR HARASSMENT ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN	Intimidation, abusive behavior, or conduct that is physically threatening, harmful or humiliating based on actual or perceived race, color, or national origin.	Parent Conference to Expulsion
CHEATING	Academic dishonesty; consists of getting answers in a manner other than directed by a staff member	Parent Conference to Suspension
DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY*	Refusal to comply with reasonable requests of school personnel	Parent Conference to Suspension

DESTRUCTION OR DEFACEMENT OF PROPERTY*	Destroying or mutilating objects or materials belonging to the school, school personnel or other persons	Scholar Conference to Expulsion; Restitution Will Be Required
DISRUPTIVE BEHAVIOR	Actions that cause an interruption in the learning or school environment	Scholar Conference to Suspension
DRESS CODE	Failure to observe the school's dress code	Parent Phone Call to Suspension
DRUGS/ALCOHOL/TOBAC CO*	All scholars are prohibited from possession, use and distribution of any and all drugs (non-prescribed, over the-counter, and prescribed), alcohol, Electronic Cigarettes and tobacco (any type) on school grounds or during any school-sponsored event or activity on or off campus.	Suspension to Expulsion
EXPLOSIVE DEVICES*	The use, possession, or sale of explosive devices (including bullets)	Suspension to Expulsion
EXTORTION*	The solicitation of money or something of value from another person in return for protection or in connection with a threat to inflict harm	Parent Conference to Expulsion
FIGHTING*	Engaging in or threatening physical contact or verbal abuse for the purpose of inflicting harm on another person	Detention to Long Term Suspension
FORGERY*	Writing and using the signature or initials of another person	Parent Conference to Suspension

GAMBLING*	Participating in games of chance for the purpose of exchanging money or personal property	Parent Conference to Suspension
GANG ACTIVITY	“gang” is defined as a group of people who engage in or promote acts of disruption, violence, criminal acts, extortion, intimidation and/or distribution or use of illegal drugs, and who seek to establish a group identity through common dress or mannerisms such as signs, speech, graffiti, colors and the like. Wearing, carrying or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or any other attribute which indicates or implies membership in or support of such a group.	Scholar Conference to Expulsion
GRAPHIC REPRESENTATION	Graphic images created by a scholar that are antithetical to the character expectations at Momentum Academy College including, but not limited to, inappropriate drawings, comics, etc. depicting unacceptable or violent images	Parent Conference to Suspension
HAZING	Any activity, on or off school grounds, that negatively impacts the mental or physical health or safety of a scholar or puts the scholar in a 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	Scholar Conference to Suspension

	level, scholar organization or school-sponsored activity.	
INAPPROPRIATE PHYSICAL CONTACT	Physical contact which is inappropriate for the school setting	Scholar Conference to Suspension
INTERNET/ELECTRONIC MEDIA MISUSE	Violation of the provisions of the school's acceptable use agreement governing use of the school's electronic media properties and capacity	Scholar Conference to Suspension
LYING	Giving of false information calculated to mislead	Parent Conference to Suspension
PHYSICAL ASSAULT	Physical attack of one person, or of a group of persons, upon another person who does not wish to engage in the conflict and who has not provoked the attack	Suspension to Expulsion
PLAGIARISM	Submitting work that was not scholar's original work; not giving credit to sources	Parent Conference to Suspension
SEXUAL HARASSMENT*	Conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	Parent Conference to Suspension
TARDINESS	Arriving late to class	Scholar Conference to Court Referral
THEFT*	Taking or concealing property that belongs to others	Scholar Conference to Suspension; Will Include Restitution

THREAT OF GUN VIOLENCE	Verbal or Written Statements or actions to evoke harm through the use of violence or weapon	Scholar Suspension to Expulsion
THREATS AND VERBAL ABUSE	Statements or actions that intimidate or injure another person	Scholar Conference to Expulsion
TRESPASSING*	The unauthorized presence of an Momentum Academy School scholar or other scholar on a campus other than his/her own (If the scholar refuses to leave upon request, it is a violation of state law.)	Scholar Conference to Suspension
UNEXCUSED ABSENCES/DITCHING*	Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official (see Attendance section)	Parent Conference to Expulsion
WEAPONS*	The possession of a dangerous weapon, or the use of an object to inflict bodily injury to another person	Suspension to Expulsion

*May result in legal action and/or immediate removal if classified as Safe School Violation

Procedures for Disciplinary Action/Due Process

If a scholar violates the school Code of Conduct, the following procedures will take place:

1. The scholar is informed of the disciplinary action against him/her.
2. The scholar is asked if they understand these disciplines/offenses.
3. The scholar is asked to tell and/or write his/her side of the incident.
4. The scholar is allowed to name any witnesses on his/her behalf.
5. The principal or his/her designee addresses the conduct and assigns an appropriate consequence.
6. The parent/guardian is notified by the principal or his/her designee.
7. Scholar suspension resulting in more than 10 consecutive days requires a Disciplinary Hearing

Parents have the right to appeal a long suspension, indefinite suspension, or expulsion. An appeal for a formal hearing at the Board level must be made within three school days after the notice has been received regarding a short suspension, long suspension, indefinite suspension, or expulsion. Scholars may present witnesses at all hearings. The scholar may only be represented by an attorney at a hearing before the Board of Directors. School officials should be notified no less than two days in advance if the scholar intends to have an attorney present. In hearings before the Board of Directors, cross-examination of witnesses is permitted.

School officials are not required to initiate or complete due process procedures prior to notifying police authorities. If police authorities are notified, parents will be contacted by telephone or certified letter. Any actions taken by police authorities will be in addition to action taken by the school.

Procedures for Long-Term Suspension or Expulsion & Discipline Hearing Process

- Scholar and parent attend conference with Administration and Special Education Teacher to discuss suspension (allow the scholar & parent to speak) and recommendation for 10-Day Suspension, pending a hearing.
- Executive Director and/or Director of Culture serves as the Hearing Director and conducts formal discipline hearings with Principal, scholar, parent, and Special Education Coordinator (if scholar has IEP or 504); Executive Director and/or Director of Culture makes a recommendation.
- If parents/guardians would like to appeal the decision, they may submit a request to the District Executive Assistant. The District Executive Assistant will submit a request for appeal to the Board of Directors.
- The Executive Director will facilitate Board Hearing. Board will hear from building leadership, scholar(s), and parent(s) prior to making a final decision.
- Final Decision will be provided electronically and by mail within 5 days of hearing.

Record-Keeping

Momentum Academy will maintain records of all suspension and expulsions, including the name of the scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

Discipline of Scholars with Disabilities

The school's disciplinary code, policies and regulations apply to all scholars, except as

modified and mandated by law in certain cases of scholars with disabilities, as indicated below. Scholars with disabilities are defined under Part B of the Individuals with Disabilities Education Act (IDEA), as amended, and implementing state regulations set forth criteria by which a scholar may be determined to have a disability and to be eligible for special education and related services. Scholars may also have a disability under the provisions of Title II of the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

IDEA Due Process

Due process procedures, as described earlier, apply to all scholars. When a scholar with a disability commits a disciplinary infraction, the scholar's IEP team must also determine whether the scholar's committing the infraction was related to his/her disability if a suspension for the infraction is likely to result in a change of placement. If the infraction is found to be related, the additional provisions indicated below also apply. Additional information can be found in the Procedural Safeguards document.

1. **Short-term suspension.** The regular provisions apply to scholars with a disability unless the suspension results in a total of more than ten days absence for the year due to suspensions. In such cases the scholar must continue to receive some educational services. Further, if the suspension would cause a "change of placement", the removal should be handled as a long-term suspension.
2. **Long-term suspension or expulsion.** A scholar with a disability must continue to receive services during a long-term suspension or expulsion, even if the offense was unrelated to the scholar's disability. An interim short-term suspension may be imposed until the IEP team completes its work, so long as it does not result in a change of placement. If a scholar with a disability is suspended for more than 10 days, families and scholars must attend a Manifestation Determination meeting.
3. **Removal for 45 school days.** A scholar may be placed in an appropriate interim alternative educational setting for up to 45 school days for possession of weapons as defined in 18 U.S.C. 930, or use, possession, sale or solicitation of a sale of certain drugs identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act as well as for inflicting serious bodily injury on another person. This alternative placement of a dangerous or violent scholar may be sought through a hearing officer appointed by the Department of Elementary and Secondary Education. This removal may be used in conjunction with short and long-term suspensions or expulsions.
4. **Court Injunction.** The school may also seek a court injunction ordering

removal or a changed placement of a dangerous or violent scholar.

Due process procedures, applicable to suspension or expulsion under state law as provided in sections 167.161 and 167.171, RSMo are required prior to suspension or expulsion of scholars with a disability.

Scholars with Disabilities Not Eligible under IDEA

Expulsion, exclusion for an indefinite period, exclusion for more than ten consecutive school days, or a pattern of suspensions which exceed ten days, of scholars who have disabilities under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, but do not qualify for special education services under Part B of the IDEA, constitutes a significant change in placement.

Before implementing a suspension or expulsion which constitutes a significant change of placement, the 504 team must review all relevant information in the scholar's file in order to make a manifestation determination as to whether the misconduct in question was caused by the scholar's disability and, if so, whether the scholar's current educational placement is appropriate. If it is determined that the misconduct was not caused by the scholar's disability, the scholar may be excluded from school in the same manner as scholars who do not have disabilities.

Scholar Searches

Momentum Academy authorizes the Principal and his/her designee(s) to conduct searches of scholars and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the scholar has violated the law or the school's Code of Conduct or otherwise constitute a threat to the health, safety, welfare, or morals of the school, other scholars, school personnel, or any other person lawfully on school property or attending a school function. In authorizing searches, the school acknowledges both state and federal constitutional rights which are applicable to personal searches of scholars and their possessions.

An authorized school official may search a scholar or the scholar's belongings based on information received from a reliable informant. Individuals, other than the school's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information they knew was not accurate.

