

St. Louis Language Immersion School

SLLIS Family Handbook

Website: www.sllis.org
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St. Louis Language Immersion School
1881 Pine Street
St. Louis, MO 63103

Approved by the SLLIS Board of Directors on June 21, 2023

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Welcome to St. Louis Language Immersion School!

Dear SLLIS Community:

Welcome to the 2023-2024 school year at SLLIS!

This handbook is designed to help your family know and understand the procedures, routines, and rules that help SLLIS remain a safe, efficient, and positive place to learn. Please take a close look at this handbook – even if you’ve been at SLLIS for many years, there are always updates. Feel free to contact our staff members about any questions that you have about our policies and procedures. You can also contact me directly at meghan@sllis.org.

It is a priority at SLLIS to work closely with all families and the larger community to make SLLIS a positive, safe, and fun place to learn. To that end, I strongly encourage you to take an active role in our community and in your student’s education. We are looking forward to collaborating with you to ensure your student’s success!

I’m very excited to work side by side with you so that SLLIS can continue to develop empathetic, high-achieving, bilingual, globally-minded students!

Sincerely,
Dr. Meghan E. Hill
Superintendent

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Use of the Family Handbook

The SLLIS Family Handbook is part of our ongoing efforts to foster a healthy partnership with parents, based upon our mutual interest in the educational and personal development of children while they are students at our school.

We encourage parents, guardians, and students to consult the Family Handbook for guidance regarding school rules, regulations, policies, procedures, and expectations. Parents and students should keep in mind, however, that SLLIS is a vital, constantly changing entity, evolving as circumstances require. Accordingly, SLLIS via its Superintendent and authorized administration, may modify its procedures and expectations from time to time, including on a permanent or a case-by-case basis. Changes to specific SLLIS policies, rules, and expectations need not be in writing or incorporated into this Handbook to be effective.

About SLLIS

In 2009, the Missouri Department of Elementary and Secondary Education (DESE) Board of Commissioners authorized St. Louis Language Immersion Schools to operate as a Local Education Authority (LEA) under a 5-year charter sponsored by the University of Missouri-St. Louis (UMSL).

We provide target language immersion to students using the Gomez and Gomez Dual Language Enrichment Model, which structures target language instruction so that 50% of the day is spent in English and 50% of the days is spent in the target language in grades K-8. The SLLIS Board of Directors adopted this dual language model in 2018 and began implementation during the 2018-2019 school year.

In 2017, the SLLIS Board of Directors voted to become one K-8 school running three different language programs in Chinese, French, and Spanish, and we changed our name from the plural to the singular: St. Louis Language Immersion School.

Parent / Student / School Compact

The following agreement describes the desired relationship between the parents, students, and school staff at SLLIS. SLLIS families and students will be asked to complete the form below at the beginning of each school year.

St. Louis Language Immersion School
Title I School-Parent-Student Compact

School's Agreement

It is important the students achieve. Therefore SLLIS administrators and staff shall strive to do the following:

- Read and follow the SLLIS Family and Staff Handbook.
- Align curriculum and teaching methods to Missouri State Learning Standards.
- Embrace the values of being respectful, responsible, and safe.
- Model empathy, social consciousness, and global mindedness at all times.
- Provide a caring community where children will be encouraged to develop as individuals.
- Come to work prepared so that students will be stimulated to become better critical thinkers and problem solvers.
- Encourage students to use the correct language of the day and language of instruction to enhance their language skills in both English and the target language.
- Communicate to families regularly about student performance.
- Enforce the school's Code of Conduct consistently and fairly, and notify families promptly of any concerns about students' social and emotional development at SLLIS.

Teacher's Signature: _____

Administrator's Signature: _____

Student's Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Read and follow the SLLIS Family Handbook.
- Come to school with a positive attitude and be ready to be challenged.
- Do my best each day.
- Follow the school's Code of Conduct and uphold the values of being respectful, responsible, and safe.
- Do my best to wear the school uniform each day.

Student's Signature: _____

Parent/Guardian's Agreement

It is important that I take a responsible role in helping my child. Therefore, I shall strive to do the following:

- Read and follow the SLLIS Family Handbook.
- See that my child is punctual and attends school regularly.
- Support the school in its efforts to help my student grow academically, socially, and emotionally.

- Stay in contact with the school and my student's teachers so that I'm aware of what my student is learning.
- Develop a partnership with the school to help my child achieve to the best of his/her ability.
- Ensure my student wears the school uniform each day.

Parent/Guardian's Signature:

Nondiscrimination and Student Rights

The SLLIS Board of Directors reaffirms its belief that every student regardless of race, creed, color, gender, cultural or socio- economic status or disabling condition be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitment ensure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services. Please see the SLLIS Board Human Resources Policy Series for more information.

Equal Education Opportunity

It is the policy of the SLLIS Board of Directors to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

SLLIS' programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Rehabilitation Act of 1973, Section 504, and SS 162.670 - .995 RSMo., Missouri Special Education Services. In addition, the identification of disabled students and the services provided by SLLIS will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of The Education of the Handicapped Act, as amended.

SLLIS contracts with special education specialists to provide direct services to students with IEPs and professional development to all instructional and

administrative staff. When possible direct services will be provided within the classroom. Parents must sign a release to allow SLLIS and its special education partners to assess a student for special education services. A SLLIS administrator (either the Director of Special Education or the Director of Learning and Instruction) will notify parents when a student is being considered for assessment.

CHILD FIND PUBLIC NOTICE

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

The St. Louis Language Immersion School 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 the Missouri First Steps program.

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

The St. Louis Language Immersion School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at St. Louis Language Immersion Schools 1881 Pine St. Louis, Missouri 63103 between the hours of 8:00 am and 4:00 pm Monday-Friday or www.sllis.org website.

This notice will be provided in native languages as appropriate.

Employee Hiring

All prospective employees are screened through the Missouri Department of Social Services for any history of claims related to child abuse or neglect, through the Missouri State Highway Patrol for any search of criminal convictions, and are fingerprinted through the federal criminal database. International teachers are also subject to background checks in their home country or most recent country of residence. All offers of employment with SLLIS are contingent on successfully clearing all of these screening processes to the satisfaction of SLLIS. These policies are outlined in our employee handbook.

School Day Details

The instructional day begins at 8:30 a.m. and ends at 3:45 p.m.

Building doors open at 8:10 a.m. for students to have breakfast.

Attendance and Absence

We want your children to succeed. Regular attendance is key to student success in school. Parents play a major role in this area by ensuring that their child regularly attends school and arrives at school on time each day ready to learn. Excessive absences may drastically affect student performance.

It is the responsibility of the parents/guardians to call the school before 8:30 a.m. each day of the student's absence. Please call the front desk to report absences: [314-533-0975](tel:314-533-0975) PRESS 1. Please leave your child's name, language program and teacher or grade level.

If a call is not received, parents/guardians will receive notification at home or work. School absenteeism should be kept to a minimum - and this includes late arrivals and early dismissals. Unreported absences are unexcused and considered truancy.

The following are valid causes for student's absences:

- Illness
- Observation of a religious holiday
- Death in the immediate family
- Family emergency
- Other situations approved by school administration

After a student has reached 10 or more nonconsecutive or consecutive absences (excused or unexcused), any further absence may require a doctor's note or administrative approval in order to be considered excused. If there is no doctor's note presented or administrative approval is not granted, the absence will be marked as unexcused and at that time the family will be referred for truancy and need to work with the school to develop an intervention plan.

Early Dismissals

To provide all students with the educational experiences they deserve, SLLIS needs to ensure minimal disruptions. To that end, we respectfully ask that parents and guardians avoid late in the day early dismissals. Please also remember that our Office Staff will only release students to persons to whom the parents or guardians have given consent for release. Only the parent, guardian, or emergency contact listed on the registration form will be permitted to remove a student from the building. No student will be released without the signature (and proof of identity upon request) of the designated adult.

Tardiness

Students arriving at school after the official school starting time are marked as "tardy." If this late arrival results in a student failing to meet the minimum attendance credit times, then the student will be marked as absent for that part of the school day. When a child arrives late to school, a parent should bring his/her child to the office to verify their late arrival to school. Students who are tardy ten (10) times will be considered truant.

Family Vacations

Parents are strongly urged to coordinate vacation plans and other such activities with school vacations. It must be realized that some classroom experiences cannot be repeated for students who are absent. While most families do not take extended vacations during the school year, some find it necessary to take their children out of school. If the absence exceeds ten school days without parental communication to the school, the child's

attendance record will be adjusted to reflect a student withdrawal effective the first day of absence from school.

Dismissal

Instruction ends at 3:40 pm. Students begin to exit the buildings at 3:45 pm. Designated SLLIS staff members dismiss the school buses no later than 4:00 pm. Parents who pick up their students should plan to arrive no later than 3:45 pm.

SLLIS General Supervision Rules

We take the safety of your child seriously. Parents are reminded that they are not to drop off students prior to 8:10 a.m. Students should not walk to school early as there is no access to the building, and no supervisory personnel will be present. Parents are also reminded that they are to pick up their child by 3:45 p.m.

Children Left Stranded Protocol

When a SLLIS student is stranded—either because a parent/guardian or emergency contact does not come to pick him/her up—the specific procedure will be followed: If, after school, a parent/guardian or person on the student's emergency contact form does not pick up a student who cannot travel home independently, the Principal or the Principal's Designee, will remain with the student until the student is picked up by a parent/guardian or emergency contact. If students are not picked up by 4:30 p.m., the school will have the option to call the Metropolitan Police Department and request that they take custody of the child and/or report neglect to the Missouri Department of Social Services. If you have any questions regarding the protocol for children left stranded, please contact the Principal.

Student Release During the School Day

SLLIS may release a student to the student's parent, guardian, or other person authorized by the parent or guardian, in accordance with the following procedures outlined in this regulation:

1. SLLIS reserves the right to verify the identity of people picking up students.
2. When a parent, guardian or other authorized person comes to pick up a student during the instructional day, he or she shall come to the receptionist desk to "sign out" the student or provide a written notice to the school.
3. The "sign out" or written notice shall include the date and time of release, the student's name, and the signature of the parent, guardian or other authorized person.
4. Only individuals listed in the SLLIS Student Information System of PowerSchool are allowed to take students from school during the school day and the identification of the individual should be obtained through

the following: A) driver's license or other identification card (photo ID preferred), or identified by student being picked up if photo ID is not presented; or B) known to school personnel or identified by the student being picked up

5. SLLIS will verify in PowerSchool that the person requesting release of the student is allowed to pick up the student.
6. SLLIS will also verify in PowerSchool that no legal alerts have been placed in the child's electronic record.

Only parent(s)/legal guardian(s) or persons identified in PowerSchool are authorized to remove a student from SLLIS during the school day.

When a person whose name is not listed in PowerSchool as authorized to pick up the student appears at the school to seek the release of a student, no release shall be permitted until a contact is made with the parent(s)/guardian(s). If no contact can be made, no release shall be authorized. This applies to any individual regardless of the relationship to the student. The person authorized to release a student from SLLIS must have the person requesting release of the student sign an excused early sign-out sheet or similar document.

Note Regarding Custodial and Non-Custodial Parents:

1. SLLIS shall refuse to release a student to a non-custodial parent or other person only when there is a court-ordered settlement on file at SLLIS and input in PowerSchool that clearly limits the custody or visitation rights of that particular person.
2. The custodial parent is responsible for informing the school about any legal restrictions on custody or visitation.
3. SLLIS may delay the release of a student to a non-custodial parent or other person in order to communicate with the custodial parent regarding release of the student. If neither parent can produce a legal document, release may be made to either parent. In the case of joint custodial agreements, the student may be released to either parent when a court order does not clearly limit access to the student.

Establishing the Parent of Record

In cases where a child does not live with both biological parents, the parent of record is the person with whom the child resides and who is identified on the school records as being responsible for the child for school purposes. The parent of record may be:

- the biological parent(s) with whom the child resides
- a biological parent or a stepparent with whom the child resides
- the adoptive parent(s) or guardian(s) with whom the child resides
- foster parents as determined by court order (1305)
- Other persons as required by law

In cases of equally shared custody, the parent of record is the parent who has custody on a particular day according to a schedule provided to SLLIS. A person who cannot establish physical and/or legal custody through proper documentation will not be allowed to pick up a child from school during the school day without the written permission of the parent of record.

Also please note: During normal school hours, a student may never be picked up from the classroom or released by a classroom teacher. Students must be picked up only from the receptionist area or an administrator. If a request is made of a teacher by a parent, relative, guardian, or other person to pick up the child from the classroom, the teacher should send the person making the request to the receptionist's or administrator's office. The teacher should then alert the receptionist and the administrator that such a request has been made. In the case that the receptionist is not available, the SLLIS administrator has the responsibility to verify, through identification and documentation, that the person making the request is the child's parent or guardian.

Bus Transportation

Bus transportation is provided to SLLIS students who live more than 2 miles from campus. SLLIS contracts with an independent service provider to operate and execute student transportation. First Student is the current provider. If you have any questions regarding the location or status of a bus in route, you can contact First Student directly at 314-772-3184.