Scholars may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Searches must also be reasonable in scope. Under no circumstances may a strip search (as defined below) be conducted, unless a school employee reasonably believes that a scholar possesses a weapon, explosive, or substance that poses an imminent threat of physical harm to himself or herself or another person, and a commissioned law enforcement officer is not immediately available (RsMo 167.166). Reasonable individualized suspicion to conduct a search of a scholar or a scholar's possessions and the scope of the particular search shall be based upon, among other things, the scholar's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Per RsMo 167.166 - A strip search is defined as the removal or rearrangement of some or all of the clothing of a person so as to permit an inspection of the genitals, buttocks, anus, breasts or undergarments of such person, including but not limited to inspections conducted visually, manually or by means of any physical instrument.

Scholars have no reasonable expectation of privacy rights in school cubbies, desks, lockers or other school storage spaces. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

School Uniforms

Momentum Academy has chosen to implement a uniform program for the following reasons:

1. **UNIFORMS UNITE US AS A COMMUNITY.** When you look at our Momentum Academy scholars, it is a powerful visual statement of our community. Scholars make a commitment when they wear the Momentum Academy uniform.
2. **UNIFORMS ENCOURAGE US TO BE CRITICAL THINKERS.** Scholars academic and character growth remains at the forefront by eliminating distractions. Scholars may earn dress down days by exhibiting our Graduate Aims.
3. **UNIFORMS BUILD CHARACTER.** Our families live our core values and our uniform is a badge of honor for our internal and external community.

Momentum Academy scholars are required to wear the appropriate uniform daily. If a scholar arrives at school out of uniform, the building leadership team will call the scholar's parent/guardian and ask for them to bring the scholar appropriate uniform. Scholars may

not change out of the Momentum Academy uniform at any point during the school day. Scholars must wear the Momentum Academy uniform for all field trips, unless directed otherwise.

General Uniform Requirements

Shirts: All scholars will wear the approved Momentum Academy White (Upper Academy only) or Purple (Lower Academy) collared shirt. Shirts must have the white Momentum Academy logo stitched into the fabric. If a scholar chooses to wear an undershirt, it should be a solid neutral color such as: white, navy, or purple. Shirts should be the appropriate size, fitting the scholar without being too tight.

Sweatshirts/sweaters: Scholars may wear a navy or cerulean blue, white or purple Momentum Academy logo sweatshirt/sweater during colder months. Scholars may also wear a cerulean, navy blue, white or purple plain sweatshirt or sweater over their uniform shirt. If a scholar chooses to wear a non-logo long sleeve top, he or she must wear it under an Momentum Academy uniform shirt. Sweatshirts hooded or not must be worn within the Momentum color family: black, navy, purple, grey or white and must be plain.

Pants: All scholars must wear plain, navy blue pants or khaki colored pants (no cargo or multi-pocketed pants). Loose pants, baggy pants, or very tight pants are also not acceptable. The school leadership team has the authority to determine what pants are acceptable. Pants should fit snugly on the waist without a belt; No undergarments should show.

OR

Plain shorts: During warm weather, scholars may wear plain, navy blue shorts that are no shorter than two inches above the knee. Loose shorts, baggy shorts, or very tight shorts are not acceptable; this includes biker shorts. No undergarments should show.

OR

Skirts/Jumpers: Instead of pants or shorts, scholars may choose to wear the approved plaid pattern or navy blue skirts or jumpers that are no shorter than two inches above the knee. Shorts should be worn under skirts to prevent undergarments from showing during time spent playing on the playground or during P.E. class.

Shoes and Socks: Scholars should wear closed toed shoes, but they are not to be

sandals, heels or wedges and should not distract from the learning environment (i.e. no light-up, wheeled shoes, or sequins). The School Leadership Team reserves the right to make the final determination whether a pair of shoes meets the uniform standards. Socks, tights or leggings should be neutral in color such as: solid black, white, navy or purple.

Jackets: Scholars may not wear jackets inside the building. If a scholar is cold in the building, they are encouraged to wear a long sleeve shirt (white or other solid neutral color) under their uniform shirt. Scholars may also wear an Momentum Academy sweatshirt or plain navy blue, white or purple sweatshirt or sweater. It is at the discretion of the school leadership teams to allow jackets in emergency situations, additional information can be found by contacting the school leadership team.

Jewelry: Momentum Academy prefers for scholars not to wear jewelry. Large earrings, multiple chains or rings and lots of bracelets distract from the uniform. If a scholar wears inappropriate jewelry or it is deemed to be distracting, the school leadership team may ask the scholar to remove it. It is the school's discretion as to what is not allowable.

Hats: Scholars may not wear hats, scarves, or bandanas in the building. Small clips or headbands are permitted. Head-coverings for religious reasons are permitted.

Make-Up: Make-up that serves as a distraction as determined by the school, will not be permitted. Scholars may not apply or reapply make up at school is not allowed. If the application of it becomes distracting to the learning process, the scholar will not be allowed to use it.

Nails, and Tattoos: Nails that serve as a distraction, as determined by the school, will not be permitted. Scholars may not have visible tattoos of any sort.

Backpacks: All bags should be stored on hooks in the designated space. Upon arriving at school bags, backpacks and coats should be hung on the scholar's designated hook.

Fridays/Field Trips

Scholars may wear Momentum Academy t-shirts on Fridays or on field trip days. Scholars may also wear college t-shirts on Fridays.

No Changing at School

Scholars must wear their uniforms to and from school. They may not change clothes. Exceptions may include, changing clothes for an Momentum Academy sponsored school activity, changing to be in compliance with the uniform code, or changing of soiled clothes, at which time the scholar may do so privately in the bathroom.

Ordering Uniforms

Scholars and their families may purchase uniforms at our Back to School events, as well at the school office. For more information please contact the Main Office.

Academic Programs

Literacy

Components of literacy, including reading, language and writing, are taught at Momentum Academy during our ELA blocks. Our approach to reading is grounded in the Science of Reading where scholars receive explicit instruction on how to read K-2 and support in small groups in grades 3-8. Our ELA block allows scholars to engage in the writing process while engaging in learning about various topics.

Mathematics

Mathematic instruction is both inquiry-based and direct instruction, using hands-on methods that engage scholars to apply their learning with real-world experiences. The instruction is coupled with a blended learning program that mirrors the in-class learning and provides additional practice for scholars.

Social Studies and Sciences

Scholars learn social studies and sciences that are centered around solving real-world problems through experiential learning and critical thinking that allows them to be curious and build knowledge in all content areas.

Fine Arts & Physical Movement

Scholars at Momentum Academy engage in a variety of fine arts through art, music, and integrated in core context through performance tasks.

Academic Grades

Lower Academy (Grades K-5) scholars receive standards based grades on a 1 - 4 scale rating, three times a year. Scholars are expected to be progressing towards earning a '3', indicating "proficiency", in each grade level standard by the end of the year.

Upper Academy (Grades 6-8) scholars earn letter grades (A-F) based on their performance and efforts for each class.

Grades are communicated to families four times a year through report cards, and progress reports are provided in between each report card period. Guardians/parents are expected to know and support their scholar's academic progress.

Academic Assessments

Momentum Academy utilizes several different methods to measure scholars' academic progress throughout the school year. Our teachers and staff use a variety of informal assessments, including observation and anecdotal record taking. In addition, we also give scholars more formal assessments to inform our teaching plans. A brief summary of the primary formal assessments that Momentum Academy uses to measure scholar achievement include:

iReady Inform

The Measures of Academic Progress tests are diagnostic and computerized adaptive assessments in reading and math. These assessments are used to measure progress over time and identify specific learning needs of each scholar. This assessment is used in grades Kindergarten through 8th grade, three times a year at Momentum Academy.

iReady Foundational Literacy Assessments

Momentum Academy uses iReady to assess scholars in K-5 three times a year. This is an early literacy assessment that gives insight into the strengths and areas of improvement in scholars' early literacy skills. This can also be used as a screening tool, for things such as dyslexia, to help guide families and teachers to determine next steps for supporting their scholars. The data from this assessment is used to determine personalized instructional plans to help scholars become confident readers. These assessments inform all reading success plans from the state requirement.

Missouri Assessment Program (MAP):

All Momentum scholars in grade 3 through 8 take the Missouri Assessment Program (MAP) in the Spring of every year in the subject of Mathematics and ELA. In addition, grades 5 and 8 take the MAP in Science.

WIDA

WIDA Screener is an English language proficiency assessment given to new scholars in grades K–8 to help educators identify whether they are English learners (ELs). It is a flexible, on-demand assessment that is given to EL scholars each winter.

Special Education

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

Section 504 Educational Accommodation Plan

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

English as a second language

Momentum Academy has established policies and procedures to identify scholars who may qualify for additional assistance as English Learners. To ensure that parents are properly notified of the EL program, all new and enrolling scholars are to be given the scholar Home Language Survey. The form shall be completed and returned to the school if you feel your child may be in need of such services. Any scholar suspected of qualifying for services will be assessed using the ACCESS Test, the state-required language assessment.

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

Migrant Education

Momentum Academy will make every reasonable attempt to identify scholars who may qualify for services who are considered migrants based on the occupation of their parents or legal guardians. Parents/ guardians are asked to provide information on the enrollment form to determine whether a scholar may qualify for services. If it is indicated that a potentially

migrant scholar is enrolling, the Regional Migrant Center or the State Director for Migrant Education will be notified. The Regional Migrant Center will conduct a parent survey/family interview to determine if the child is Migrant status. Additional information regarding Momentum Academy's Migrant Policy and Procedure can be found in the district's LAU Plan.

Instructional Grade Level Assignment

All scholars will be initially placed in a grade level based on their birth date and their prior academic experiences. A scholar must be five years old by August 1 to enroll in kindergarten. Scholars who are five before October 1 are eligible to enroll in Pre-kindergarten. In general, scholars who have not previously attended school will be placed in the grade level according to when they would have qualified to enter kindergarten.