Bus routes are finalized in late July to allow all families enough time to make appropriate transportation plans prior to the first day of school. Bus route requests and changes are accepted but not implemented until after Labor Day (September 5, 2022) to maintain consistency and prevent route confusion early in the academic year. After Labor Day, bus requests and changes are submitted to First Student on the 20th of the month with changes to go into effect the first Monday of the following month.

To request new bus service or to change bus service, a completed Transportation Request Form must be submitted. These forms are located on the SLLIS website as well as available at reception.

It typically takes two weeks for a new or change in bus service to go into effect. Parents will need to provide an alternate form of transportation until they receive a confirmation from SLLIS informing of the new bus stop time/location. After September, bus requests are implemented on a monthly basis.

Requests for bus stop/route changes are allowed under the following conditions:

- Student has moved to a different address
- Existing bus stop is deemed unsafe by SLLIS and/or bus company
- Student has changed location for before or aftercare

All transportation related questions or concerns should be directed to the SLLIS Operations Director at extension 2226.

FirstView

In continued partnership with our transportation provider, First Student, St. Louis Language Immersion School District is launching FirstView®, a bus tracking and parent communications app for your smartphone or desktop.

- Live Tracking
The FirstView® map screen shows you the live location and direction of your student's bus, your student's stop schedule for the current day and timestamps for school arrivals and departures. You'll know when the bus gets to school in the morning and leaves in the afternoon!
- Predictive Stop Arrival Times
Analyzing route and real-time GPS data, it determines an estimated time of arrival to your stop provided on the FirstView® map.
- Custom Alerts and Messages
Set up push or email notifications alerting you when your student's bus is a chosen distance or number of minutes away from your stop.
- Multi-Stop View
Buses for all your students can be tracked with FirstView®. Using individual colors for each student, every selected stop appears on the map simultaneously for easy viewing.
- Additional User Notifications
Connect up to three additional email accounts to receive email alerts. This is a great feature for grandparents or caregivers.

School Bus Conduct and Safety

Students are expected to conduct themselves in an orderly manner while at the bus stop, while boarding the bus, and while riding the bus. Students are under the supervision of the bus driver and are expected to respect the authority of this adult as they would a teacher. Students are only allowed to ride their assigned bus to or from school. All students are to be familiar with bus riding rules as they will be riding the bus for field trips.

The following expectations apply to all students at all times while riding the bus:

- All school behavioral expectations apply while riding the bus
- Follow the bus driver's directions the first time given
- Use appropriate language at all times
- Remain seated at all times

- Talk quietly only to the students immediately surrounding you
- Keep hands, feet, and objects to yourself
- No throwing of anything or roughhousing at any time.

Students who repeatedly fail to follow bus safety expectations may be suspended from the bus for a period of time determined by the administration. Parents/ guardians must provide alternative forms of transportation to and from school in the event of a bus suspension.

Please remember that SLLIS contracts its bus service through First Student and circumstances may arise where buses may be late. Therefore, we cannot guarantee arrival and departure times at bus stops.

Ride Sharing Policy

Because student safety is paramount, SLLIS will not release any students to a third-party car service hired by a parent or guardian, including ride-sharing services (e.g., Uber, Lyft). The only exception to this rule is that SLLIS may contract appropriate transportation for homeless students or students in transition. The Superintendent or Designee will ensure any contracted transportation services are in compliance with the ride-sharing policy, Policy 3490 for Homeless Students, and applicable law and state regulations.

School Closings

SLLIS may opt to close school during inclement weather. However, if the weather is not serious enough to close school, we may announce a "late start" day. In the event of potential inclement weather while school is in process, we may announce an "early" dismissal.

"Late start" days, "early" dismissals, and school closings will be announced through Thrillshare, our website platform that allows for email, SLLIS app push notifications, text messages, and robocalls to be sent to all SLLIS families. School closings will also be posted to our social media streams - Facebook, Twitter, and website.

School closings will also be announced on local news (KTVI/Channel 2; KMOV/Channel 4; KSDK/Channel 5) as early as possible. School closings are usually announced in alphabetical order, so listen/watch for "St. Louis Language Immersion School (SLLIS)."

Alternate Methods of Instruction (AMI) Plan and Virtual Learning Days

From time to time, SLLIS may deem it necessary to close its campus and hold Virtual Learning Days. As such, SLLIS has developed an Alternate Methods of Instruction (AMI) Plan in accordance with standards from the Missouri

Department of Elementary and Secondary Education. SLLIS will implement this AMI plan on Virtual Learning Days.

In preparation for Virtual Learning Days:

- SLLIS will ensure that families have access to Chromebooks for virtual instruction and will provide internet access to families to the extent possible.
- SLLIS will announce virtual learning via Thrillshare, our website platform that allows for email, SLLIS app push notifications, text messages, and robocalls to be sent to all SLLIS families. School closings will also be posted to our social media streams - Facebook, Twitter, and website.

Attendance will be monitored on Virtual Learning Days in the following ways:

- Electronic submission of lessons and activities on the virtual day or the next day of attendance
- Log of electronic/web-based/app activity

On days that the district implements the AMI plan, teachers will:

- Reviewing and reinforcing previously taught skills
- Introducing new concepts

Parents, staff, and students will learn about the AMI day via the following communication tools:

- Social media
- Email
- Phone call
- Text

On AMI days, attendance will be determined by the completion of lessons and activities in the following manner:

- Completion of lessons and activities turned in the next day of attendance
- Electronic submission of lessons and activities on the AMI day or the next day of attendance
- Log of electronic/web-based/app activity

SLLIS students will learn work on some or all the following items on AMI days:

- Independent practice and application of previously taught concepts
- App or web-based software to teach/reinforce concepts
- Virtual instruction (Synchronous, Asynchronous)
- Assigned reading, study or activity to introduce new concepts

If you require internet connectivity for your child to participate in AMI days, please contact the Principal.

School Breakfast and Lunch

SLLIS participates in the National School Lunch Program. Every student may purchase breakfast or lunch. Lunches brought from home must be ready to eat. Students will not be allowed to use the microwave to heat food.

Free and reduced breakfast and lunch programs are available. All families are encouraged to complete the Application for Free and Reduced Lunch. If a family's financial situation changes during the school year they may apply for Free and Reduced Lunch at any point.

In 2022-2023 school meal prices for students are as follows:

Full price:	Breakfast \$2.25	Lunch \$3.50
Reduced price:	Breakfast \$0.30	Lunch \$0.40

We ask parents to maintain a positive balance in their child's MealTime account. SLLIS does not accept cash payments for food services balances. Parents may pay by check at the front desk or by credit card via MealTime.

MealTime

SLLIS utilizes a program called MealTime to track students' meal payments and balances. Each student is provided a 4-digit code at the beginning of the school year (or when starting to attend SLLIS). This code is entered by the student at each meal time to record all meal purchase transactions. Parents are able to deposit funds into their child's MealTime account via check, credit card, or online payment. SLLIS does not accept cash. Check and credit card payments may be made at the receptionist desk of each SLLIS facility. Online payments are made directly through the www.mymealtime.com parent portal. Instructions for setting up your online payment account through this portal are available at the receptionist desk.

General Wellness Guidelines

Nut Free

We are a nut-free school district. This means that students should not bring nut-based lunches/snacks with them to school at any time. We have many children with food allergies and peanuts top the list of the most dangerous food allergens. Please find an alternative to peanut butter and jelly sandwiches.

Birthday / Holiday Celebrations and Treats

If you wish to bring items to school to celebrate your child's birthday, we ask that you bring the items in the morning during arrival and leave them with the receptionist. Individually wrapped store-bought items are acceptable but must be nut free. Birthday snacks will be shared with your student's class at the end of the day before dismissal.

Health Guidelines

If your child has contracted a communicable disease such as Covid-19, chickenpox, strep throat, measles, mumps or fifth disease, please notify a SLLIS administrator. Letters may be sent home to the parents/guardians of their classmates to notify and inform them of the signs/symptoms of the communicable disease, in accordance with state and federal privacy laws. If your child needs to be excused from recess or physical education for more than one (1) day, written permission from your physician is required. When a child returns after a significant illness or injury (fracture or sprain), the doctor should provide a note indicating when a child may resume normal physical activities, if applicable and that the child is medically cleared to attend school.

You **MUST** keep your child home when one of the three below symptoms occur:

- Fever of 100.0F (37.8C) or over, taken in the morning before school
- Vomiting
- Diarrhea

Your child must be symptom free (no fever, no vomiting, no diarrhea) for 24 hours (without the use of medication) before returning to school, or provide a doctor's note that your student is well enough to attend school.

The following symptoms alone or in combination recommends a call to the doctor or staying home:

- Skin rash or sores
- Inflamed, swollen or reddened eyes
- Excessive coughing or sneezing
- Sore throat
- Headache/earache

COVID-19

School Closure Procedure and Communications

If a member of the SLLIS community has a confirmed case of an infectious disease such as COVID-19, the following steps will be followed.

SLLIS Superintendent or designee will contact the St. Louis City Department of Health and the CDC for guidance on whether to close the school.

If the Department of Health and CDC advise that the school close, SLLIS Superintendent or designee will notify the community immediately using the following communication vehicles:

SLLIS families will be notified via:

- Phone call and text
- Email
- Push notification on SLLIS app
- Facebook, Twitter, and LiveFeed posts

- Television school closure announcement.

SLLIS staff will be notified via:

- Email
- GroupMe message
- Push notification on SLLIS app
- Facebook, Twitter, and LiveFeed posts

SLLIS contractors and partners will be notified via:

- Text message
- Email

SLLIS will monitor the situation closely and provide ongoing updates to the school community. We ask that if your child has contracted Novel Coronavirus, you participate in contact tracing with SLLIS' health professional or designee.

High-Risk Infectious Disease Response Plan

The St. Louis Language Immersion School closely monitors the spread of high-risk infectious diseases in the St. Louis community and region, and has developed this plan for implementation before, during, and after confirmed cases are reported within the St. Louis Language Immersion School staff, students, or proximal community members. Guidance was taken from the Centers for Disease Control and Prevention, the World Health Organization, and the St. Louis Health Department. For the purposes of this plan, high-risk infectious diseases are defined as diseases which are transmitted among a population rapidly, have a higher-than-average mortality rate, or have been identified by the World Health Organization or the Centers for Disease Control and Prevention as a public health emergency.

Pink Eye (Conjunctivitis)

Infected children who have been diagnosed and begun treatment for pink eye will only be allowed to return to school with a health professional's note. In cases of non-contagious conjunctivitis, the physician will need to write a note stating that diagnosis.

Lice

Head lice continue to be one of the most prevalent communicable childhood diseases among children, and outbreaks are possible whenever and wherever children gather. Screen your child regularly and notify us immediately if head lice or their nits (lice eggs) are detected. Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and only return to school after appropriate treatment has begun. If your child or another family member gets head lice, take steps to treat it quickly. Over the-counter or prescription medications are strong enough to kill most cases of lice and nits. It is also important to complete the full prescribed treatment and clean personal items that may be carrying lice and nits.

Student Health/Medical Information

As a part of the registration process, appropriate medical information will be

collected on each student and maintained in a secure area. All students should have:

1. a completed emergency form,
2. a medical history and/or physical form, and
3. a cumulative health record with all mandatory immunization dates.

If a student has a chronic illness (diabetes, asthma, seizure disorder, life threatening allergy) parents must provide the following as part of the registration process:

1. A physician signed completed Action Plan
2. All medications listed on Action Plan
3. Completed / Signed Parent Medication Authorization Form

Ringworm is a contagious skin infection. Please keep it covered with a bandage at all times while at School or School event and treat as recommended by the physician. If scalp ringworm, needs doctor evaluation, cannot attend school until 24 hrs after treatment has started.

SLLIS partners with BJC to provide services to students and families through a full time School Nurse. St.Louis Language Immersion School is not responsible for the diagnosis and treatment of student illness.

Emergency Contact/Medical Emergency

All students MUST have a medical emergency form on file with telephone numbers where a parent/guardian and family doctor can be reached. The card must also include a telephone number of a relative or designated individual who will be available in the event of an emergency. A student can only be released to people listed on the emergency card.

Procedure for Accident or Injury at School

If your child is injured or has an accident at school, he or she will be sent home with a student injury report that describes the incident and treatment.

Medication Administration

Administration of prescribed medication during school hours in accordance with the direction of a parent and family physician will be permitted only when:

- Failure to take such medicine would jeopardize the health of the student
- Medicine is required during school hours in order for the student to attend the full school day

For a child to receive medication while in school, or in school-sponsored activities, the following procedures must be followed:

All medication must be sent to school in the original container or prescription

bottle. The attached label must include: Student Name, Physician Name, Pharmacy Name, Medication Name, Dosage Prescribed, Date of Prescription, and Pharmacy Phone Number.

Parent and Doctor Request for Medication Administration forms will be available at the Front Desk. Both forms must be completed and signed by both the doctor and parent for all prescription medications, and for all non-prescription medication. The first dose of medication must be administered at home unless otherwise indicated in the student's 504 Individual Education Plan.

Students may not carry medication in school, with the exception of physician authorized inhalers and EpiPens as stated on Action Plan. All medication will be locked in the office and will be dispensed as needed.

All medication must be transported to school by a parent or responsible adult and given directly to the front office. Students are not permitted to carry controlled substances, such as Ritalin or narcotics, on the bus or in the school at any time.

Medications will NOT be given unless the required permissions are obtained.