Promotion

Momentum Academy scholars who do not make sufficient academic progress may be retained or be required to receive additional academic instruction. Building Leadership will seek input from teachers, parents and other school staff before making promotion decisions.

Parents/guardians will be made aware of promotion concerns by February of the second semester by the school principal. The Principal will have full authority to make all promotion/retention decisions.

If a scholar's IEP sets specific criteria or targets for promotion, the school will use these criteria; without such criteria specifically outlined in an IEP, the school will hold all scholars, including those receiving special education services, to the same rigorous academic and behavioral standards as well as promotion criteria.

Promotion and Retention Policy

At Momentum Academy, we are committed to ensuring that every student is academically, socially, and emotionally prepared for success in the next grade level. Promotion decisions are based on multiple measures of student performance and readiness throughout the school year.

Promotion Criteria

Students are expected to demonstrate grade-level proficiency in core academic areas, maintain regular attendance, and show consistent progress toward meeting grade-level standards. Promotion decisions are not based on a single assessment or data point; instead, a variety of evidence is considered, including:

- Academic performance and classroom assessments
- Progress toward grade-level standards

- Attendance and engagement
- Intervention participation and response to support
- Teacher observations and recommendations

Retention Considerations

When concerns arise regarding a student's readiness for promotion, the school will use the Light Retention Scale as part of the decision-making process. The Light Retention Scale is a research-based tool that helps educators evaluate multiple factors related to a student's academic achievement, developmental readiness, social-emotional growth, and likelihood of benefiting from retention. The scale is used to support thoughtful, individualized decisions and is one of several factors considered when determining whether retention is in the student's best interest.

Family Communication

Families of students who may be at risk of retention will be notified throughout the school year and will be provided opportunities to discuss concerns, interventions, and progress with school staff.

Final promotion and retention decisions will be communicated to families **after** Spring Break. This timeline allows schools to review the most current student data and ensure that decisions are made using comprehensive information about each student's progress and readiness for the next grade level.

Our goal is to partner closely with families to support every student's long-term success and ensure they receive the instruction and support needed to thrive.

Grade Level Retention

In very rare circumstances, despite every reasonable effort to ensure a scholar's success, they may make insufficient academic gains such that the school staff feels the scholar would benefit from repeating the same grade. In these rare circumstances academic intervention plans must be put in place prior to the recommendation. When making the recommendation, we consider the scholar's birth date, physical maturity, emotional maturity, academic progress, parent/guardian and teacher recommendations and other factors. All grade level retention recommendations will be made prior to May of the academic year. In very rare circumstances the school may recommend that a scholar be retained as a result of too many unexcused absences.

Gifted Program Policy

Gifted scholars are defined in Section 162.675, RSMo as "scholars who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade-level curriculum."

The Momentum Academy follows guidelines for gifted identification required by the Missouri Department of Elementary and Secondary Education, looking at multiple criteria to determine if gifted education services are needed. Additional information on Missouri Gifted Education can be found at <https://dese.mo.gov/quality-schools/gifted-education>.

Additional policies including but not limited to: virtual, dyslexia, acceleration can be obtained by contacting the main office or by going to momentumacademystl.org

PreKindergarten at Momentum Academy

The Momentum Pre Kindergarten Program is crafted to facilitate a seamless transition to Kindergarten. Our curriculum, "Every Child Ready," employs a standards-based progression of skills for 4-year-olds, targeting key performance indicators across Language and Literacy, Mathematics, and Social Emotional Learning domains. Our Pre kindergarten educators conduct assessments three-times a year to gauge scholars' progress against these benchmarks. Additionally, Kindergarten readiness assessments are administered twice a year. Parent Conferences occur biannually to discuss progress and collaboratively devise individualized transition plans for each scholar. Furthermore, Pre kindergarten and Kindergarten teachers collaborate closely throughout the year to address scholars' needs in preparation for Kindergarten. Scholars also familiarize themselves with crucial school routines and engage in school assemblies and special classes. We are enthusiastic about assisting you in preparing your child for Kindergarten!

Curriculum

Momentum Academy utilizes the Every Child Ready curriculum from Apple Tree Institute, which is a standards-based integrated instruction model.

Units of Study

Unit 1: Get Ready to Learn	Unit 6: Healthy Minds, Healthy Bodies
Unit 2: Living and Working Together	Unit 7: From Squeaks to Roars
Unit 3: Blueprint to Building	Unit 8: Pathways to Our Past (Dinosaurs)
Unit 4: All the World's a Palette	Unit 9: Our Earth
Unit 5: Not the Same, Not All that Different	Unit 10: Blast Off to Outer Space

Behavior Supports and Guidance

Social emotional and behavioral skills are foundational to academic learning and one's ability to interact within a community. Scholar's behaviors are the observable indicators of their current social-emotional skills.

Momentum Academy Prekindergarten recognizes this and commits to teaching these skills to our young scholars during their Pre kindergarten experience.

During Prekindergarten scholars will learn:

- To recognize and verbalize their emotions
- To self-regulate and co regulate their emotions
- Positive self-concept and community interaction
- Perspective-taking and empathy
- Independence and Initiative
- Foundational relationship skills
- To navigate challenges and social decision making

Adults facilitate proactive community building strategies to strengthen connections; scholars are guided through ways to be accountable through resolving conflict and repairing mistakes with others. The ways adults respond to unexpected or dysregulated behaviors are learning opportunities for children and a crucial strategy for building strong social, emotional and behavioral skills.

As such, Momentum Academy expects teachers, staff and families working with our young scholars to work together to utilize inclusive practices such as logical consequences and taking accountability for one's actions. In the event a scholar's behavior becomes chronically disruptive and inclusive practices have been utilized consistently over time, parents/guardians may be required to meet with Momentum Academy staff to determine best strategies.

Meals and Snacks

Momentum Academy provides breakfast daily from 7:30 - 8:55 daily. If your child will not be attending breakfast please provide a nutritious, filling breakfast before arrival to school.

Lunch is served at 11:30 daily. Afternoon snacks will be offered between 1:30 and 2:30 daily, it is up to the scholar's discretion to participate in the snack.

No outside food will be permitted.

Outdoor Policy

Scholars receive a minimum of 30 minutes of outdoor time each day. We will take scholars outside daily as long as the wind chill is 32 degrees or above and the heat index is below 90 degrees. We ask that parents provide appropriate outerwear for their scholar daily as well as send an extra set to keep in their cubby.

Nap/Rest Time

Scholars will have a 1 hour rest time each day after lunch. Each scholar will be provided with an individual cot, sheet, and blanket. All scholars are expected to rest quietly on their cot for the first 30 minutes. If they do not fall asleep, with the permission of a staff member teacher they may use a nap bag, which contains quiet activities they may use while remaining on their cot.

We ask parents/guardians to help their scholar to be ready to learn daily by making sure they receive 11 - 12 hours of sleep per day and maintain good sleep hygiene.

Toileting

Scholars participating in Momentum Academy's Prekindergarten programs are required to be toilet trained before entering the program. Being toilet trained means a child must have the awareness to use the bathroom without reminders, be able to manage clothes without help, and can wipe or clean themselves appropriately to maintain good hygiene.

Definition of a toilet trained child:

- (1) Be able to tell one of the teachers they have to use the restroom before they have to go. This would be without prompting from the teachers. (Practice with your child, having them verbally say, "I have to go potty.")

(2) Be able to pull their clothing down and up and use little or no assistance from teachers (we DO help with fastening.... buttons, snaps, zippers. This is, however, a goal we have for increasing the child's independence/self-help skills.)

(3) Be able to wipe themselves after using the toilet.

(4) Be able to get on and off the toilet by themselves, and to flush.

(5) Be able to wash and dry their hands.

(6) Be able to postpone going (for a short time) if they must wait for someone who is in the bathroom, or if we are outside or away from the restrooms.

We understand children of all ages have an occasional accident, which is why the scholar must be able to clothe themselves in case of an accident (please practice at home before school begins). **We require that you keep a change of clothing (appropriate to the season) in your scholar's backpack.** If the occurrence of accidents becomes more frequent (more than three occurrences), the teacher may contact the families to have a discussion around these concerns.

Uniforms

Momentum Academy PreKindergarten scholars are required to wear the appropriate uniform daily. Scholars are expected to wear their light blue collared uniform shirts each school day with the option to wear their Momentum Academy T Shirt on Fridays. Families may purchase uniforms at the main office. Please put your child's name on the tag of each shirt. Extra shirts may be available in case of spills and accidents however these shirts must be returned within 2 school days or the family may be charged for the uniform.

Parents/Guardians must supply uniform bottoms which must be plain navy blue pants, shorts or skirts. Parents/Guardians may also elect to purchase the school approved plaid skirt or jumper however shorts or tights must be worn. Pre Kindergarten scholars should be able to fasten and unfasten their bottoms without support. Please take this into consideration when determining uniform bottoms.

Momentum Academy Pre Kindergarten scholars are also encouraged to wear shoes that scholars are able to put on, fasten and take off with minimal assistance.

Parents are required to provide 1 extra set of uniform bottoms, underwear and socks which will be kept in their child's cubby at all times. Please be mindful to replace items as needed.

Brightwheel App

The Brightwheel App is a FREE APP that enables Momentum Academy Pre Kindergarten to keep a continuous line of communication including real-time messaging which allows staff to keep families informed and share scholar progress. This app will also be utilized for drop off and pick up, additional information regarding this App will be provided at PreKindergarten Orientation. Additionally, parents/guardians may contact the school office for additional information or support.

Parents will be required to download the FREE app.

Personal Items

We are so excited to be furnishing everything your scholar needs including meals and snacks. To keep distractions to a minimum we request that scholars do not bring any outside toys or non-uniform clothing. Scholars are only permitted to bring their backpack, jacket/coat and change of clothes daily.