Visitors & Access to the Building During the School Day

All visitors to SLLIS must bring a state photo identification in order to be admitted to the building. All visitors to the school shall be identified with a nametag. All visitors are required to sign in at the office and wait there for their escort before visiting the school.

Volunteers

In order to volunteer at SLLIS (help in the classroom, attend field trips, etc.) a background check must be completed on an annual basis:

Family Care Safety Registry

You pay a one time fee and you do not have to pay in the future. You can register at the link here (bit.ly/3WsSbol). Directions on how to register can be found here (<https://bit.ly/3MpkhMw>). Once you are finished with the steps outlined you'll need to provide Dr. Graham, Talent Director with your SSN and DOB so that he can pull the report. You may reach Dr. Graham at anthony.graham@sllis.org or 314-533-0975 x 2228. This process may take 1-2 weeks for completion by the FCSR.

Parents Visiting in the Classrooms

Parent participation in the classroom is encouraged; however, your visit should be coordinated and scheduled at least 2 business days prior to the visit with the Principal or Assistant Principal. Parents should bear in mind that they are

observers in classrooms and that they should not interfere with instruction or try to have a meeting with the teacher during classroom observations.

Visitor Conduct on School Property

To create and nourish a safe environment for our students and members of the SLLIS community, it is imperative that all parents and visitors to our buildings adhere to the code of conduct stated below. SLLIS wants to foster an environment suitable for learning for our students and a safe workplace for our staff. Therefore, certain limitations must be set for all individuals who enter school property. The following rules apply to all parents and visitors to the school buildings:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- Any unauthorized person on school property will be reported to a Director. Unauthorized persons will be asked to leave. (The police may be called if necessary).
- Visitors will adhere to the established times of entry and dismissal unless they have previously made the proper arrangements with a school representative.
- Visitors picking up students shall enter the building in an orderly manner through the assigned entrance.
- Once you have collected your student, please do not leave your student unattended.
- When accessing a classroom, visitors must not exhibit any behaviors or conduct in any ways that may create an unsafe environment or disrupt the classrooms.
- Threatening behavior towards any other individual is not allowed.
- Visitors must respect school property and that of staff members.
- Any individual entering the building must not be under the influence or possesses any narcotics or drugs.
- Visitors may stay within the authorized area assigned for pick up.
- No person shall Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, perceived gender, sexual orientation or disability
- Visitors accessing the building must follow traffic laws and respect parking regulations.
- Weapons are prohibited within school property at all times.
- Visitors must comply with any reasonable requests delivered by a school official. Failure to do so may result in removal from school premises.

Availability of Information to Parents

Upon request by a parent, SLLIS shall make available its charter, SLLIS' most recent report card published according to Mo. Rev. Stat. § 160.522, and the results of background checks of SLLIS' board members. SLLIS may charge

reasonable fees for furnishing copies of these records, not to exceed the rate specified in Mo. Rev. Stat. § 610.026.

The SLLIS charter, the agenda, minutes and supporting documentation of every Board of Directors meeting are available on our website: <http://sllis.org>.

Heat & Cold Advisory Recess Guidelines

According to the U.S. Department of Education, currently there is no national temperature standard for when to keep students inside. We know that the fresh air and exercise are really important for children. Even in the cold winter months, outdoor recess is a significant and important part of the student's day. Parents should notify the school in writing if they do not want their children to go outside on days other than those mentioned below:

Heat Advisories

- Temperature/Heat Index less than 95 degrees: Outdoor recess will be held.
- Temperature/Heat Index 95-100 degrees: Outdoor recess will be limited to 10 minutes. The remainder of time will be indoors.
- Temperature/Heat Index 101-104 degrees: Indoor recess will be held.

Cold Weather

- Temperature/Wind Chill at or more than 28 degrees: Outdoor recess will be held.

Clothing

Children should be dressed appropriately for the weather. Particular attention should be paid to keeping the head, hands and feet dry and warm on cold days. We ask that children have winter outerwear such as a winter coat, hat, and gloves each day during the winter season.

Uniform Guidelines

SLLIS families should strive to send their students to school in uniform each day. SLLIS staff will monitor the uniform and will notify parents if their student is not in compliance. If you require assistance with ensuring your student is in uniform each day, please contact the Principal or the Social Worker.

Bottoms:

- Solid-color, neutral bottoms (navy blue, black, khaki, grey) bottoms (pants, skirt, dress, or shorts). *Please be mindful of the length of shorts, dresses, and skirts.*
- Leggings or tights may be worn under a skirt or dress if they are black or a uniform color.
- *Please note: Sweatpants, jeans, or leggings when worn alone are not acceptable uniform bottoms.*

Tops:

- Solid-color, collared shirts (polo or button-down; short or long sleeve) in red, white, or navy blue.

Shoes:

- Soft-soled, closed-toe, closed-back shoes are required.
- Athletic shoes are acceptable in any color.

Jackets and Sweaters:

- Solid-color, red, white, or navy blue.
- *Please note: hoods and large logos are not acceptable uniform sweaters or jackets for indoor wear. No hooded sweatshirts indoors. No hats will be permitted for indoor wear.*

Lost and Found

Please put your child's name on everything that they bring to school. This includes lunch boxes, hats, gloves, coats, boots, shoes, school bags, etc. Parents are welcomed to check for missing items in the Lost and Found which is located in the adjoining space near the Front Desk. Lost items are held by SLLIS until scheduled Parent Conferences. Any items not claimed during Parent Conferences are donated to a nearby shelter.

Admission and Enrollment

SLLIS enrolls students in accordance with the provisions of Missouri Revised Statute 160.410, which requires enrollment of students residing in the City of St. Louis, as well as students who are eligible to attend schools in the City of St. Louis under an urban voluntary transfer program.

Enrollment in SLLIS for students eligible to attend schools in the City of St. Louis under an urban voluntary transfer program is subject to the rules and policies established by the Voluntary Interdistrict Choice Corporation ("VICC"). Beginning with enrollment for the 2019-2020 school year, and in accordance with VICC policies, only eligible students who are siblings of:

- Students currently enrolled in SLLIS or other charter schools; or
- Students participating in VICC as a county-to-city transfer student will be authorized to enroll as new students at SLLIS. Eligible students may continue to enroll through the 2023-2024 school year. Students who are currently enrolled or who enroll as eligible siblings of current students at SLLIS or other charter schools will be authorized to continue to attend SLLIS through grade 8, or the last grade level offered by SLLIS at the time.
- Children of current full-time staff members at SLLIS are eligible to enroll as students of SLLIS, even if the children are not otherwise eligible to attend SLLIS due to residency. These children will be eligible to attend SLLIS and considered to be "resident pupils" for as long as their parent

is a full-time employee of SLLIS. In other words, the child will become ineligible to attend SLLIS immediately upon the parent's separation from employment with SLLIS.

Enrollment in Kindergarten – 8th Grade

In addition to these requirements, and in accordance with Missouri Revised Statute 160.410.3, SLLIS restricts the enrollment of new students to specific grade levels. SLLIS elementary schools will only accept new student applications for kindergarten or first grade. New applicants to SLLIS schools are welcome in grades 2 and up for students who have attended a school during the last calendar year in which 50% or more of instruction is conducted in the target language of the school of application. Students who are native speakers of the target language of the school of application, or who live in a household where the primary language spoken is the target language of the school of application, may also be eligible for enrollment with SLLIS, though these applicant students may be subject to assessment of their language skills prior to enrollment.

Students enrolling in SLLIS for kindergarten must have reached the age of five (5) by October 1 of the year in which enrollment is sought.

Former SLLIS students are eligible to apply for re-enrollment at any grade level at the SLLIS school in which they were enrolled during the previous school year. The open enrollment period shall begin on October 1 of each school year.

Applicants must provide all required documents in order for their applications to be considered complete. Based on availability, SLLIS will make seat offers on a first come-first served basis to applicants who meet the enrollment criteria and submit all required application documentation.

Applicants must provide all required documents in order for their applications to be considered complete. Based on availability, SLLIS will make seat offers on a first come-first served basis to applicants who meet the enrollment criteria and submit all required application documentation.

Enrollment of Nonresident Tuition Students

After completion of the enrollment period for resident students and those otherwise entitled to attend SLLIS tuition-free, SLLIS will accept applications for tuition students on a space-available basis. The amount of tuition will be determined annually by the Board of Directors on or before July 1. The Board of Directors will set the deadline for applications for tuition students.

Following the application deadline, the Superintendent will analyze projected class size and grade-level cohort size. The Superintendent will identify the number of spaces available for tuition students by school and grade level in accordance with DESE's class size guidance.

In the event that SLLIS has more applications for a grade level than it has available spaces, a lottery process will be used to select students for enrollment. Priority in the enrollment process will be given to siblings of currently enrolled students.

The parents/guardians of students selected for participation in the tuition program will be notified in writing. The parents/guardians of tuition students must sign a Tuition Agreement, submit a deposit and provide acceptable assurance of payment as determined by the Superintendent.

In January of each school year, the parents/guardians of currently enrolled tuition students must return a signed Tuition Agreement and deposit for the following school year in order to guarantee placement the following year.

Other Enrollment Provisions for Kindergarten – 8th Grade

In addition to these requirements, and in accordance with Missouri Revised Statute 160.410.3, SLLIS restricts the enrollment of new students to specific grade levels. As part of the SLLIS enrollment process, an applicant will select The French Program, The Spanish Program or The Chinese Program.

For The Spanish Program and The Chinese Program, SLLIS will only accept new student applications for kindergarten or first grade. New applicants to SLLIS' Spanish Program or Chinese Program are welcome in grades two (2) and up if they have attended a school during the last calendar year in which 50% or more of instruction is conducted in the target language of the school of application.

For The French Program, SLLIS will accept new student applications for kindergarten through fifth (5th) grade. New applicants to SLLIS' French Program are welcome in grades 6, 7 and 8 if they have attended a school during the last calendar year in which 50% or more of instruction is conducted in the target language of the school of application.

For all SLLIS programs, students who are native speakers of the target language of the program of application, or who live in a household where the primary language spoken is the target language of the program of application, may also be eligible for enrollment with SLLIS, though these applicant students may be subject to assessment of their language skills prior to enrollment. Students enrolling in SLLIS for kindergarten must have reached the age of five (5) by October 1 of the year in which enrollment is sought.

Former SLLIS students are eligible to apply for re-enrollment at any grade level at the SLLIS program in which they were enrolled during the previous school year.

Enrollment in PreKindergarten

Students enrolling in SLLIS for prekindergarten must have reached the age of three (3) by August 1 of the year in which enrollment in prekindergarten 3 is sought, and the age of four (4) by August 1 of the year in which enrollment in prekindergarten 4 is sought.

The Board will set a PreKindergarten Application Deadline and PreKindergarten Tuition Rate each year. Following the Application Deadline, if the number of students seeking enrollment exceeds the number of available seats available, admission shall be determined by lottery. Information regarding the date, time, and location of the lottery will be available at the time the Application Deadline is published, and updates, if any, will be posted on SLLIS' website. Priority for enrollment in the prekindergarten program will be as follows:

Tuition-Free Seats

To be eligible for a tuition-free seat in the pre-kindergarten program, the student must be eligible for free and reduced lunch and must not be served in an early childhood special education program. Priority in enrollment will be given to siblings of students enrolled at SLLIS.

Tuition Seats

Once the tuition-free seats are filled, students will be selected to fill the seats for which tuition will be charged at the PreKindergarten level.

When the lottery date has passed, SLLIS will continue to fill any available Pre-K seats on a first come, first served basis.

Special Programs

Homeless Students

St. Louis Language Immersion School recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Therefore, the St. Louis Language Immersion School, in accordance with state and federal law (Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act) and the Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children in the LEA have access to free, appropriate public education.

Definitions:

A "homeless child" or "homeless youth" is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes—
 - a. i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar

- reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- b. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- c. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- d. migratory children or youths who qualify as homeless because they are living in circumstances described in subdivisions (i) to (iii) above.

The first category may include some individuals who have moved in with others. Consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

Enrollment/Placement of Homeless Students

If a child is identified as homeless, SLLIS personnel will confer with the student's parent/guardian regarding what is in the best interest of the child for choice of school placement. In compliance with state and federal law, homeless children may be exempt from providing proof of residency if they are unable to provide information on where they reside. If prior school records are unattainable, testing will be administered within a reasonable time to ensure appropriate academic placement.

Coordinator for Homeless Students

The SLLIS Board appoints the Homeless Coordinator.

The homeless coordinator will “ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, substance abuse, and other appropriate services.”

The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

The homeless coordinator will “ensure that homeless children youths are identified by school personnel through outreach and coordination activities with other entities and agencies; homeless children and youths are enrolled in, and have full and equal opportunity to succeed in, schools of that LEA; homeless families and homeless children and youths have access to and

receive educational services for which such families, children, and youths are eligible, and referrals to health care services, dental services, mental health and substance abuse service, housing services, and other appropriate services; public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths; the parent or guardian or a homeless child or youth, and any accompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school; school personnel receive professional development and other support; and unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv)."

The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

Complaint Resolution

While the dispute process is ongoing, the student in question must be enrolled and allowed to fully participate in school activities as well as receive transportation, if requested, to the school in which the parents/guardians or unaccompanied youth seeks enrollment.

Level I - A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the LEA's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge state. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Superintendent or his/her designee of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent or his/her designee by filing a written appeal package. This package shall consist of the complainants' grievance and the decisions rendered at Level I. The Superintendent or his/her designee will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent or his/her designee shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent or his/her designee to the Board requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For LEA purposes, the decision of the Board is final.

Level IV - If the complainant is dissatisfied with the action taken by the Governing Board of the LEA, a written notice stating the reasons for the dissatisfaction may be filed with the state director of special federal instructional programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his or her findings within thirty (30) days to the LEA and the complainant. If the findings support the action taken by the LEA, such action will be confirmed. If the findings support the allegations of the complainant, the LEA will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education. Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

Migrant Students

SLLIS is committed to the identification, needs assessment and enrollment of migrant students living within the communities to which it provides educational services.

Identification

For purposes of Board policies and regulation, a child is a “migratory child” and is eligible for the Migrant Education Program (MEP) if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and

5. The child has moved from one LEA to another.

Potential migrant students will be identified through a question on the school enrollment form. If it is indicated that a potential migrant student is enrolling, the district will have the family complete the DESE-approved Parent Questionnaire. This questionnaire is then sent to the State Migrant Education Director along with notification of a potential migrant student for assistance with the identification of the student.

Services

If a migrant student is identified by the MELL office, the school will be responsible to:

- assess the educational, health, and social needs of the identified student and develop objectives to address those needs so that migrant children meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet;
- provide advocacy to allow children and families to gain access to health, nutrition and social services;
- review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them;
- provide professional development activities for teachers to improve the quality of education for migrant children; and,
- provide opportunities for participation of migrant parents in the educational activities of their children

SLLIS personnel including receptionists, teachers and administrators will be advised of the presence of eligible migrant students in their assigned school to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of SLLIS's complaint resolution procedure for homeless students.

Individualized Learning and Support

SLLIS promotes student success through collaborative teamwork that enables each student to learn at their full potential. This process, referred to as Student Success Team (SST), uses information gathered through classroom observation and assessments to determine how our staff can work toward meeting each individual child's needs. The SST process provides multi-tiered levels of support around academic, behavioral, and social emotional goals. Parents who think that their child may need individualized learning support should reach out to their classroom teacher or the Special Programs Director for assistance.

From time to time the Student Success Team may identify students who would benefit from working with specialized instructional support team members. Students will work with specialized staff during short periods of time to receive ongoing interventions and social and emotional support with consent from parent(s).

Child Find

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, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The St. Louis Language Immersion School assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The St. Louis Language Immersion School 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 the Missouri First Steps program.

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

The St. Louis Language Immersion School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances

that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at St. Louis Language Immersion Schools 1881 Pine St. Louis, Missouri 63103 between the hours of 8:00 am and 4:00 pm Monday-Friday or www.sllis.org website.

This notice will be provided in native languages as appropriate.

Foster Care Dispute Resolution Policy

Definitions

- **BEST INTEREST DECISION MAKING:** Using child-centered criteria for determining which educational setting is best for a particular child or youth. Decisions should be made on a case-by-case basis. The cost of transportation should not be considered.
- **DEPARTMENT OF SOCIAL SERVICES (DSS):** A department within Missouri government that oversees Missouri Children's Division
- **DEPARTMENT OF SECONDARY AND ELEMENTARY EDUCATION (DESE):** The state agency with primary responsibility for elementary and secondary education
- **EDUCATIONAL DECISION-MAKER:** Child's placement provider unless noted otherwise
- **FAMILY SUPPORT TEAM:** Comprised of the parent(s), legal counsel for the parent(s), placement provider, Children's Division (or contracted case management agency assigned to the case), guardian ad litem, volunteer advocate for the child, and/or other individuals as appropriate or needed
- **FOSTER CARE:** 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a))
- **LOCAL EDUCATIONAL AGENCY (LEA):** Public elementary and secondary school districts and other elementary and secondary schools operated at public expense and under a publicly appointed or elected board.
- **MISSOURI CHILDREN'S DIVISION (CD):** The state agency that retains the legal custody of children who are in alternative care. This agency is under the Department of Social Services (DSS)
- **PARENT:** Legal, putative, and/or biological parent to the child

- **SCHOOL OF ORIGIN:** The school of origin is the school in which a child is enrolled at the time of placement in foster care. An SEA and its LEAs must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change
- **SCHOOL OF RESIDENCY:** Student resides and is domiciled within the district with a parent, military guardian or court-ordered legal guardian
- **STATE EDUCATIONAL AGENCY (SEA):** The state agency with primary responsibility for elementary and secondary education in a state (in Missouri, the Department of Elementary and Secondary Education).

Overview

In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the following process must be used:

1. Level I of the appeal is to the Superintendent or Designee;
2. If the dispute is unresolved at the first level, the final appeal (Level II) is to the Department of Elementary and Secondary Education (DESE).

If a dispute arises over the Best Interest Determination, the child or youth shall remain in his or her school of origin, while the dispute is being resolved, to minimize disruptions and reduce the number of moves between schools.

The LEA must collaborate with Children's Division and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DESE.

Disputes may only be filed by the educational decision-maker or parent. The two parties may not use the school district dispute resolution process to resolve disagreements amongst themselves.

The Dispute Resolution Process

If the educational decision-maker or parent disagrees with the Best Interest Determination (BID), the LEA shall inform them in a language and format understandable, of their right to appeal the BID. They shall also be provided the following

1. The contact information for the LEA foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to dispute the BID (Level I procedure).
4. A statement ensuring the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution.
5. Timelines for resolutions of the dispute at each level.
6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory.

LEVEL I: LEA Superintendent or Designee

1. Initiating the Level I Dispute

To dispute a decision related to BID for a child in foster care, an educational decision-maker or parent must request a dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment. The submission of the appeal letter by email or delivered to a building in the BID district initiates the dispute. If submitted by email, the subject "Foster Care Appeal" should be in the subject line. The appeal letter must include the requestor's name and contact information.

The educational decision-maker or parent must submit the appeal letter within ten (10) days of receiving from the LEA written notice of the right to dispute the decision. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately.

Students attending their school of origin during the dispute process will be entitled to receive transportation. Transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.

2. LEA Decision

The superintendent or superintendent's designee will arrange for a personal conference to be held with the educational decision-maker or parent, the student (if appropriate), and the child's case manager or point of contact. The superintendent must have all documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of the LEA's receipt of the appeal letter and will take place as expeditiously as possible.

Within five (5) days of the conference, the superintendent or superintendent's designee will inform the educational decision-maker or parent and all parties who attended the conference with the superintendent of the decision in writing, using the contact information provided in the appeal letter.

The written decision provided to the educational decision-maker must include:

1. A copy of the complete Level I appeal packet.
2. The decision rendered at Level I by the superintendent or designee and an explanation of the decision.
3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact.

*Please make sure all documentation is dated.

If the educational decision-maker or parent disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker or parent shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA.

Level II: SEA

1. Initiating the Level II Dispute

If the student's educational decision-maker or parent disagrees with the decision rendered by the LEA's superintendent at Level I, he/she may appeal the decision to the SEA point of contact. To appeal to Level II, an educational decision-maker or parent must request an appeal in writing by submitting a dated appeal letter, which must include:

- The school in which enrollment is sought and the basis for seeking enrollment in that school.
- The name and contact information (phone, email, and mailing address) for the educational decision-maker or parent.
- Best Interest Determination meeting notes and reports.
- A copy of the previous appeal letter submitted by the educational decision-maker or parent.
- A copy of the decision rendered by the LEA at Level I.

The letter must be submitted in writing to the SEA foster care point of contact, with the subject "Foster Child Appeal". The letter must also be submitted to the LEA superintendent via email or delivered to any building in the LEA's district, to the attention of the superintendent. The appeal letter must be submitted to both the SEA and LEA superintendent within five (5) days of receiving the Level I appeal decision from the LEA.

The LEA has an additional five (5) days, from its receipt of the educational decision-maker or parent's appeal, to submit its response to the appeal letter to the SEA foster care point of contact, via email with the subject "Foster Child Appeal". Documents submitted by either party after the applicable deadlines will not be considered.

The student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the dispute process. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies.

2. SEA Decision

The Level II decision will be made by a three-person panel including the SEA foster care point of contact, another SEA staff member, and a representative of the state child welfare agency. The panel shall make a final decision within thirty (30) days of receipt of the dispute.

****Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.**

The SEA foster care point of contact will forward the final written decision to the educational decision maker or parent and the LEA superintendent. The written decision must include:

1. A copy of the complete Level II packet.
2. The decision rendered at Level II and an explanation of that decision.

The LEA must implement the SEA's decision in full, immediately. The SEA shall maintain a record of all disputes related to children in foster care. For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Documented patterns of excessive disputes to the SEA from particular LEAs and/or local child welfare agencies will be reviewed by the SEA and State child welfare agency and appropriate measures will be taken to ensure compliance by both agencies. All parties are encouraged to seek assistance from the Foster Care Point of Contact at the State Educational Agency (SEA) and the Education Coordinator at the State Child Welfare Agency (or similar personnel) prior to any dispute.

504 Public Notice

The St. Louis Language Immersion School, as a recipient of federal financial assistance from the United States Department of Education and operates a public elementary or secondary education program and/or activity, is required to undertake to identify and locate every qualified person residing in the District who is not receiving a public education; and take appropriate steps to notify disabled persons and their parents or guardians of the District's duty.

The St. Louis Language Immersion School assures that it will provide a free appropriate public education (FAPE) to each qualified disabled person in the District's jurisdiction regardless of the nature or severity of the person's disability. For purposes of Section 504 of the Rehabilitation Act of 1973, the provision of an appropriate education is the provision of regular or special and related aids and services that (i) are designed to meet individual educational needs of disabled persons as adequately as the needs of nondisabled persons are met, and (ii) are based on adherence to procedures that satisfy the requirements of the 504 federal regulations.

St. Louis Language Immersion School has developed a 504 Procedures Manual for the implementation of federal regulations for Section 504 of the Rehabilitation Act, Subpart D. This Procedures Manual may be reviewed online.

This notice will be provided in native languages as appropriate.

Assessments Policy

SLLIS administers school-wide assessments in English (L1) up to three times per year in all grades. We assess students in Early Literacy, Reading, and Math three times per year using the Renaissance Star Assessments.

“Star Assessments are computer-adaptive tests (CATs) for pre-K—12 students that measure reading, math, and early literacy skills” (Renaissance Learning, Inc., 2022).

SLLIS will use the data from Star Assessments to “...answer essential questions...about your child’s learning needs and to improve academic outcomes for all students” (Renaissance Learning, Inc., 2022). Star Assessments are norm-referenced tests used by schools throughout the United States.

Students in grades 3-8 will take the ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL). The AAPPL is a web-based proficiency and performance assessment of K-12 standards-based language learning. It assesses tasks across the three modes of communication as defined by the World-Readiness Standards for Learning Languages.

Students in grades K-2 will be assessed by their language teachers.

All students will be required to take the Missouri Assessment Program (MAP) beginning in third grade in all subjects as required by the Department of Elementary and Secondary Education. Students and parents may not “opt-out” of this assessment. SLLIS, like all Missouri schools, is required to assess at least 95% of their students and subgroups on the assessments required by the MAP. Zero APR points will be awarded to a content area for the aggregate or subgroup(s) for which the rate falls below 95%. All SLLIS students enrolled in grades 3-8 are required to participate in the MAP Grade Level assessments unless they meet the following exclusion criteria.

MAP-Alternate (MAP-A) Exclusion

Some students with severe cognitive disabilities are not able to take the standard grade-level or EOC content area assessments. If the student’s Individualized Education Plan (IEP) team determines the student is unable to participate in the standard assessment, the student takes a MAP-A assessment. LEAs are required to assess all students who qualify for the MAP-A assessment on the corresponding MAP-A test; unless an alternate, assessment is not yet available. There is no cap on the number of students who may participate in the MAP-A test. However, there is a 1% cap on proficient or advanced scores earned from the MAP-A which may be used in the LEA’s accountability determinations.

English Language Learners (ELL) Exclusion

English Language Learners who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English Language Arts portion of the MAP assessment, but will be required to take the Math portion; these students will participate in the state's ELL performance assessment (ACCESS). All ELLs in their second year of U.S. schooling and beyond must participate in the appropriate mathematics, English language arts, and science MAP assessments in addition to ACCESS. Exceptions to the ELP assessment requirement will be made only where accommodations for ELs with disabilities are not available for a particular test.

Promotion / Retention

Students will be promoted annually from grade to grade when the school's professional staff indicate it is in the best educational interest of the student involved. The final decision to promote or retain a student rests with the school administration.

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parent input will be solicited in determining grade placement. Parents/Guardians will receive a request to attend a meeting regarding the possible retention. However, any final decision to retain will rest with the school administration.

Student Records

Student Educational Records

A cumulative educational record shall be maintained for each student from his entrance into school through the last date of attendance or through graduation, whichever occurs first. The term "educational record" includes student health records.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

SLLIS will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

All information contained in a student's educational record, except information designated as directory information by SLLIS, shall be confidential and shall be accessible only to school officials who demonstrate a legitimate educational

interest in the student's records and to parents/guardians or eligible students, except as otherwise authorized by law.