Scholar Health and Welfare

Scholar Immunizations

Momentum Academy follows DESE and the Missouri Health Department expectations regarding scholar immunizations. All scholars must stay current with all required immunizations, unless the parent/guardian has documented legitimate religious objections to such immunizations. Any immunization waivers must be submitted to the main office. The school administration may not allow scholars who are not current with immunizations to attend school until immunizations are brought current. Scholars in Transition, as defined by the McKinney-Vento Homeless Education Act, will have an additional 30 days to provide immunization records. Additional information regarding the McKinney Vento Policy can be found on the website or at the end of this handbook.

Criteria for Scholars Illness

In the event a scholar contracts an illness or exhibits symptoms of being sick, Momentum Academy requires that parents/guardians keep scholars home who are exhibiting the following conditions:

- Temperature of 99.6° F or greater
- Vomiting or diarrhea
- Suspicion of a Communicable Illness or Disease (i.e. Chicken Pox, Strep Throat, Flu or Flu-like symptoms, Pink Eye, etc.)

- Severe coughing
- Inability to participate in normal classroom activity

A scholar may not return to school until they are symptom-free for 24 hours without medication and/or receive clearance to return to school from a qualified medical professional (as outlined by RSMo 167.191). When in doubt, Momentum Academy will refer to health standards established by the Department of Health to inform decisions as to what is considered a communicable illness or disease, and subsequent treatment and response recommendations.

A parent or guardian must notify the school if your child will not be in attendance due to illness. Additional information on attendance can be found in the attendance section.

Nursing Services and Medication

The health and well-being of our scholars, staff and families are a top priority and a healthy scholar will allow scholars to learn most effectively. For this reason, it is important to have your doctor or health center examine your child on an annual basis. Momentum Academy will strive for but may not necessarily have a Licensed Registered Nurse or Licensed Practical Nurse on staff and will manage all medical conditions in partnership with families, working to carefully follow directives from the child's physician.

If your child requires medication during school hours, a member of the School Leadership team will assist by administering medication in accordance with a doctor's orders. Medication may not be given without the completion of the "Medical Permissions" and/or "Physician Authorization" form which must be completed by a healthcare provider, or a medical action plan. Families should obtain a copy of this form from the main office. This policy, and the requirement to have a form on file, applies to all medicine, including cough drops/syrup, pain relievers, asthma inhalers and other over-the-counter medicines. Teachers may not administer medication in the classroom. All scholar medicines will be kept in a locked cabinet, and the school will keep a detailed log of all medicines that are administered.

Momentum Academy provides the health services required by law. Scholars with serious injuries will be taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

Accidents

Momentum Academy works to prevent accidents that result in injury. However, in the event that any accident happens staff will respond immediately and determine the most appropriate course of action. In the event of a medical emergency when the parents or

guardian cannot be immediately reached, the staff of Momentum Academy will make reasonable medical decisions for the scholar until a parent or guardian is available. If an accident occurs an administrator will immediately be notified and a detailed incident report will be completed. The scholar's parent/guardian will be notified as soon as possible. In the event of a significant emergency, Momentum Academy staff may contact emergency services.

Allergies

Momentum Academy will attempt to reasonably control the school environment to minimize scholars' exposure to controllable allergens. However, we cannot guarantee that all allergens will be removed from the environment. If your child has specific allergies please be sure to include that information on the scholar Health History Form (included in the Enrollment Packet, or available from the Front Office) and inform school staff of any potentially serious allergic reactions.

Scholar Non-Academic Material

Scholars should not bring non-academic items to school. Examples include, but are not limited to, gaming devices, magazines, laser pointers, makeup, tablets, fancy pens, cards, bouncy balls, toys, or snacks of any kind. Electronic devices, other than a basic watch, are not allowed at school. School staff reserve the right to hold possession of a personal item. Items may be returned to parents or the scholar at the end of the school day.

After School Activities

All of the rules and procedures outlined in this handbook apply whenever a scholar is on campus or participating in a school-sponsored or school related function. In cases of discipline infractions, it will be the decision of the school leadership team along with the coach or activity sponsor to decide if scholars will be allowed to participate in extracurricular activities.

Scholars who are enrolled with any affiliated providers or community partners are expected to uphold Momentum virtues while also upholding the organization's expectations and following their specific rules. All discipline and enrollment decisions that occur within these outside partners are made by our partners and while we support all partnerships, Momentum Staff do not have authority to override decisions.

Campus Policies

Lost & Stolen Items

Momentum Academy is not responsible for any damaged, lost, or stolen items. Please ensure scholars are not in possession of items that would distract from the learning environment. All unclaimed items will be donated or disposed of at the end of each quarter.

Closed Campus

Scholars may not leave the school building or playground area or use any exit other than the ones designated by staff for scholar use, without permission. A scholar with permission to leave may only leave under the escort and supervision of an authorized adult.

Solicitation

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

Visitor Policy

Visitors, especially parents and guardians, are a vital part of the Momentum Academy community. We welcome visitors as volunteers, observers, and partners in the education of our scholars. Unfortunately, unannounced visits or requests for meetings can be disruptive to our educational program. Parents/guardians who would like to visit or observe should call at least one (1) business day in advance to schedule a class visit appointment. Requesting a meeting with school staff should be done in writing through the main office. Meeting Request Forms are available in the main office.

All campuses will be using the Hall Pass School Management System. Visitors will be required to provide picture identification at the time of entry. The Office Manager will provide the visitor with a badge that will be required to be visible throughout the visit. A visitor may enter classes during a regularly scheduled transition period, although they may leave at any time. Visitors may not talk to a scholar or staff during class, although they may call or email the staff after school to discuss what was observed.

If a visitor comes to school to drop something off for a scholar or to leave a message, the visitor must check in at the Main Office. For the sake of scholar safety, Momentum Academy does not allow unannounced visitors to walk about the building without an escort.

Volunteer Policy

VOLUNTEERS are adults who assist teachers, administrators, or other staff in public school classrooms, schools, or school district programs who do not receive compensation for their work.

- VOLUNTEERS serve under the guidance and direction of district personnel.
- VOLUNTEERS must be screened through a FBI fingerprint background check and register with the Family Care Safety Registry prior to volunteering, and wear identifying stickers or badges at all times while on school grounds or at school-sponsored events.
- VOLUNTEERS, like visitors entering school buildings, must check in at the main office and present their identification for approval through the visitor management system.
- Volunteers must check in and wear a volunteer badge when on site. Volunteer hours will automatically be logged by checking in and out through the visitor management system.

Facilities

Momentum Academy strives to provide a high-quality learning environment for our scholars and expects all property to be treated with respect and care. Scholars and their families are expected to leave a space in the same or better condition than when it was found.

Any flier or posters hung or distributed in the school must be approved by the leadership team. Signs should be grammatically correct, neat, timely, and showcase quality.

Security Cameras

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

School Calendar and Closings

Please see the Momentum Academy Academic Calendar for scheduled school days for the current school year. Please note that our calendar may differ from the calendar of St. Louis Public Schools or other local charter schools. Momentum Academy will close school only in cases of extreme weather conditions or in case of facilities emergencies. Please listen to

local radio and television stations. Closings will also be posted on the Momentum Academy website, Social Media pages, and through Messenger text and email blasts. To ensure your contact information is correct, please contact the school's main office.

Mandated Reporting of Suspected Abuse or Neglect

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

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

CIPA-Compliant Internet Safety Policy

Introduction

It is the policy of Momentum Academy to:

- (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- b) prevent unauthorized access and other unlawful online activity;
- c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Momentum Academy's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Momentum Academy staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Momentum Academy District Office team.

The School Leadership team or designated representatives will provide age- appropriate training for scholars who use the Momentum Academy's Internet facilities. The training provided will be designed to promote the Momentum Academy's commitment to:

- A. The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- B. scholar safety with regard to:
 - a. safety on the Internet
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyberbullying awareness and response

C. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA"). Following receipt of this training, the scholar will acknowledge receiving, understanding, and adhering to the provisions of the District's acceptable use policies.

Following receipt of this training, the scholar will acknowledge receipt, understanding, and adherence to the provisions of the District's acceptable use policies.

Adoption

This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice, on May 22nd 2023.

Personal Telecommunications Devices Policy

In accordance with Senate Bill 68, scholars will not be permitted to display, turn on, or use a telecommunications device, including a cell phone, or other electronic device (including personal devices i.e. Ipad, tablet or computer and digital watches) on school property during the school day. The use of mobile telephones or any device capable of capturing images is strictly prohibited while on school property, unless prior administrative approval has been obtained. Scholars are prohibited from taking pictures and/or videos of other scholars and staff. Scholars are expected to abide by all school policies while using any electronic devices at school-related or school-sponsored events. **Momentum Academy is not responsible for any damaged, lost, or stolen electronic device.** Staff reserve the right to hold possession of any device on school property. The School Leadership Team will determine whether to return items to scholars at the end of the day or to contact the parent/guardian to pick up the device.

Under certain circumstances, scholars' off campus use of technology that disrupts the operation of the school is also subject to discipline. Scholar users shall immediately disclose to a Momentum Academy staff member any inappropriate material they access through the computer or any message the scholar receives that is inappropriate or makes the user feel uncomfortable. Scholars found in possession of cell phones, cameras and electronic devices are subject to confiscation or search and seizure.

Computer General Guidelines

- Scholars may not use any staff computer unless directed otherwise.
- Scholars may only use computers when supervised by a staff member.
- Scholars should use their assigned login/password each time they use a machine

- Scholars may not use a school computer without logging in, nor shall they give their login/password to another scholar.
- Scholars may only print with the permission of a staff member.
- Scholars may not change the settings of computers, and they may only use software/programs allowed by staff..
- Scholars may not play music or music files on school computers unless given explicit approval from a staff member.
- Scholars may not download or install software on school computers.
- Scholars may not use school computers to access private Internet providers.

Network Folders

- Scholars may not alter material in shared folders without permission.
- Scholars should save files into their own folder. They may not access other scholars' or staff folders.
- Network storage is the property of the school. There is no expectation of privacy.
- School personnel may review files and communications at any time to maintain system integrity and ensure that users are using the system responsibly.