The parent/guardian of students who are attending or have attended SLLIS have the right to inspect and review the educational records of their student. However, if any material or document in the education record of the student includes information on more than one student, the parent/guardian shall have the right to inspect and review only the part of such material or document that relates to their student or to be informed of the specific information regarding their student that is contained in the document or material.

Parents or guardians who wish to review the education records of their students should contact the Principal regarding their request. SLLIS shall make the education records of their students available to the parents/guardians within a reasonable period of time, but must provide them within forty-five (45) days after the request is made. Parents/guardians who believe that information contained in the student's educational record is incorrect may speak with the Principal regarding correction of the information.

All information contained in a student's educational record, except information designated as directory information by SLLIS, shall be confidential. In addition, parents/guardians and students have a right to expect that student health information will be kept confidential. Student educational records shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

In addition, the school official or his/her assistants who are responsible for the custody of the records and those parties authorized to audit the record-keeping procedures of SLLIS may inspect the records relating to each student without the consent of the parent/guardian or eligible student.

SLLIS will comply with the mandates of the Missouri Safe Schools Act, House Bills Nos. 1301 and 1298, as well as the Family Educational and Privacy Act, regarding confidentiality of student records and disclosure of personally identifiable information.

In appropriate circumstances, SLLIS administrators may disclose student education records to law enforcement and/or juvenile authorities where necessary to serve students prior to adjudication. Officials to whom such education records are disclosed are required to comply with federal law governing students' educational records.

SLLIS designates the following items as directory information:

General Directory Information – The following information SLLIS maintains about a student may be disclosed by SLLIS without first obtaining written consent from a parent or eligible student:

Student's name; parents' names; grade level; enrollment status; participation in school-sponsored or school-recognized activities; dates of attendance; honors and awards received; artwork or course work displayed by the school; schools or school districts previously attended; and photographs, videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

Limited Directory Information – In addition to general directory information, the following information SLLIS maintains about a student may be disclosed to:

parent groups or booster clubs that are recognized by the Board and are created solely to work with SLLIS, its staff, students and parents and to raise funds for school activities; parents of other students enrolled in SLLIS; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

Communicable Diseases

The Board of St. Louis Language Immersion School understands its responsibility to take care that no individual has potentially harmful exposure to infection or diseases. The Board also recognizes its obligation to protect individual privacy, educate all students regardless of medical condition, and treat students and employees in a non-discriminatory manner.

No student shall be denied access to nor shall an otherwise qualified individual be denied employment in the educational programs of SLLIS solely because he/she is infected with a communicable disease.

In accordance with law, students cannot attend school without providing satisfactory evidence of immunization, unless they are exempted from immunization.

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

SLLIS expects all staff to routinely employ universal precautions to prevent exposure to disease-causing organisms, including precautions to be taken in handling bodily fluids and blood whenever necessary. SLLIS will provide the

necessary equipment and supplies to implement universal precautions for handling bodily fluids and blood.

Students or employees with communicable diseases that pose a risk of transmission in school or at school activities will be managed as required by law and in accordance with guidelines provided by the Department of Health and Senior Services (DHSS) and local county or city health departments. Such management may include, but is not limited to, exclusion from school or reassignment as needed for the health and safety of students and staff.

Parental Involvement

Back to School Block Party

The annual SLLIS Back to School Block Party is held in August prior to the first day of school. SLLIS families will be offered the opportunity to visit the facility, meet SLLIS leadership and staff, meet their student's teacher, and prepare for the year.

Parent-Teacher Conferences

Parent-teacher conferences are designed for teachers to discuss with parents information about their child's progress, strengths, and areas where improvement is needed. Parent Conferences are held twice a year. Additional conferences may be arranged as needed by teachers or requested by parents.

Parent-School Communication

Parents and teachers working as partners can help children succeed in school. One way we can all help is to keep the bond between school and home healthy and our communication open and respectful. This is important to the success of all students. Parents can assist us by keeping their child's teacher informed about issues that may impact their child's success in school. If you have a question, concern or problem with your child's education, begin by calling your child's teacher or requesting a conference to meet in person. If you need more general information about school-related issues or have a concern beyond the classroom, please contact the Principal or Assistant Principal. If you feel that you are not receiving a satisfactory response, please call the Superintendent at 314-533-0975, ext. 2229.

If you have a question, concern or need information about general school operations or facilities, call 314-533-0975.

Website and App

Our website at www.sllis.org is an additional communications resource. Download our free app at iTunes Store or Google Play for mobile-friendly content. Search for "SLLIS".

Privacy Policy for SLLIS Website and App

St. Louis Language Immersion School uses its best efforts to respect the privacy of its online visitors.

SLLIS may use “cookie” technology (a tiny element of data that is sent to your browser, which may then be stored on your hard drive so we can recognize you when you return) to obtain non-personal information from our online visitors in order to improve their online experience. For example, the school tracks the number of new and repeat visitors to our sites.

The school gathers personally identifiable information when voluntarily submitted by a visitor to our website. SLLIS does not rent, sell or share this information. If requested, the school will provide this information to a government agency.

SLLIS reserves the right to change this policy at any time.

Communications

Parent Concerns

Parents are encouraged to maintain open communication with their child’s teacher and the Principal and Assistant Principal. All administrators encourage parents to speak with them directly about any concerns. The nature of the school day is that administrators are not typically available for spontaneous meetings, however brief, but that with some notice we can give you undivided attention. If you feel you have a concern that has not been resolved successfully with your child’s administrators, please contact the Superintendent.

Apptegy/Thrillshare Notifications

SLLIS uses this automated service to send urgent reminders and emergency messages to families. The emergency messages are for school closings due to weather and transportation delays. We use the primary emergency phone contact information in your file, so it is vital that you keep your numbers updated to be reached during an emergency. If you have signed up for text alerts, you may also receive a text. If your email is on file, we may also contact you via email.

To update your contact information at any time, please complete the form at <https://forms.gle/vB8HXUCMdxyH8fZ67>.

Email

You will receive emails from SLLIS at the email address on file. Please make sure to review your emails on a regular basis. SLLIS is committed to ensuring

that all families receive appropriate communication and will always send hard copies of any email communications in Wednesday Folders each week.

Social Media

All SLLIS-sponsored or authorized websites are created by or in cooperation with the SLLIS administration. SLLIS uses two sites, on Facebook and Twitter, to announce events and send reminders about activities.

Facebook: <https://www.facebook.com/StLouisLanguageImmersionSchool>

Instagram: https://www.instagram.com/stl_language_immersion_school/

Twitter: @STLGlobalKids

Please note that SLLIS staff do not actively follow or monitor content posted on any other social media pages/websites other than the three aforementioned official accounts.

In the event of any conflict, disagreement or misunderstanding between SLLIS staff, parents or any other SLLIS affiliate, please contact the other person or people involved directly, and not through SLLIS social media sites.

Any concerns should be brought to the attention of the administration or Superintendent.

Social Media Commenting Policy

SLLIS aims to promote a friendly and informative online experience for its SLLIS-managed social media pages (Facebook and Twitter). To foster an environment where all members feel safe and respected, we reserve the right to block members or remove comments that violate our Commenting Policy.

Any content or comments that contain the following will be removed from our page:

- Profane, defamatory, offensive or violent language
- Attacks on specific groups or any comments meant to harass, threaten or abuse an individual, including our faculty, staff or students
- Hateful or discriminatory comments regarding race, ethnicity, religion, gender, disability, sexual orientation or political beliefs
- Links or comments containing sexually explicit content material
- Discussion of illegal activity
- Spam, link baiting or files containing viruses that could damage the operation of other people's computers or mobile devices
- Content that relates to confidential or proprietary business information
- Content determined to be inappropriate, in poor taste, or otherwise contrary to the purposes of the forum

We are committed to proactively monitor our social media pages and uphold these rules and standards.

Civility Code

The partnership with parents creates an important symbiosis of expectations. We expect our faculty to treat families as experts about their own children, experts who have something crucial to contribute in our work with the student, just as we expect parents to treat our faculty as professionals who know their content areas and how to best guide students in their learning.

SLLIS works very hard to create an environment where our values permeate all interactions. Therefore, the school requires that all communications with parents be civil and in a loving manner. The school 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, if 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.

SLLIS 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 would like to speak. The school also reserves the right to require parents who have violated the civility code to either meet off-campus at an agreed-upon location and/or to hold the meeting on campus 30 minutes after school ends. The civility code and these procedures are in place to ensure the safety of all students and staff and to maintain a calm, productive, positive learning environment for all students.

Administrative Newsletters

SLLIS Leadership will send regular newsletters home via email.

Field Trips

Permission Slips

Parents/Guardians must sign permission slips for their children to participate in a student trip. The permission slip must inform the parent/guardian the day of the trip, trip location, cost of the trip, and must allow the parent/guardian to inform the staff of any individual needs. The parent/guardian must also provide an emergency phone number. Parents have the right to decline the participation of their student(s) in any field trip.

Criteria for Student Participation in a Trip

The language programs may set criteria for student participation in a trip. If a language program chooses to do so, parents and students should be notified in writing that failure to meet the criteria may result in the loss of student travel privileges. Parents/Guardians may appeal the decision to deny a student's participation to the Superintendent/Designee, who shall make the final determination. In developing criteria, schools may NOT refuse to allow a student to participate in a trip based solely on his or her disability and the need to accommodate the disability. Only enrolled students are eligible to participate in a student trip. Students are subject to the Student Code of Conduct while participating in a student trip.

Student Travel FAQ

- All travel must be education related.
- All chaperones (and volunteers) are required to complete a Missouri State Highway Patrol / Missouri Department of Social Services Request for Child Abuse or Neglect form.
- No student is permitted to participate in a trip when that student is scheduled to take a standardized test.
- Under no circumstances are students allowed to use sailboats, rowboats, canoes or other recreational boats; this prohibition does not apply to student transport on U.S. Coast Guard approved commercial boat charters.
- The Superintendent retains the right to rescind approval of trips when circumstances may jeopardize the safety of students and chaperones.
- For school-sponsored travel, a minimum of two SLLIS employees (e.g., teacher and intern) must serve as chaperones for under 10 students. Beyond that, there must be a 1:10 teacher/parent-to-student ratio, meaning that if 22 students attend, two SLLIS staff and an additional teacher or parent must serve as chaperones. If 31 students attend, two SLLIS staff and two other chaperones (teacher or parent) must serve as chaperones.
- No monies should be collected or paid prior to obtaining trip approval from an administrator.
- Student travel buses will accommodate students and teachers first. Parents serving as chaperones will only be allowed to travel on the student travel school buses if there is any additional space that does not exceed the bus capacity. Parent chaperones may not bring other individuals with them on the trip. If there is not additional space, we kindly request that parent chaperones car pool together to the designated field trip site.

Computer Usage

Students are expected to use computers and mobile devices as instructed by the teacher or administrator to complete assigned tasks or other activities

specifically assigned by the teacher. Use of passwords or other user names other than one's own is strictly prohibited and will result in the loss of privileges. Students and parents are required to sign an electronic network user agreement which outlines student privileges for the Internet.

Cell Phone Usage

Students may bring cell phones to school; however, they must remain turned off and may not be used in the school building during the school day unless under the direction of a teacher or administrator. Exceptions to this rule include if the phone is included in a student's Individual Education Program or if the phone is needed in an emergency that threatens the safety of students, staff, or other individuals. If a student needs to call a parent or guardian, he or she may do so in the main office with the permission of school staff. Failure to adhere to these guidelines may result in the phone being taken away from the student until a parent/guardian comes to the school to retrieve it. Further violations of this policy may result in additional consequences. SLLIS is not responsible for any lost or damaged cell phone devices.

Electronic Communications / Internet

Computers, computer files, the sllis.org email system, and software furnished to students are property of SLLIS, intended for school use. Any software loaded on SLLIS computers must have appropriate licenses. Students do not have an expectation of privacy with regard to school computers, email usage, equipment or furnishings.

Without prior notice, SLLIS reserves the right to monitor, review and conduct a search of any SLLIS equipment or personal equipment used in the scope of school business, including but not limited to computer equipment or files, personal computers, and email.

SLLIS Acceptable Use of Technology Agreement

Purpose of Technology Use

Computers and tablets are used to support learning and enhance instruction. Scholars will have access to and use computers in their regular classrooms. However, all of these computer privileges depend on a scholar's ability to use the technology in a responsible, efficient, ethical, and legal manner. A scholar may not:

- Use the Internet for any illegal purpose including Internet use which violates a copyright;
- Use the internet to stream, download, or play music, unapproved videos, or other media content
- Use any social networking site (Facebook, Instagram, Vine, Twitter, etc.);
- Use profane, obscene, impolite or abusive language or view pornographic material;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Engage in computer activity that inappropriately uses an amount of the school's bandwidth greater than the amount needed to complete typical classroom assignments;
- Share his/her password with anyone except adults at the school; or
- Use the computer in violation of the Technology Usage Agreement.

By signing this document, students and parents agree to abide by the acceptable use policies included here. Unacceptable use of the Internet will result in immediate loss of access privileges.

Safety and Acceptable Use of the Internet by Scholars, Staff, and Educators Policy

BACKGROUND: As the use of telecommunication networks by scholars and educators increases, there is a need to clarify acceptable use and safety of those networks and to include federal regulations from the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA).

CONTENTS: This policy includes regulations for the safety and use of the Internet. It addresses acceptable use, privileges, accountability and responsibility, network etiquette, security, safety, and vandalism.

PURPOSE: This policy includes the new federal regulations regarding issues of child safety and acceptable use of the Internet. This policy establishes criteria for the safety and acceptable use of the Internet by scholars, educators, and school personnel at St. Louis Language Immersion School (hereby referred to as SLLIS).

SCOPE: The Internet is an electronic highway connecting millions of computers all over the world and millions of individual subscribers. Access to the Internet will provide scholars and educators with electronic mail, information access and sharing.

With connections to computers and people all over the world also comes the availability of material that may not be considered appropriate or have educational value. On a global network, it is impossible to restrict access to all

controversial materials. It is the responsibility of the scholar, parent, teacher and administrator to ensure that access to telecommunication networks, computers and the Internet provided by the school is not abused.

ACCEPTABLE USE: Access to the Internet for SLLIS is provided for the sole purpose of academic achievement. The use of the Internet must be in support of education and consistent with the educational objectives of SLLIS.

Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities, privacy, and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

PRIVILEGES: The use of the Internet as part of an educational program is a privilege and inappropriate or unauthorized use or safety violations could result in loss or suspension of that privilege. By signing this handbook, students and parents agree to abide by the acceptable use policies included here. The system administrators and/or local teachers may deny user access at any time. Additionally, SLLIS may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

ACCOUNTABILITY AND RESPONSIBILITY: The use of telecommunications and/or access to the Internet is an extension of the educator's responsibility in his/her classroom. Therefore, it is the educator's responsibility to ensure classroom activities that utilize Internet-related technologies focus on appropriate and specific learning goals and objectives. All scholar use of Internet-related applications must be authorized by the educator. Specific examples of unauthorized use include, but are not limited to:

- Creating, storing, sending, or viewing pornographic material.
- Downloading, uploading and/or executing viruses.
- Corrupting, destroying, deleting, or manipulating system data with malicious intent.
- "Hacking" or any other unlawful online activities.
- Disclosing, using, or disseminating personal information regarding minors.

Content

Content should be appropriate, in good taste, and not harmful to any individual or group.

Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Messages related to or in support of illegal activities may be reported to the authorities.
- When using school electronic resources, including email, there is no expectation of privacy.

Privacy

It is expected that scholars and staff must respect and protect the privacy of others by:

- Only using assigned accounts
- Only viewing/using data or networks for which you are authorized
- Refrain from distributing private information about others or yourself

A scholar does not have a legal expectation of privacy in the scholar's electronic communications or other activities involving SLLIS's electronic resources. The School Leader or designee may examine all information stored on SLLIS's electronic resources at any time. Electronic communications, all data stored on SLLIS's technology resources, and downloaded material, including files deleted from a scholar's account, may be intercepted, accessed or searched by the School Leader or designee at any time. All SLLIS technology resources are school property.

SECURITY: Users who identify a security problem on the system must notify a system administrator. Users must not use another individual's account or give their passwords to others.

VANDALISM: Vandalism will result in revocation of user privileges and consequences. Vandalism is defined as any attempt to harm or destroy data or any connections that are part of the Internet. This includes, but is not limited to, uploading, downloading or creating computer viruses.

Safety

Safety measures must be enforced to carry out policies at the school to implement the intent of CIPA and COPPA guidelines. SLLIS will organize technical protection through the use of filtering measures to guard against visual depictions that are (1) obscene; (2) child pornography; or (3) other materials deemed to be "inappropriate for minors."

Schools must enforce the use of the filtering or electronic technical protection measures during any use of the computers to access the Internet.

Parent and Guardian Responsibilities

For your child's safety, we strongly recommend that you monitor your children's at-home access to the Internet. We also request that you instruct them not to

use their SLLIS owned computing hardware or home computers/other electronic devices to transmit material that is inappropriate or offensive, particularly to schoolmates or staff members.

We have installed filtering software across all school levels. However, no filtering software is 100% foolproof. There remains the possibility, however slim, that despite these safeguards, your scholar may be able to see material that you and/or school officials might find inappropriate. Your signature on the agreement indicates that you are aware of this possibility.

Thank you for your cooperation in helping us to ensure that all of our students make use of our computer resources in a safe and responsible manner.

If at any point there is damage, loss, or theft of a Chromebook please contact the school immediately. All reports will be investigated and addressed on a case-by-case basis and may result in a \$50 damage fee.

Photo and Video Release

During the school year, children are occasionally photographed and filmed for District community relations. The photos and videos may be shared with the local newspapers, displayed in school, posted on the District's website or social media pages, broadcast on cable television, shown in classrooms or at school-sponsored events. The photos and videos are not used for commercial purposes and students are not identified by name unless it is for special recognition. Parents will be asked to sign a Media Release Consent Form.

Personal Property

Students should not bring valuable personal belongings to school. The school cannot be responsible for valuable items such as (but not limited to) electronic devices, bicycles, expensive jewelry, and money. Any electronic items used inappropriately in the school building may be confiscated and will be sent to the office at which time disciplinary consequences may be assigned. A parent may then be required to come to the school office to retrieve the item. Any bicycles left on SLLIS premises are done so at your own risk. SLLIS does not accept liability for loss or damage to any personal property.

Articles Prohibited At School

Students in possession of any of the following items are subject to suspension and/or expulsion: laser pointers, aerosol sprays, drugs, "look alike" drugs, alcohol, knives, pepper spray, mace, fireworks (including pops, poppers, fun snaps), lighters, cigarettes, e-cigarettes, or any object which may be defined as

a weapon or any inappropriate materials that may disrupt or distract from the educational environment or a positive school climate. Facsimiles of weapons are also prohibited.

Locker Search Access

Lockers and other SLLIS-owned storage spaces may be used by students for the storage of personal belongings, but remain at all times under control of SLLIS. Such spaces may be inspected periodically and at any time without notice, student consent, or a search warrant. Inspections may only be conducted by two of the following: a District Administrator or their designee. Any items seized during an inspection will be safeguarded to the extent that a district administrator or designee conducting the search finds prohibited items, they will be confiscated and appropriate authorities will be notified based on the circumstances. Students are expected to assume full responsibility for the security of belongings placed within lockers or other SLLIS-owned storage spaces.

Each student in the Middle School Program will have an individual locker with its own combination. Students are responsible for their locker. No locker assignment changes are to be made by students. No one is to share his or her combination or locker with another student. Lockers and desks are school property and subject to periodic inspection. Anything of value should not be brought to school.

Video Surveillance

Video cameras are installed on our contracted school buses to provide increased safety and security. Security cameras are also installed in some hallways and exterior areas at the campuses. If any disciplinary actions are captured on camera, the tapes may be used for internal review practices only.

Smoking

In the interests of the health, safety and comfort of employees and students, SLLIS operates a no-smoking policy. Smoking and the use of tobacco products is not permitted at any time in SLLIS buildings, on SLLIS grounds, or at school-sponsored events.

Student Confidentiality

SLLIS complies with the mandates of the federal U.S. Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

Student Success Plan

Philosophy

The role of the St. Louis Language Immersion Schools (SLLIS) staff is to ensure all students learn in a safe, respectful, effective, nurturing environment. The purpose of our Student Success Plan is to provide opportunities for students to develop empathy, learn and practice self-regulation skills, and apply pro-social behaviors.

Commitments

1. We believe positive relationships with students and families are essential in establishing an environment of trust.
2. Practices that support students' behavioral success must include proactive and preventative practices, as well as reflective, responsive, and restorative techniques.
3. Expected behaviors must be taught, reinforced, and addressed consistently, while remaining respectful of each child's needs and developmental level.
4. Because student behavioral success is directly related to learning, we believe all staff must be equipped to address student behavior in a positive, holistic manner.
5. Ongoing professional development is essential for SLLIS staff to be responsive to the individual needs of our learners and helps to provide behavioral learning in ways that teach and instill desired behaviors and life skills.
time any student is not included in the classroom.
6. Practices that remove students from the classroom, such as Office Referrals, Student Success Center, and Buddy Rooms, will be used to provide opportunities for students to reflect, restore relationships and/or make reparations for behaviors.
7. Out-of-school suspension (OSS) is limited to incidents posing a serious and credible threat to the safety of students and/or staff, including incidents where suspension is required by the Safe Schools Act.

Strategies

SLLIS will invest in our staff so they may utilize best practices to teach and address student behaviors. Student success planning begins with a schoolwide approach to identify expected behaviors. Individual behaviors must be addressed as patterns of behavior emerge.

Because of our belief in each child as a learner, we will use strategies such as:

1. Social-emotional learning in the classroom to teach and recognize positive behaviors.
2. Culturally Responsive instruction strategies so each child is included, accepted and respected.
3. Positive Behavior Interventions and Supports (PBIS) to teach, communicate, reinforce and re- teach expected behavior.
4. Restorative Practices to teach empathy and help students make amends to those they have harmed.
5. Trauma Informed Care to ensure we understand the function and motivation behind behavior.
6. De-escalation Intervention techniques to help students calm down as soon as behaviors begin to escalate.
7. Regular review of Discipline Data to track, analyze and problem solve around student behaviors, incidents and interventions.
8. Multi-disciplinary team problem solving to determine function of behaviors, establish individual plans, and match students with social/emotional supports necessary for success.

SLLIS administration will facilitate awareness training and discussions to ensure all staff are committed to this philosophy and behave in ways that ensure students are provided consistent expectations and positive supportive relationships with adults regardless of the environment.

Positive Behavior Intervention and Support

We believe in teaching our students to behave well on their own and to take responsibility for their actions. During the early elementary years this involves significant direct teaching of expected behaviors, consistent modeling, frequent reminders, acknowledgement and recognition of expected behaviors in all students.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective instructional and behavioral practices and interventions implemented consistently and with fidelity. SLLIS is

committed to creating a learning environment in which children experiencing academic and social difficulties receive the supports they need to learn and thrive.

SLLIS uses a Positive Behavior Interventions and Support (PBIS) framework for school-wide social-emotional-behavior learning and tiered supports for students who require intervention. PBIS is a research-based three-tiered model recognized as an evidence-based practice and supported by the state of Missouri and the federal Department of Education. Our PBIS systems help create a school-wide structured learning environment, efficient problem solving, and safer classrooms. PBIS is proven to significantly reduce the occurrence of problem behaviors in schools.

SLLIS Student Success Plan is supported by our PBIS systems. When problem behavior occurs, our grade level teams and building-level Student Success Team use social-emotional-behavior data to identify appropriate supports for the individual

student. If students do not respond to lower level supports, the intensity of the support increases. Most problem student behaviors either have an academic or social-emotional base. Properly addressing the root cause of behavior can prevent student failure later in life.

School-wide PBIS focuses on *Prevention*. The majority of students will behave appropriately at school when expectations are explicitly taught and recognized. All SLLIS teachers and staff members will teach, practice, review and frequently acknowledge our SLLIS school-wide behavior expectations:

SLLIS students are:

1. Respectful
2. Responsible
3. Safe

Explicit descriptions of what these expectations look like in various settings (e.g. hallways, restrooms, cafeteria, playground) in our school are taught, practiced and recognized with students regularly.

When students do not respond to teaching of the behavioral expectations, we will view it as an opportunity for re-teaching, not punishment. SLLIS administrators will consult with PBIS and other student support specialists

regularly to support teachers and students to extinguish inappropriate behaviors and encourage positive behaviors.

For more information on PBIS, please consults Missouri's Center for Schoolwide Positive Behavior Support at <http://pbissmissouri.org>.

Tier 1 Classroom Universals

The following classroom universals help teachers provide predictable, consistent, and safe classroom environments.

Universal Strategy	Description
Increase ratio of positive to negative teacher/student interactions; positively interact with most students during the lesson	<ul style="list-style-type: none"> • 4 positives to every 1 negative • Positive interaction every 5 minutes • Physical, verbal, and visual contact with students • Group v. Individual interactions • Instructional and Social interactions • One positive communication home per month/student.
Actively supervise students at all times; manage minor problem behaviors positively and quickly	<ul style="list-style-type: none"> • Move continuously • Scan continuously and overtly • Interact frequently and positively • Positively reinforce or verbally recognize behaviors that meet expectations • Signal occurrence and state the correct response • Ask the student to restate and show • Disengage quickly and early
Follow school procedures for more chronic behavior problems	<ul style="list-style-type: none"> • Be consistent and business-like • Pre-correct for next occurrence
Conduct smooth and efficient transitions between activities; end activities with specific feedback; provide specific information about what happens next	<ul style="list-style-type: none"> • Teach routines and engage students immediately • Academic v. Social transitions • Group v. Individual transitions • Homework, new activity, next meeting
Be prepared for activities; begin with clear explanations of outcomes/objectives	<ul style="list-style-type: none"> • Use attention signals to ensure students are ready to attend • Prepare filler activities • Know the desired outcome • Have materials ready • Practice presentation fluency • Provide advance organizers • Have a point of reference
Engage students in active	<ul style="list-style-type: none"> • Write, verbalize, and participate

responding; give students multiple ways to actively respond; regularly check for understanding	<ul style="list-style-type: none"> • Individual v. Choral Responses • Written v. Gestures • Peer-based • Questions, affirmative gestures, and written action
Provide extra time/assistance for unsuccessful students	<ul style="list-style-type: none"> • More practice • More instruction

Tier 1 Sensory Supports

Some students benefit from simple sensory supports to appropriate channel excess motor energy before it becomes a problem in the classroom.