Email/Internet

- Scholar use of personal/private email is not allowed, unless approved by school staff.
- Scholar use of chat and user groups is not allowed without approval from the supervising staff member.
- Scholars may only visit websites that are related to the academic curriculum and approved by the school staff.
- Users may not use internet radio or play audio or digital clips that take an extreme amount of bandwidth.
- Email and/or internet correspondence is not privileged or confidential.
- Communications may be monitored by Momentum Academy
- Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of internet sources without proper citation constitutes plagiarism.

Misuse of Privileges and Consequences

Users are held responsible for their actions and activity, as outlined in the section above and the acceptable use policy signed by all scholars and parents. Unacceptable use of the network will result in possible suspension of all privileges. Reinstatement of privileges will be made at the discretion of the school administration.

Emergency Procedures

In case of an emergency, parents/guardians should contact the school either by phone or in person. Under no circumstances should parents/guardians contact scholars in their classrooms, including after school, or attempt to withdraw scholars from the building without notifying and receiving permission from staff members in the main office.

Medical Emergencies

In case of medical emergency, an Momentum Academy staff member will assess the situation and contact 911, if necessary. The School Leadership Team will notify the parents immediately and document the date and circumstance regarding the medical emergency in the scholar's record.

Emergency Medication

All scholar-occupied buildings in this district are equipped with prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone. The school nurse or another employee trained and supervised by the school nurse or other certified medical professional may administer these medications when they believe, based on training, that an individual is having a serious or life-threatening reaction or episode. A prescription or written permission from a parent/guardian is not necessary to administer these medications in an emergency situation.

Epinephrine, naloxone and asthma-related rescue medications will be administered only in accordance with written protocols provided by an authorized prescriber. Naloxone (brand name Narcan) will be administered by nurses and other trained employees to scholars suspected of having an opioid-related drug overdose. The Board will procure an adequate supply of prefilled epinephrine auto syringes, asthma-related rescue medications and naloxone based on the recommendation of the school nurse, who will be responsible for maintaining adequate supplies based on previous use levels and replacing expired syringes and medications.

The school principal or designee will maintain a list of scholars who cannot, according to their parents/guardians, receive epinephrine, naloxone or asthma-related rescue medications. A current copy of the list will be kept with the medications at all times.

Lock Down/Intruder

If it is deemed necessary to do so, all staff will take scholars to the lock down/shelter-in-place areas until an all clear is given from the administration.

Evacuation

In case of a fire or similar emergency, Momentum Academy staff will evacuate the facility to go to another location to remain safe. Evacuation maps, which include a primary and secondary evacuation route, are posted by all doorways. The map outlines where the staff and children will go in the event of an emergency evacuation.

Fire and smoke will be announced by the alarm system. Isolation of fire and smoke would include confinement by closing doors to the fire area. An emergency phone call will be made to appropriate emergency personnel.

Staff will direct scholars to a safe location away from the emergency situation. Please see the following for emergency evacuation locations. Momentum Academy will follow the approved Emergency Operations Plan and notify all local news outlets in the case of an emergency.

Reverse Evacuation

In the event that there is a threat or emergency when scholars are outside the building, a reverse evacuation will take place and scholars will be quickly ushered into the building. This situation may arise if there is an armed assailant or police pursuit in the immediate area. Staff will escort scholars into the nearest school entrance and lockdown procedures will then take effect.

Severe Weather/Tornado

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows. If severe weather is forecasted, staff will monitor the National Weather Service to determine the threat level and will make announcements as needed. When a tornado warning is issued and a siren sounds, teachers will direct scholars to immediately take shelter on the lowest level of the building in the hallway, away from all windows and doors. Scholars will sit on the ground, facing the walls in the “duck and cover” position. The administration will announce when it is clear for teachers to escort scholars back to class.

Earthquake

In the event of an earthquake, scholars will be advised to shelter-in-place by crouching down under a desk or table with their back up so their head and neck is protected. Scholars will shelter-in-place until the situation has passed and they receive directions from the administration. No one should leave the building until it is deemed safe.

Staff Training & Drills

All staff and scholars will participate in fire, disaster and other emergency drills at the facility. Fire drills will be conducted monthly and disaster drills annually or bi-annually as required. A record of all drills will be kept in the main office. In addition to these drills, fire alarm and extinguisher training will be completed by administrators.

Access to Disaster and Emergency Prep Plan

A copy of the Emergency Operations Plan will be available, at all times, in the main office and each classroom used by scholars.

Transportation and Safety

Families are responsible for arranging transportation for their scholar(s) to and from school as the school does not provide bus transportation. We encourage parents to partner with other Momentum Academy families to carpool or walk to school. Scholars will only be allowed to walk home or ride the Metro bus to and from school unescorted with prior parent/guardian consent. Scholars will not be allowed to call home to check on their transportation arrangements. If parents/guardians need to change the person designated to pick up their scholar, please notify the office by the time the office closes 2:45pm Monday-Thursday and 1:30 on Fridays.

Arrival and Dismissal

Momentum Academy is committed to scholar safety at all times. During morning entrance and afternoon dismissal procedures please drive slowly and carefully while in the streets around the school and/or school parking lot. Drop-off and Pick-up instructions will be provided at each campus at the beginning of each school year with corresponding maps and directions. Please obey all standard traffic rules and demonstrate courtesy for our neighbors surrounding the school property.

The school gates and doors will open every day at 7:30 am. Classes begin at 8:00 am and dismiss at 3:15 pm, with an early dismissal on Fridays at 2:00 pm. Gates and school doors will close at 8:00 am to ensure that all scholars and teachers are in their classrooms on time and ready to begin instruction. Scholars who are tardy may only enter the school through the front doors and must be signed in by a parent/guardian.

Morning/Afternoon Office Hours

The main office is closed during arrival and dismissal so all staff can be on hand to assist with timely arrival and departure. If you need to see office staff before or after school, please wait until the office has reopened for business. Office hours are:

Monday - Thursday 8:00 am – 2:45 pm, and 3:15-3:45 pm

Fridays 8:00 am – 1:30 pm, and 2:15 – 3:00 pm

Civility Code

Momentum Academy staff work very hard to create an environment where our values permeate all interactions. Therefore, the school staff requires that all communications with parents be civil and in a loving manner. Momentum Academy staff retains the right to end any meeting or phone conversation in which the volume, tone or substance of the communication is rude (name-calling, frequent interruptions will not be allowed), profane (cursing or profane language is not tolerated), or threatening. Moreover, when conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule a meeting or conversation at a later date.

Momentum Academy staff reserves the right to require parents/guardians, or community members who violate the civility code to provide written requests for meetings, outlining the nature of the concern and identifying the staff member(s) with whom they'd like to speak. Staff also reserves the right to require parents who have violated the civility code to meet at Momentum Academy district office. The Civility Code and these procedures are in place to ensure the safety of all scholars and staff and to maintain a calm, productive, positive learning environment for all scholars. Interactions that are disruptive to the school environment may result in removal and restricted access to/or prohibition from the district buildings and district sponsored activities.

Communication

Momentum Academy requires parents/guardians to be partners in the education of their children. The important task of educating a child calls for the school, scholar, and parent/guardian to all work together to ensure success.

In order to be effective partners, we must communicate. There are several ways that Momentum Academy can and will communicate with families throughout the year:

Parent (Guardian) -Teacher Conferences

During each semester, parents will be required to attend Report Card conferences for their scholars. Parents/Guardians will receive a written report card at the conference. These are important opportunities for parents/guardians to learn about their scholar's progress and needs. Attendance to report card conferences are required.

Behavior Alert/Academic Alert

If your scholar is experiencing a problem, Momentum Academy may send home a written notice. Parents/guardians should make sure to review the concerns outlined in the letter with the scholar and contact the school if necessary.

Phone Calls/Text Messages/Digital Communications

Throughout the year, parents/guardians may receive a phone call, text message or digital communication (i.e. Email or Class dojo) from a school staff member. If the message requires a response, please contact the school either by phone or in writing within one (1) business day..

Meetings

School staff may request a meeting with the parent/guardian and scholar to discuss classroom behavior or academic performance. Please respond in a timely manner to all meeting requests. If you would like to schedule a meeting with a staff member, please contact the main office. Parents/ Guardians may also use the meeting request form which can be found on the Momentum Academy Website.

Messages/Voicemail

In order to keep the focus on instruction, staff cannot guarantee that messages will reach

scholars or staff during the day. Scholars and staff may not receive incoming phone calls or messages unless it is an emergency that requires immediate attention. Such communication should be rare.

Scholars may not make outgoing phone calls on personal cell phones (see section on electronic devices) or on school phones. In rare circumstances involving a true medical emergency, scholars will be allowed to use school phones under the supervision of a staff member. Scholars will not be allowed to use school phones to arrange transportation.

If you need to get a message to your scholar's teacher, please call the Main Office and leave a message for your scholar's teacher. The Office Manager will try to relay important messages to the classroom teachers in a prompt and undistruptive manner.

Addressing Family Concerns

Momentum Academy is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, our scholars and their families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. (See Step 1 in the Resolution Process listed below.)

Resolution Process

Step 1: Contact staff member involved. If a parent/guardian has an issue or concern, the first step towards resolving the issue will be to contact the staff member involved by phone or email. The parent/guardian should call the school's main office to obtain contact information. The staff member and parent will discuss the issue either by phone or in person to reach a resolution that satisfies both parties.

Step 2: Written Complaint sent to Principal. If the issue is not resolved satisfactorily, the parents' next step is to write a letter to the principal or use the "Parent Complaint Form" (available in the main office and on the website) to explain the issue. The parent/guardian may email, mail or hand- deliver the letter to the school or district main office. The parent/guardian should contact the school's Office Manager to obtain contact information for the Principal. The Principal will reply within three business days, acknowledging the complaint has been received. The Principal will investigate the situation and will then send a written decision to the parent/guardian within 10 business days of the school receiving the complaint letter or form.