The following sensory supports are suggested for general classroom use:

1. Flexible/alternative seating such as:
 - a. Kore Wobble Stools
 - b. Move 'n Sit Cushions
 - c. Bungee Chairs
 - d. Bean Bag Chairs
 - e. Ball Chairs
 - f. Thera-bands around chair legs
 - g. Standing desks
 - h. Cube Chairs
 - i. Pea Pods
2. Fidgets such as:
 - a. Paper clips
 - b. Stress Balls
 - c. Thera-putty
 - d. Stuffed animals
 - e. Velcro on the chair or under desk
 - f. Rice/bean/tactile bins
 - g. Sand Timer
3. Noise-reducing Headphones
4. Weighted objects such as
 - a. Weighted lap pad/blanket
 - b. Weighted pencil

- c. Weighted backpacks
- d. Weighted neck wrap
- 5. Quiet or Calming Corner
 - a. A space in the classroom that provides students a safe, quiet, and calm place to go when becoming elevated or upset.

Trauma-Sensitive Response to Student Behaviors

Childhood trauma is the result of an external event or series of events which threaten the safety of the child and render a child “temporarily helpless”. These events surpass the child’s ordinary coping skills and can trigger basic survival responses of “fight, flee, or freeze”. Childhood trauma can result from a wide range of experiences, and a child’s response to these potentially traumatizing events will vary depending on the characteristics of the child, (i.e., age, developmental level, personality, intelligence, or prior trauma history), environment (i.e., school and family supports), and experience (i.e., relationship to perpetrator). Brain research demonstrates that early childhood trauma can cause neurological changes to the brain which delay children’s social-emotional development and self-regulation capabilities.

Schools that understand the educational impact of trauma can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus, behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how caring adults interact with students. A shared definition of what it means to be a trauma-sensitive school can bring all stakeholders together around a common vision.

Core attributes of a trauma-sensitive school include shared understanding that:

1. Adverse experiences in the lives of children are more common than many of us ever imagined.
2. Trauma can impact learning, behavior, and relationships at school.
3. A “whole school” approach to trauma-sensitivity is needed.

SLLIS staff understand that children flourish when they feel:

1. Safe—physically, socially, emotionally, and academically
2. Significant—others know they are there and value them as individuals
3. Respected—others treat them in ways that align with what “*respected*” means to them
4. Related—others in the school community are connected to them in trusting and supportive relationships (every student has at least one adult at school who is their unconditional “fan”).

SLLIS staff members actively:

1. Build relationships with students (i.e. *safe, significant, respected, related*).
2. Strive to address students’ needs in holistic ways.
3. Support students’ relationships, self-regulation, academic competence, physical and emotional well-being.
4. Intentionally connect students to the school community.
5. Provide multiple opportunities to practice newly developing skills.
6. Share responsibility for all students.
7. Anticipate and adapt to the ever-changing needs of students.

For more information on Trauma-sensitive Schools, visit

<http://traumasensitiveschools.org/>

Student Success Team (SST)

Also known as Intervention Teams, School-based Problem Solving Teams, or Child Study Teams, Student Success Teams (SSTs) are a formalized structure for a group of educators, administrators, and other staff to meet regularly to address concerns about individual students or groups of students. SSTs are designed to support students both by anticipating and preventing issues before they occur and by providing interventions and/or resources when issues do arise. At the same time, SSTs support staff members by introducing teachers who bring an issue to the team to new strategies and building their capacity to support a wide range of students; teachers are able to generalize successful new strategies beyond the SST process to meet the needs of other students in their classrooms, including struggling students and students who have already mastered the content being taught. Often, SSTs are also responsible for academic and non-academic whole-school initiatives,

particularly those related to positive school culture and climate and academic tiered systems of supports.

SST is a problem solving/progress monitoring team which assists students, families and teachers in seeking positive solutions for maximizing student potential once all school-wide Tier 1 and selected Tier 2 supports have been exhausted. It provides an opportunity for concerned individual team member(s) to present their concerns about behavior, academics, attendance, health or social/emotional issues; plan a positive course of action; assign responsibilities and monitor results.

Student Success Centers (SSC)

SSC provides a safe place for students with behavioral or mental health challenges to recover from acute behavioral incidents or on-going social-emotional-behavioral difficulties that prevent them from participating appropriately in the classroom. Developmentally appropriate SSCs are located on each of the 3 floors of the SLLIS campus: KG Center on the 2 nd floor; 1 st to 3 rd grade Center on the 3 rd floor, 4 th to 8 th grade Center on the 4 th floor.

Students served through the SSC are identified by the building administration, Student Success Team, or IEP teams as needing facilitated intervention to regain self-control prior to returning to the regular classroom.

The SSC is staffed by full time SEB staff working under the supervision of the Coordinator of Instructional Support and building administration. SEB staff are supported by the Educational Support Counselor, School Social Worker, School Psychologist, and Student Support Services Coordinator.

Administration of School Discipline: Conditions of Suspension, Expulsion and Other Disciplinary Consequences

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. SLLIS will minimize the use of out-of-school suspension, recommendations for expulsion, and referral to law enforcement to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws, as well as the need to minimize disruption and maintain a safe educational environment.

Disciplinary Practices

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

Reasonable Consequences

Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and school community. Consequences that are paired with meaningful and developmentally appropriate instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community. Such consequences are more likely to result in helping the student to re-engage in learning.

Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should never occur again.

Relevant Factors in Making a Discipline Decision

When choosing consequences for students' misbehavior, teachers, administrators, and other staff must balance SLLIS's goals of minimizing school disruptions and maximizing student instruction time. Prior to determining a disciplinary consequence, the following factors shall be considered:

1. Age, developmental level, health, and disability/special education status of the child
2. The consequence should focus on what is to be learned and not punishment
3. The consequence should help the child reflect on his/her behavior
4. Appropriateness of student's academic placement
5. Student's prior conduct and behavior record—when relevant
6. Student's willingness to repair the harm
7. Seriousness of the offense and the degree of harm caused
8. Impact of the incident on the overall school community

The availability and applicability of prevention and intervention programs designed to address student behavior will also be considered prior to determining appropriate consequences.

Range of Consequences

Possible ranges of consequences for specific behaviors listed below are in accordance with the Missouri Safe Schools Act. A SLLIS administrator may suspend students for a period not to exceed 10 school days. The Superintendent or designee may suspend students for a period not to exceed 180 days. Parents may appeal the Superintendent's suspension to the SLLIS Board of Directors in accordance with the discipline policy. Only the Board of Directors may expel a student in accordance with law.

As a general practice, students in grades Kg through grade 1 shall not be suspended from school for non-violent behaviors.

Restorative Approaches to Problem Behaviors

Restorative approaches to problem behaviors start with recognition that the behavior violated another person/people and damaged the relationship.

Restorative practices will be facilitated in conjunction with any consequence or may be utilized in lieu of additional consequences when deemed appropriate by the administrator.

Restorative Reflection (discussion solely with the student)

The student has an opportunity to explain what happened and how his or her behavior affected others. The student then has the opportunity to state how he or she would repair the harm.

Questions to respond to challenging behaviors:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen to make things right?

Questions to help those harmed by others' actions:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Restorative Discussion (administrator facilitated in conjunction with those who were harmed)

The student has the opportunity to repair the relationship with the person(s) who were affected.

Restorative Action (administrator facilitated plan for what the student will do to repair the harm.)

The student has the opportunity to repair the situation through actions that are appropriate considering the extent and impact of the harm.

Discipline of Students with Disabilities

1. Discipline of students with disabilities shall be in accordance with the student's individualized education program (IEP) Section 504 plan, or individualized behavior intervention plan and in accordance with all applicable procedural safeguards and laws that protect the rights of students with disabilities.
2. Procedures will be implemented to ensure that IEP and Section 504 case managers are notified immediately when a student's behavior results in a recommendation for out of school suspension or referral to the Student

Success Center. All procedural safeguards related to the removal of students with disabilities from school or access to their special education services will be followed.

Non-discrimination

1. Student discipline will be administered without discrimination based on race, color, gender, sexual orientation, gender identity, or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, disability.
2. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring their own actions with students from racial groups or other protected classes that have historically been over-represented among those students suspended, expelled, or referred to law enforcement.

Discipline of Students in Kindergarten and Grade 1

No student in kindergarten through grade 1 shall be recommended for expulsion from school except for the possession of a firearm. Suspensions for students in grades KG and 1 shall be reserved for the most severe offenses impacting student and staff safety. Escalation of consequences for recurring Levels 1, 2, and 3 offenses shall not apply to students in grades KG and 1.

Documentation of student behaviors

For Level 1 offenses, teachers will document student behavior in writing using the Survey of Observable Behavior form prior to moving to Level 2.

For level 3 office referrals, the principal or designee will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

Administrative action on office referrals will be posted on Athena for teacher review pending outcome of the office referral. Any expectation for teacher follow up with the student will be recorded in the disciplinary notes.

At SLLIS we want the focus to always be on building positive and lasting relationships with students. Dealing with behavior effectively is an opportunity to build strong relationships with your students. In an attempt to create a positive atmosphere and to encourage students to take responsibility for their

own actions the following strategies will be used within the classroom to manage Tier 1 behaviors:

- Attention-getting strategies.
- Verbal prompts to change behavior.
- Student given time to reflect on actions and move forward.
- Think sheet given.
- Teacher will conference with student about the Think Sheet.
- Teacher will notify parents of the Think Sheet.
- Tier 1 Universals: Each teacher may choose a strategy based on the issue and the needs of the student.
- Referral to administrator (electronic form) for Tier 2 & Tier 3 infractions.

Reporting to Law Enforcement

It is the policy of SLLIS to report all crimes occurring on school property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law. The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

- (1) First degree murder under section [565.020](#);
- (2) Second degree murder under section [565.021](#);
- (3) Kidnapping in the first degree under section [565.110](#);
- (4) First degree assault under section [565.050](#);
- (5) Rape in the first degree under section [566.030](#);
- (6) Sodomy in the first degree under section [566.060](#);
- (7) Burglary in the first degree under section [569.160](#);
- (8) Burglary in the second degree under section [569.170](#);
- (9) Robbery in the first degree under section [570.023](#);
- (10) Manufacture of a controlled substance under section [579.055](#);
- (11) Delivery of a controlled substance under section [579.020](#);
- (12) Arson in the first degree under section [569.040](#);
- (13) Voluntary manslaughter under section [565.023](#);
- (14) Involuntary manslaughter in the first degree under section [565.024](#), or involuntary manslaughter in the second degree under section [565.027](#);
- (15) Second degree assault under section [565.052](#);
- (16) Rape in the second degree under section [566.031](#);
- (17) Kidnapping in the second degree under section [565.120](#);
- (18) Property damage in the first degree under section [569.100](#);
- (19) The possession of a weapon under [chapter 571](#);
- (20) Child molestation in the first, second, or third degree pursuant to section [566.067](#), [566.068](#), or [566.069](#);
- (21) Sodomy in the second degree pursuant to section [566.061](#);
- (22) Sexual misconduct involving a child pursuant to section [566.083](#);

- (23) Sexual abuse in the first degree pursuant to section [566.100](#);
- (24) Harassment in the first degree under section [565.090](#); or
- (25) Stalking in the first degree under section [565.225](#)

The principal shall also notify the appropriate law enforcement agency and Superintendent if a student is discovered to possess a controlled substance or weapon in violation of SLLIS policy.

In addition, the Superintendent or designee shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

Standards of Conduct

No code of conduct is expected to list each and every offense that may result in disciplinary action. Any conduct not included here in, an aggravated circumstance of the offense, or an action involving a combination of offenses may result in disciplinary consequences and/or restorative action as determined by the principal, Superintendent, and/or Board of Directors. Repeated infractions (grade 2-8) could warrant increased disciplinary consequences. All offenses worthy of an office referral will include a student conference and parental contact.

Any student who is suspended or expelled, regardless of the reason, is prohibited from participating in or attending any school-sponsored activity or being on or near school property unless permission is granted by the Superintendent or designee.

When appropriate, the school may prohibit students from participating in activities, awards or honors, or restrict a student's access to school property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

Levels of Intervention and Disciplinary Response

St. Louis Language Immersion School recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

The categories shown are designed to guide teachers and administrators in using progressive interventions and responses at all grade levels to teach and

motivate students to exhibit positive behaviors. Teachers and administrators may use discretion in identifying appropriate interventions and responses depending on the specific circumstances.

LEVEL 1 Classroom interventions and responses

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies.

- Contact parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Classroom system of positive reinforcement
- Teacher or student conference
- De-escalation strategies (i.e., mindfulness, reflection break)
- Restorative practice methods and/or mindfulness

LEVEL 2 Intensive support staff

These interventions can involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior, while keeping the student in school.