Step 3: Written Complaint Sent to the Executive Director. If the parent is unsatisfied with the Principal's decision, the parent may write a letter to the Executive Director or use the "Parent Complaint Form" to explain the issue. The parent can email, mail or hand-deliver the letter to the school's main office or to the district office. To obtain contact information for the Executive Director, the parent may reach out to the District Office. The District Office will respond within one (1) business day.

Step 4: Written complaint sent to the Board Chairperson. The Board will reply within three business days and may take up to ten business days to investigate and reach a decision. The Board Chairperson will send a written decision to the parent/guardian within 10 (ten) business days of receiving the letter or form. Please note that the Board Chairperson will not respond to complaints that have not gone through steps 1-2.

Parents of Scholars with Disabilities

Parents/Guardians of scholars with disabilities are also encouraged to use the school's resolution process. Alternatively, if a parent/guardian, individual or organization believes that the school has violated federal or State law and regulation related to the education of scholars with disabilities, they may submit a written, signed state complaint to the Missouri Department of Elementary and Secondary Education (DESE).

School Breakfast and Lunch Program

Free breakfast and lunch are provided to Momentum Academy scholars daily. As part of its participation in the Community Eligibility Provision of the School Nutrition Program (a federal program which subsidizes school meals) the school is able to provide free breakfast and lunch to all scholars daily. Scholars are not able to have food delivered (DoorDash, Grubhub etc).

Families may send lunch to school with their scholar provided that it is contained in one bag or lunch box, labeled with the scholar's name, and that it conforms to the School's Healthy Food Policy. **Scholars will not have access to a refrigerator or microwave.** If you are sending lunch to school with your child, we ask that you send in nutritious foods that promote positive eating habits and learning. **Scholars are not allowed to bring unhealthy drinks (e.g., sodas or juices containing high fructose corn syrup) or unhealthy snacks to school. Candy, gum, chips, fruit drinks, cakes, or other sugary foods are not allowed to be eaten at school.** For additional guidance, please contact the School Leadership Team.

In order to maintain focus in the classroom, families may not send snacks or breakfast to

school. This is permitted only in cases in which the scholar has a verified medical dietary restriction. The School Leadership Team reserves the right to prohibit any scholar from bringing a snack, breakfast, or lunch item which becomes a distraction to learning.

Healthy Foods Policy

Scholar nutrition and health is a focus at Momentum Academy. Poor eating habits can adversely affect scholar performance causing, among other things, a lack of focus, low stamina, and/or behavioral outbursts. For additional information or guidance, please see the district Wellness Policy, which can be found on our website.

The school may prohibit the consumption of low nutritional value during lunch or designated snack periods. Food of low nutritional value consists of:

- Chewing gum and candy
- Food and drink containing high sugar or other sweeteners
- “Juice” or juice products containing little fruit or vegetable juice
- Foods with high fat/sugar serving ration (e.g. cookies, Cheetos, potato chips, foods fried in oil)
- Carbonated beverages
- Cakes/cupcakes (unless part of a birthday celebration)

Birthday Celebrations

To maintain the structure and consistency of the school day, parents/guardians wishing to celebrate a scholar’s birthday with a small treat, should coordinate with the classroom teacher a day in advance, so they can plan accordingly. Families should plan to provide treats during the agreed upon time. Treats must be provided for the entire class and must be a pre-packaged or commercially approved food item.

Admissions and Enrollment

Momentum Academy offers parents/guardians an alternative public school choice. Momentum is committed to helping families make an informed decision about whether Momentum Academy is an appropriate option for their children.

The new application period for the upcoming school year will begin each year in December for children who will enter the grades being served by the school. All scholars are eligible to enroll if they reside inside the boundaries of the St. Louis Public Schools. During the open new application period, if the number of children who wish to attend Momentum Academy exceeds the school’s capacity or the capacity of a particular grade, enrollment for open seats will be

determined by a lottery, to be held in March of each year. Specific information will be provided on the school website and social media. . The “lottery” is a system of random selection of applications that identifies scholars for enrollment and generates the school's waiting list. The lottery drawing will be for all open seats and available slots for each grade level and each campus. The Regional Leadership team will determine the number of open seats and available slots at each campus.

The school will maintain a waiting list for scholars not selected through the lottery process based upon the random order established in the lottery. The waiting list will be utilized should an opening occur. If spaces remain open after the new application period and public random drawing, they will be filled on a first-come, first-served basis during the open enrollment period.

Open enrollment and accepting new scholars on December 15th. However, applications will continue to be received and names will be waitlisted in the order they are received. If a school should experience greater than 7% attrition, open enrollment for the current school year will reopen at the beginning of the second semester. Scholars on the waiting list will be contacted and offered available spaces and will go through the full registration process should they accept a seat. During periods in which enrollment is closed, principals will have discretion to admit siblings or any scholar who had previously been a scholar and left due to extenuating circumstances. If open enrollment is active in the second semester, it will close each year on February 28th. After that date, no scholars will be enrolled for the current school year and all applications will be considered for the following year.

Admission to Momentum Academy will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, socio-economic level, or athletic ability.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, disability or any identifying factor. If a family believes to be subjected to or witnessed others subjected to any form of discrimination or harassment, report it immediately to an administration or any staff member. Reportings can also be emailed to info@momentumacademystl.org.

Enrollment Process & Timeline

New Families

In order to participate in Momentum Academy's Enrollment Lottery, interested families must:

1. Complete and submit an Enrollment Application by the posted deadline;
2. If necessary, a public random drawing, lottery, will determine enrollment for the upcoming school year by grade, and establishes a waiting list once all known openings are filled;
 - a. An application deadline and lottery date will be established and published via local papers, community fliers, bulletins, websites, and/or social media.

- b. Applications received after the deadline will not be eligible for the lottery and will be admitted or waitlisted in the order received.
 - c. If the enrollment demand for a particular grade and campus is greater than the number of available slots, all applications to that grade level will be entered into the lottery.
 - d. On the lottery date, all completed and accepted applications submitted during the initial enrollment period are publicly drawn in random order until capacity is reached. The remainder will be placed on the waiting list in order of when they were drawn.
 - e. scholars may put in an application for more than one school. If a scholar is accepted into both schools during the lottery, they must decide which school they would like to attend within 5 days of acceptance.
 - **Campus Transfer: Current Momentum scholars and their siblings will have first preference for open slots at another Momentum Academy campus if they have requested a transfer and the transfer has been approved.
 - f. The “waiting list” ranks applications submitted during the new application period. These applicants should be identified by number and sorted by grade. As spaces become available at the school campus, they will be offered to the applicants in the order of placement on the waiting list.
 - g. For families with more than one scholar the following will occur:
 - i. If there is space available for all scholars in the family, all scholars will be admitted.
 - ii. If there is no space available for any scholars in the family, all scholars will be placed on the Waiting List according to their draw in the lottery.
 - iii. If space is available for one or more scholars in the family to enroll, any remaining scholars in that family will be given preference for enrollment as long as seats are available. If seats are not available for the scholars’ grade level they will be put at the top of the waitlist.
3. After the random drawing, all families will be notified of their enrollment status. (Space available and/or appropriate Waiting List placement)
 4. Families must accept or decline enrollment within 5 business days of notification otherwise enrollment will be forfeited. Families must submit the full enrollment packet and all required documents within two weeks or enrollment will be forfeited.

Current Families and Sibling Preference

Each December, a Recommitment Form will be sent home to each family currently attending Momentum Academy. The Recommitment Form must be returned to the office by the specified deadline. Failure to return the Recommitment Form will result in forfeiture of enrollment for the upcoming school year.

Families who wish to enroll sibling(s) who are not currently enrolled must specify the siblings’ name and grade level on the Recommitment Form. This will register the sibling(s) for admissions preference.

Enrollment priority is given to siblings once a child in the family is accepted.

****Important** –When a child is selected through the lottery, and offered a space, it does not mean that their siblings are also offered spaces. It does mean that their siblings go on a waiting list (separate from the lottery list) and are offered the first available spaces.

Enrollment Conditions

Enrollment Documents: All families must complete and submit all Enrollment Packets and supporting documents by the specified deadline. Failure to return all documents by the given deadline will result in forfeiture in enrollment. Momentum Academy will provide supports for families who may require additional supports for completion of the enrollment packet which may include but is not limited to: Interpreters, chromebooks, and one on one support.

Mandatory Family Orientation: All admitted families, new and returning, will be required to attend a Family Orientation before the beginning of the academic year.

Family & Scholar Agreement: At the start of the academic year, parents and scholars will be required to read and sign the Commitment to Excellence form acknowledging:

1. They understand and value the school's vision and the distinctive characteristics of the educational program
2. They agree to adhere to Momentum Academy's policies and procedures and failure to do so may result in forfeiture of enrollment
3. They are committed to actively participate in their child's education both at school and at home

Residency Requirement: admission to Momentum Academy will be open to any resident of the city of St. Louis.

Minimum Age Requirement: Kindergarten scholars must be at least five years old as of August 1 to be eligible for enrollment for the current school year. Additionally, first graders must be age six by August 1.

Momentum Academy Staff and Board Members

Current staff or Board Members who wish to enroll their child(ren) must specify the child(ren) name and grade level on the Registration form. This will register their child(ren) for admissions preference.

Children of staff members who live within the boundaries of the St. Louis Public Schools will also be given enrollment preference (RSMO 160.140). After the lottery is held, scholars will be accepted on a first-come, first-serve basis regardless of where they live within the boundaries of the St. Louis Public Schools (RSMO 160.140). Once all seats in a grade level are filled, scholars who want to enroll will be placed on a waiting list and called within 48 hours once seats become available.

Registration Process

1. A registration deadline will be set based on the date of acceptance. By that date/time, the school must receive all registration forms and required supporting documents.
2. Registration forms are available to complete online through the SchoolMint Enroll website. Paper registration packets will be available in the school main office for families who do not have access to a computer.
3. Submitted registration forms will be reviewed by the School Admissions Manager (SAM), and accepted or rejected based on completeness. Families will be notified of the registration status (accepted or rejected) via email through the SchoolMint Enroll website. If a registration is rejected, the family will be given additional steps to complete their registration.

Registration forms and required documents are:

- Completed Enrollment Packet (with all required signatures and assurances)
- Current Immunization Records
- Original/Certified Copy of Birth Certificate/Court filed guardianship/DFS foster child assignment paperwork
- Parent/Guardian Photo ID
- Two Proofs of St. Louis City Residency (i.e. current utility bills, mortgage /lease papers and/or driver's license)

***Note that the above official/original documents must be brought to the school to be copied or a picture may be uploaded to the SchoolMint Enroll website.**

Additional documents are needed:

- Authorization for release of school records to include a copy of most recent report card, standardized test scores, attendance, and discipline records(exception of 1st time scholars)
- Authorization for release of Special Education Records (if applicable)
- Copy of additional Health Records or treatment plans (if applicable)

****A child may not begin school until the admission process is complete, the conference is held and an official start date has been determined.**

Federal Programs and Compliance

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

Behind Act (NCLB) and any other requirements set forth by Missouri law, DESE regulations, and requirements set forth by the Missouri Public Charter School Commission.

Schoolwide Program (ESSA)

Momentum Academy operates a federally sanctioned Schoolwide Title I program under the Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB). All scholars benefit from the program with the addition of technology in the classroom, lower scholar-teacher ratio, and additional library resources in accordance with the state approved Schoolwide Program plan. The Momentum Academy Schoolwide Program follows the federal and state guidance, regulations and laws governing Federal programs.

It is the policy of Momentum Academy that all provisions of ESSA are adhered to consistently in all of our schools. This includes the provisions that involve parent involvement, parent's right to know, and parental notification. It also involves involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of federal programs.

Affording parents substantial and meaningful opportunities to participate in the education of their children shall be assured by and through the use of advisory committees, opportunities to volunteer, parent involvement meetings, parent-teacher conference days, reasonable access to staff, written resource materials, community and system wide surveys, as well as needs assessments.

Parent's Right to Know

At Momentum Academy, we are committed to teacher quality and seek to recruit a highly qualified, state certified teaching staff. At any time, parents may request information relating to the professional qualifications of their scholar's classroom teacher. According to the Every Student Succeeds Act of 2015 (Public Law 114-95), parents have the right to know the following information. Upon request, Momentum Academy will provide information on any of the following in a timely manner,

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

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your scholar, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your scholar has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Scholar Achievement Results

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

English Language Learners

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

Annual Title I Parent Meeting

An annual meeting for Title I parents will be held at the beginning of the school year. At the meeting, parents will be provided with an overview of the program and what it means for their scholar. The Parent Involvement Plan will also be offered to parents and everyone will be given a chance to provide feedback on the educational programming.

Evaluation

A Title I Advisory Team will be involved in the process of school review and improvement. A diverse group of stakeholders including school staff, teachers, district staff and parents will convene to evaluate the school programs by collecting information in a variety of ways. There will be an annual evaluation meeting of the content and effectiveness of the Title I parental involvement program to be held each spring. Parents will be asked for their input. The evaluation will include an assessment of how much parent involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise the Parent Involvement Policy on the basis of this annual review.

Parent Involvement Policy

Momentum Academy involves parents in regular, two-way meaningful communication addressing scholar achievement and ensuring:

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education
- that parents are full parents in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Momentum Academy works to develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy. The policy shall be incorporated into Momentum Academy's plan developed under section 1112 (Title I.A LEA plan), establish expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). (Section 1111 is the State Plan.)

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve scholar academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph

(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and

representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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

Momentum Academy will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable, in a language parents understand. Momentum Academy will involve parents in the planning and development of effective parent involvement activities through representation of each of the building's Title I Needs Assessment/Evaluation Committee or School-wide Committee.

Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind. Momentum Academy will build the schools' and parents' capacity for parent involvement by:

- Providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parents-teachers conferences, in the school newsletter, and on the website.
- Providing materials, resources, and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications, and the School Social Worker. Parent training and family education nights will be planned each year based on the school needs assessment and may include a Family Literacy Night, Math Night, Coffee and Conversation etc.
- Communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title I meetings, classroom newsletters, an annual parent survey, parent-school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time if requested by parents.
- Coordinating parent involvement activities with other initiatives including Head Start, after school programs, etc.

This policy has been developed jointly with, and agreed on with, parents of children A participating in Title 1 programs as evidenced by meeting minutes. Momentum Academy's Parent Involvement Policy was adopted on May 22nd 2023.

Parental Involvement Plan

Momentum Academy has developed a comprehensive Parent Involvement Plan, which is centered on the following domains:

- Confidence
- Character
- Community

Our latest Parent Involvement Plan will be distributed during the first few months of the school year. A copy may also be obtained through the front office at any time as well as on our website.

School-Parent Compact

Momentum Academy involves parents//guardians in the implementation and review of a Parent-School Compact which is called Momentum Academy's Commitment to Excellence on an annual basis. Section 1116 (d) of the Every Student Succeeds (ESSA) of 2015 requires that schools work in partnership with families to define stakeholder roles and responsibilities for high scholar academic achievement. The compact is reviewed and revised annually at the Spring Title I Review Meeting. All families will review and sign the Parent-School Compact at the beginning of the year, and revisit the compact again during the 3rd quarter. A copy of the compact is kept on file in the front office.

Parental Involvement Surveys

Momentum Academy always welcomes parental input to improve the school and educational programming. The District leadership team along with school administration has developed a survey of parent/guardian and scholar satisfaction that will be administered at least annually. The results of the surveys will be shared with stakeholders during a scheduled meeting.

Every Student Succeeds Act of 2015 (ESSA) Complaint Procedures

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

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the

Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

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

The following activities will occur in the investigation:

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

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

In addition to the procedures listed in number 7 above, complaints related to equitable

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

8. How will appeals to the Department be investigated?

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

9. What happens if a complaint is not resolved at the state level (the Department)? The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

1 Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V Revised 4/17 2 In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C) Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

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

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally,

program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint \(https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer\)](https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

Return to Play Protocol and Information per CDC:

<https://www.cdc.gov/heads-up/guidelines/returning-to-sports.html>

Concussion/Head Injury

A concussion is caused by a blow or motion to the head or body that causes the brain to move rapidly inside the skull. The risk of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed.

Concussions are a type of mild brain injury that can disrupt the way the brain normally works. Concussions can result from a fall or from players colliding with each other, the ground, or obstacles. Concussions occur with or without loss of consciousness, but the vast majority occur without loss of consciousness. When managed properly, the majority of concussions resolve without direct medical intervention in 10 – 14 days.

Continuing to play with a concussion or symptoms of head injury leaves the student athlete especially vulnerable to greater injury and even death.

- Each Athletic Director and coach is required to receive training in Concussion Management on an annual basis.

- Any student athlete who shows signs, symptoms or behaviors associated with a concussion:
 - Must be removed from the contest and see an appropriate health care professional to get approval for return to play.
 - May not return to play on the same day.
 - Shall not return until completing their school's respective Return To Play Protocol that requires the athlete to complete a progression of exercises at increasing intensities each day while remaining symptom free.
 - The student athlete must be cleared to play by an appropriate health care professional as determined by the relevant school administrator.
 - If a student athlete shows signs or symptoms while completing return to play protocol, they must stop immediately and return to the treating health care professional before resuming return to play.
 - Written clearance must be obtained from the appropriate health care professional prior to student participation in any:
 - Practice
 - Scrimmage
 - Athletic Contest
 - A report of all concussions will be made to the Commissioner.

Family Education Rights and Privacy Act (FERPA)

The protection of scholar rights is a top priority of Momentum Academy. This document is distributed annually to all parents and scholars in order to comply with state and federal requirements to notify the parents/guardians and eligible scholars of their rights with respect to the scholar's educational records.

In general, a scholar's educational record includes any information maintained by the school, which contains information directly related to a scholar. A major exception would be a personal record kept by a staff member if it is kept in the sole possession of the maker

of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

The Family Educational Rights and Privacy Act (FERPA) affords to parents/guardians (“parents”) of scholars, and to scholars themselves who are over 18 years of age (“eligible scholars”), certain rights with respect to the scholar’s education records maintained by Momentum Academy (“School”). These rights are outlined below:

1. The right to inspect and review the scholar’s education records within 45 days of the day the School receives a written request for access. Parents or eligible scholars should submit to the school principal a written request that identifies, as precisely as possible, the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place the records may be inspected.
2. The right to request the amendment of the scholar’s education records that the parent or eligible scholar believes are inaccurate or misleading. Parents or eligible scholars should write to the principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible scholar, the School will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible scholar when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the scholar’s education record, except to the extent that FERPA authorizes disclosure without consent. One of several exceptions which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official includes a person employed by the School as an administrator, supervisor, instructor, counselor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School’s board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent, scholar or other person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her responsibilities for the School. Upon request, the School discloses education records without consent to officials of a school in which a scholar seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The

name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, D.C. 20202-4605

FERPA permits the District to designate certain scholar data as “directory information.”

The primary purpose of directory information is to allow the School to include information about scholars in publications such as school activity programs, yearbooks, honor rolls and other

recognition lists, graduation programs, and sports events programs. Directory information is considered generally not to be harmful nor an invasion of privacy if disclosed. Accordingly, the School has designated the following as directory information: scholar’s name; parent’s name; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors; awards received; artwork or course work displayed by the School; photographs; videotapes; digital images and recorded sound. Because directory information is considered a public record, it may be disclosed at the discretion of the School and must be released upon request. Examples of organizations to which this information may be released are companies that market class rings or publish yearbooks.

Eligible scholars and parents who do not wish to have directory information about their children disclosed, without prior written consent, must annually notify the Office Manager in writing within ten days after publication of the annual public notice. The School is also required

by federal law to provide military recruiters, upon request, with secondary school scholars’ names, addresses, and telephone listings, unless parents have notified the School they do not want their scholars’ information disclosed without their prior written consent.

The Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34CFRPart 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and scholars in two ways. It provides that schools and contractors:

- I. Make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- II. Obtain written parental consent before minor scholars are required to participate in any

ED-funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the scholar or the scholar's parent;
2. Mental and psychological problems of the scholar or the scholar's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the scholar or scholar's parent; or
8. Income (other than that required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program).

This requirement to notify parents and to offer them the opportunity to opt out of (remove their child) from participation also applies to the following:

1. Activities involving the collection, disclosure, or use of personal information collected from scholars for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
2. The administration of any third party (non-Department of Education funded) surveys containing one or more of the above described eight items of information.
3. Any non-emergency, invasive physical examination or screening that is: a) required as a condition of attendance; b) administered by the school and scheduled by the school in advance; and c) not necessary to protect the immediate health and safety of the scholar, or of other scholars.

In the event that the School conducts any protected information surveys or other activities referred to herein during the upcoming school year, parents and eligible scholars will be notified within a reasonable period of time prior to the administration of the surveys or activities, at which time parents will also have an opportunity to review the survey or activity and/or to opt their child out of participation. Parents or eligible scholars who believe their rights under PPRA may have been violated may file a complaint with ED by writing to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, D.C. 20202-4605

The Americans with Disabilities Act (ADA)

Scholars with disabilities have protections and rights under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when diagnosed with an educational disability that requires special education services, the Individuals with Disabilities Education Act (IDEA).

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools; highly mobile children, such as migrant and homeless children; and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

Momentum Academy, assures that a free, appropriate public education (FAPE) is provided to all eligible children with disabilities between the ages of three and 21 under their jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness, and a young child with a developmental delay.

Momentum Academy assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for Missouri's First Steps Program. Momentum Academy assures that personally identifiable information collected, used, or maintained by the schools for the purposes of identification, evaluation, placement, or provision of FAPE, of children with disabilities, may be inspected and/or reviewed by their parents/guardians (parents). Parents may request amendment to the education record if the parents believe the record is inaccurate, misleading, or violates the privacy or other rights of their child.

Parents or eligible scholars who believe their rights under ADA may have been violated may file a complaint in writing with the Director of Curriculum and Instruction. ADA Complaints can be emailed to Momentum Academy's District office at info@momentumacademystl.org or brought to any school location to be delivered to the district office. If the parent does not wish to make a complaint to the school district directly, parents can file a complaint with the U.S. Department of Education. Complaints must be filed with the Department of Education within 180 days of the incident that you believe violated the ADA.

How to File a Complaint

Online: You may file a complaint with OCR using OCR's electronic complaint form at the following website: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Mail or Facsimile: You may mail or send by facsimile information to the address or phone number available at this link. You may use OCR's Discrimination Complaint Form or write your own letter. If you write your own letter, please include:

- The complainant's name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
- Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
- The name and location (city and state) of the institution that committed the alleged discriminatory act(s); and
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination.

Email: You may email OCR's Discrimination Complaint Form or your own signed letter to ocr@ed.gov. If you write your own letter, please include the information identified above.

For those without current email accounts, Internet access may be freely available from your local public library, and free email accounts are available from several large providers.

Missouri Safe Schools Act

The Missouri Safe Schools Act was originally passed in 1996. The Safe Schools Act as it pertains to discipline can be broken down into four main sections:

1. Establishing a written discipline policy;
2. Discipline policy requiring administrators to report acts of school violence to employees on a 'need to know' basis;
3. Discipline policy requiring administrators to report acts that would constitute a felony to law enforcement officers. At minimum, school administrators will report, as soon as reasonable, to the appropriate law enforcement agency any felony or act that if committed by an adult would be a felony. These include: First Degree Murder, Second Degree Murder, Kidnapping, First Degree Assault, Forcible Rape, First Degree Burglary, Second Degree Burglary, First Degree Robbery, Distribution of Drugs, First Degree Arson, Voluntary Manslaughter, Involuntary Manslaughter, Sexual Assault, First Degree Property Damage, Possession of a Weapon, First Degree Child Molestation, Deviate Sexual Assault, Sexual Misconduct Involving a Child, Sexual Abuse when committed on school property or while involved in a school activity. The policy must also require that any portion of a scholar's IEP that is related to demonstrated or potentially violent behavior be provided to any teacher or other school official who are directly responsible for the scholar's education or

- who otherwise interact with the scholar.;
4. Discipline policy that allows for a one-year suspension or expulsion of a scholar who brings a weapon to school.

Missouri School Violence Hotline (*Courage2ReportMO*)

The Missouri School Violence Hotline (SVH) began in October of 2001. In 2019, through the Missouri School Safety Initiative, the reporting mechanism moved to the Missouri Information Analysis Center for 24/7 operation and was named Courage2ReportMO. The goal is to make schools safer by helping school districts and law enforcement learn about school violence as soon as possible. Courage2ReportMO takes CONFIDENTIAL reports involving any public or private school in Missouri with scholars in pre-kindergarten through 12th grade. The School Violence Hotline is staffed Monday through Friday from 7AM to 6PM. Information can be reported three ways:

1. **CALL** 1-866-748-7047, toll-free
2. **ONLINE:** Fill out a form — 24/7
<https://www.p3campus.com/tipform.aspx?ID=5250#>
3. **Download the free "Courage2ReportMO" mobile app** in iTunes for Apple and Google Play Store for Android.

WHAT SHOULD BE REPORTED

Any threat to life that happens on school property or the school bus should be reported to C2R. This may include:

- Assault - Physical
- Sexual Offense
- Weapons
- Human Trafficking
- Planned School Attack
- School Shooting
- Planned Suicide
- Terrorism Threat-Extremism

Reporting Child Abuse

All school employees are required by Missouri state law and school policy to report any suspected child abuse. Momentum Academy is required by law to report to Child Protective Services or the police department with jurisdiction any suspected non-accidental injury, sexual molestation, abuse, or neglect.

The McKinney-Vento Homeless Assistance Act

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. Momentum Academy will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. Momentum Academy will also follow the requirements of the McKinney-Vento Homeless Assistance Act to ensure that there are no barriers to the scholar's enrollment, attendance and success of homeless children and youth.

It is the policy of our LEA to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our schools will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all scholars upon enrollment and once during the school year, provided to scholars who seek to withdraw from school, and posted in every school in the district, as well as other places where children, youth, and families in transition receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments, and other social service agencies. For more information concerning services available for scholars in transition, contact McKinney Vento Liaison(s).

Momentum Academy McKinney Vento scholar Policy

Momentum Academy is committed to providing equal access for all eligible homeless scholars. The board has developed policies and procedures to fully comply with the McKinney-Vento Homeless Act. Copies of board policies pertaining to the McKinney-Vento Homeless Act can be obtained through the front office or at the website momentumacademystl.org

Identification

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

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

Coordination

Momentum Academy’s McKinney Vento liaison(s) will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the local liaison and our schools in implementing this policy.

Momentum McKinney Vento Liaison
(314)978-8021
info@momentumacademystl.org

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The scholar will also have the rights of a scholar in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the scholar is enrolled in the requested school and receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Parent/Guardian Notification to Access Public Insurance

For a number of years, Missouri has participated in a federal program called Medicaid School Based Services. The program helps school districts by providing partial reimbursement for some medically related services listed on a scholar's individualized educational program (IEP). Under the Individuals with Disabilities Education Act (IDEA), school districts are permitted to seek payment from public insurance programs such as Medicaid (called MO HealthNet in Missouri) for some IEP services provided at school.

In 2013, the requirements under the IDEA changed to be less burdensome for parents/guardians and schools. Before a school district may access your public insurance for the first time and every year thereafter, school districts must provide parents/guardians with written notification.

What will you be asked to do?

You will be asked to give your consent in writing one time to release information from your child's education records, including information about the services your child receives through the IEP. This information is being released for the purpose of billing MO HealthNet and seeking partial payment for some medically related IEP services under the IDEA.

What type of information will be in the consent form?

The consent form must tell you the personally identifiable information that may be disclosed, (including your child's name, birthdate, Medicaid number or other ID, disability, IEP and evaluations, type of service, times and dates of service, and progress notes), the purpose of the disclosure (e.g., payment from MO HealthNet) and the agency that will get the information.

What does it mean if you give your consent?

By consenting, you state you understand and agree that your MO HealthNet insurance will be billed to partially pay the cost of IEP services and that the necessary information about your child and the IEP services may be shared with the MO HealthNet Division, a contracted billing agent, and/or a physician to obtain necessary supporting documentation (e.g., physician scripts, referrals) in order to access your MO HealthNet benefits.

Can you be required to enroll with the MO HealthNet Division (MHD) for public insurance?

You cannot be required to sign up for or enroll in public insurance for your child to receive a free appropriate public education, including IEP services.

Will your consent affect your family's MO HealthNet benefits?

No. Reimbursed services provided by your school district do not limit coverage, change eligibility, affect benefits, or count against visit or funding limits in MO HealthNet programs.

What if you change your mind?

You have the right to withdraw consent to disclose your child's personally identifiable information to the MO HealthNet Division for billing purposes at any time.

Will your consent or refusal to give consent affect your child's IEP services? No. Your school district must provide all required IEP services to your child at no cost to you, whether you give consent or refuse to give consent for purposes of the school accessing your MO HealthNet benefits.

What if you have a question?

Please contact Momentum Academy's Director of Scholar Support Front Desk:
314.664.7627 | Central Office: 314.712.4651 or info@momentumacademystl.org

Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Title IX states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

All federal agencies that provide grants of financial assistance are required to enforce Title IX's nondiscrimination mandate. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs and libraries.

New Title IX regulations were issued by the U.S. Department of Education on Aug. 14, 2020. All training materials used by Lindbergh Schools promote impartial investigations and adjudications of formal complaints of sexual harassment under Title IX. In compliance with Momentum Academy Board policy, these training materials must be publicly available on our website.

Title IX Coordinator

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