- Parent or guardian notification
- Change in schedule
- Restorative practice methods and/or mindfulness
- Loss of privileges
- Restitution (monetary or service-based)
- Detention
- Conflict resolution
- Peer mediation
- Discussion with appropriate administrator
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- Referral to student support team (see below)

Student support team

These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian conference
- Restorative practice methods including community conferencing or mediation
- Mindfulness exercises
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Conflict resolution
- Short-term behavioral progress reports linked to positive reinforcement (CICO)
- Referral to an appropriate community organization
- Develop student support team plan
- Referral to Student Success Center (SSC)

LEVEL 3 Administrative Referral

These interventions may involve the removal of a student from the school environment for up to three days or for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification
- suspension (1 to 3 days)
- suspension (4 to 10 days)
- Restorative practice methods including formal conferencing
- Development of or revision to student support team plan
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling

- Referral to an appropriate community organization (e.g., mentoring programs)

LEVEL 4 Extended suspension, expulsion, and referral responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Long-term suspension (11 to 180 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practice methods including formal conferencing
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy

Inappropriate or Disruptive Behavior and Levels of Response

Inappropriate or Disruptive Behavior and Levels of Response							
Guidance	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
LEVEL 1 Classroom interventions and responses	Absences						
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place	Unexcused absence from school	x					
	Persistent or excessive (10 days) absences from school	x	x				
LEVEL 2 Intensive support staff	Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of more than 10 days in a school year)	x	x				
May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has	Academic Dishonesty						

<p>continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral</p> <p>May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses</p> <p>May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Cheating, plagiarizing, etc.	x	x				Students may receive a failing grade for that assignment
	Alcohol						
	Under the influence	x	x	x			School staff is required to refer students to appropriate substance abuse counseling services
	Using or possessing	x	x	x			
	Distributing or selling			x	x		

Inappropriate or Disruptive Behavior and Levels of Response						
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
Attack on Student						
No visible, physical injuries (includes incidents of domestic violence or relationship disputes)	x	x	x		x †	Includes hitting, kicking, or punching another student without warning or provocation; school police
Level Considerations In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental						

Bodily injury for grades K to 2	x	x	x			should be notified for incidents of relationship violence involving domestic partners, and all parties should be referred to appropriate counseling services.	level, disability status, intentionality, and prior infractions should be taken into consideration.
Bodily injury for grades 3 to 5		x	x				
Bodily injury for grades 6 to 8			x	x	x		First Offenses If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.
Bomb and/or Mass Violence Threat							
Grades K to 2	x	x	x			Includes the conveyance of information to detonate explosive or incendiary devices/ substances, and/ or subject others to substantial risk of death or serious physical injury (e.g., school shooting); school staff should conduct a threat assessment and refer students to appropriate counseling services.	K–2 Suspensions For students in kindergarten, 1st, or 2nd grade, administrators must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.
Grades 3 to 5		x	x				
Grades 6 to 8			x	x	x		Informing Police Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students
† For incidents of domestic violence or relationship disputes							

Inappropriate or Disruptive Behavior and Levels of Response

Guidance LEVEL 1 Classroom interventions and responses May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
LEVEL 2 Intensive support staff	Bullying, Including Cyberbullying and Gang-Related Incidents						

<p>May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral</p> <p>May be appropriate given the seriousness of the offense and impact on the school community and/ or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses</p> <p>May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Gang-related incidents typically refer to a group of three or more individuals that associate periodically as an ongoing criminal group, with an overt or covert command structure, to regularly conspire and/or commit illegal and disruptive acts within the school community		x	x	x	x	Incidents should be reported by submitting the respective forms (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/ students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
	Bullying (including cyberbullying) involves repeatedly using power in an intentional manner, including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm towards one or more students that adversely affects their ability to participate in or benefit from a school's education or extracurricular programs		x	x	x	x	
	Bus Violations						
	Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	x	x				Applies to students traveling to and from school or any school sponsored activity, including field trips
	Serious disruption on the bus (e.g., fighting another passenger, attacking driver)		x	x		x	

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES	Level Considerations
Skipping class/elope							In cases where a range of possible levels of response

Failure to attend a scheduled class or leaving school premises without permission during the school day	x	x						<p>is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.</p> <p>First Offenses If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p>K-2 Suspensions For students in kindergarten, 1st, or 2nd grade, administrators must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p>Informing Police Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students</p>
Classroom Disruption								
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	x	x					Restorative practice methods should be used as appropriate.	
Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	x	x	x					
Defiance of Authority and/or Insubordination								
Failure to follow directions	x	x					Restorative practice methods should be used as appropriate.	
Failure to respond to school staff questions or requests	x	x						
Disrespectful Behavior								
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	x	x					Restorative practice methods should be used as appropriate.	
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	x	x	x					

Inappropriate or Disruptive Behavior and Levels of Response							
Guidance LEVEL 1 Classroom interventions and responses May be appropriate when the behavior is a minor infraction, the student has had no prior	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
Dress Code Violation							

<p>incidents, and/or interventions have not been put in place</p> <p>LEVEL 2 Intensive support staff May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Violating SLLIS's dress code	x	x				Refer to dress code standards provided at the district website, www.sllis.org and family handbook; students cannot be excluded from school for failure to adhere to a school uniform policy
	Drugs or Controlled Substances						
	Under the influence, using, possessing, distributing or selling			x	x	x	Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services
	Exchange of Goods						
	Requires the use of money or exchangeable goods	x	x	x			
	Extortion						
	Grades K to 2	x	x				For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.
	Grades 3 to 5		x	x			
	Grades 6 to 8		x	x	x	x	

Inappropriate or Disruptive Behavior and Levels of Response							
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES	Level Considerations In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is
False Activation of a Fire Alarm							
Grades K to 2	x	x					

Grades 3 to 5		x	x				appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.
Grades 6 to 8			x				
Fighting							First Offenses If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses. K-2 Suspensions For students in kindergarten, 1st, or 2nd grade, administrators must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses. Informing Police Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students
Physical aggression with another student (e.g., shoving or pushing)	x	x					
Fighting (may include incidents resulting in minor injuries)		x	x				
Fire Setting/Arson							
Attempting to set, aiding in setting, or setting a fire		x	x	x	x		

Inappropriate or Disruptive Behavior and Levels of Response

Guidance LEVEL 1 Classroom interventions and responses May be appropriate when the behavior is a minor infraction, the student has had no prior incidents,	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
	Hallway Misbehavior						
	Running, making excessive noise, loitering, or persistent hall-walking	x	x				

Inappropriate or Disruptive Behavior and Levels of Response

and/or interventions have not been put in place	Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharassment, against Members of the School Community					
LEVEL 2 Intensive support staff May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others	Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others	x	x	x		Incidents should be reported by submitting the form (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
LEVEL 3 Administrative Referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process	Serious harassment includes intentional, persistent actions that threaten or seriously intimidate another student, or adversely affect another student's ability to participate in or benefit from a school's educational or extracurricular program. Often regards race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.		x	x	x	
LEVEL 4 Extended suspension, expulsion, and referral responses May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day	Inciting or Participating in Disturbance					
	Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others		x	x		Students maintain the right to peacefully invoke their right of free expression
	Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		x	x		

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
Physical Contact with School Personnel or Other Adult						
Unintentional physical contact with school personnel or other adult	x	x				<p>Level Considerations</p> <p>In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.</p> <p>First Offenses</p> <p>If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p>K–2 Suspensions</p> <p>For students in kindergarten, 1st, or 2nd grade, administrators must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p>Informing Police</p> <p>Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students</p>
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity			x		x †	
Attack against school personnel or other adult: physically attacking an employee of SLLIS or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades K to 2)			x			
Attack against school personnel or other adult: physically attacking an employee of SLLIS or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 3 to 8)			x	x	x †	
† If the staff member is injured						

Inappropriate or Disruptive Behavior and Levels of Response

Guidance LEVEL 1 Classroom interventions and responses May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
	Portable Electronic Communication Device Policy Violation						

<p>have not been put in place</p> <p>LEVEL 2 Intensive support staff May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times	x	x				On the first infraction, students must only be given a warning; only after the first infraction can the student be subject to Level 1 responses; on the second infraction, parent notification must occur;
	Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages	x	x				
	Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances	x	x	x			
	Property Damage, Including Graffiti						
	Minor (under \$50) or accidental damage	x	x				Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project.
	Intentional damage to another person's or school property (\$50 to \$1000)		x	x			
	Intentional damage to another person's or school property (over \$1000)		x	x		x	

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES	Level Considerations
Stealing							In cases where a range of possible levels of response is indicated, administrators should use the lowest level

<p>behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place</p> <p>LEVEL 2 Intensive support staff May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Sexual harassment (e.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		x	x		School staff is required to refer students to appropriate counseling and contact DFS and/or School Police as appropriate	
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) (Grades K to 2)	x	x				
	Sexual activity or sexual misconduct (grades 3 to 8)	x	x	x			
	Tardiness						
	Persistent or excessive tardiness to class or school	x	x				Refer to Social Worker
Theft (School Property)							
The action of stealing school property		x	x			Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school service project.	

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES	Level Considerations
Tobacco Possession or Use							In cases where a range of possible levels of response

Possession, use, sale, or distribution of tobacco products or e-cigarettes	x	x	x			School staff is required to refer students to appropriate substance abuse counseling services.	is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The
Verbal, Physical, or Written Threat to Adult							circumstances of the
Threatening or aggressive language or gestures directed toward staff or another adult	x	x	x				incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.
Persistent threatening or aggressive language or gestures directed toward staff or another adult (grades 3 to 8 only)			x	x	x		First Offenses If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they must
Verbal, Physical, or Written Threat to Student							contact appropriate school
Threatening or aggressive language or gestures directed toward another student	x	x	x				personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.
Persistent threatening or aggressive language or gestures directed toward another student (grades 3 to 8)			x				K-2 Suspensions For students in kindergarten, 1st, or 2nd grade, administrators must contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses. Informing Police Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students

Inappropriate or Disruptive Behavior and Levels of Response

Guidance LEVEL 1	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	L1	L2	L3	L4	POLICE INFORMED	NOTES
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<p>Classroom interventions and responses May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place</p> <p>LEVEL 2 Intensive support staff May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p>LEVEL 3 Administrative Referral May be appropriate given the seriousness of the offense and impact on the school community and/ or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p>LEVEL 4 Extended suspension, expulsion, and referral responses May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	Weapons, Firearms, and Explosives					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community
	Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substances or articles, other than a firearm)		x	x	x	x
	Firearms (possession of a firearm — e.g., handguns, rifles, shotguns, and bombs)				x	x
	Other guns (possession of any gun, of any kind, loaded or unloaded, operable or inoperable — e.g., BB guns, pellet guns, etc.)			x	x	x
	Other weapons (possession of any implement that could compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)		x	x	x	x
	Use of any other weapon of any kind in the commission of an aggressive act toward another person			x	x	x
	Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	x	x	x		
	Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person			x	x	x

Seclusion and Restraint Policy

SLLIS values the uniqueness of each student and recognizes the need to support students differently in some situations. However, when behavioral crisis intervention is needed, SLLIS personnel will protect the safety, health, and welfare of all students, staff, and others in the school setting and maintain a safe and orderly environment for learning will employ standard procedures.

Applicability of this Policy

This policy applies to all district personnel as defined in this policy. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program in which they work. This policy is not intended to prevent a law enforcement officer from exercising appropriate police authority either when attempting to prevent a criminal act from occurring or when responding to a criminal act.

Transgender & Gender Non-Conforming Students

It is the policy of SLLIS to maintain a safe and supportive school environment for all students free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, or sexual orientation.

This policy reflects the reality that transgender and gender non-conforming students are and will continue to be enrolled at SLLIS. Its purpose is to advise the SLLIS learning community regarding issues relating to transgender students in order to create a safe and inclusive school that respects and values all students and fosters understanding of gender identity and expression within the school community.

Privacy

In accordance with the Family Education Rights Privacy Act (FERPA) only those SLLIS employees with a legitimate educational interest are permitted to access a student's records. Without parent/guardian consent, information contained in or learned from a student's records, including information regarding a student's transgender status, may only be disclosed in the following very limited circumstances: 1.) in a health or safety emergency; 2.) to employees with a legitimate educational interest in the information; or 3.) in various other circumstances explicitly permitted by FERPA.

Moreover, transgender and gender nonconforming students have the right, as do all students, to discuss and express their gender identity and expression

openly and decide when, with whom, and how much of their private information to share with others. School staff shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others. Note that using a student's preferred name and corresponding pronoun that is preferred and consistently asserted at school as set forth below does not constitute a violation of a student's privacy or this policy.

In some cases, transgender students may not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and will require schools to balance the goal of supporting the student with the requirement that parents be kept informed about their children. The paramount consideration in such situations is the health and safety of the student.

Student Records

SLLIS maintains a permanent student record which includes the legal name of the student as well as the student's biological sex. A student's permanent record can be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to Missouri legal requirements.

In those records which are not permanent pupil records (e.g. guidance logs, anecdotal records, yearbooks, graduation programs), the school must use the name and gender that is preferred and consistently asserted by the student at school. Student IDs/nametags should be issued in the name that reflects the student's gender identity that is preferred and consistently asserted at school.

Restroom and Locker Room Accessibility

All students must be provided access to the facilities (restrooms, lockers, or changing rooms) consistent with their gender identity consistently asserted at school. A transgender student may not be required to use a facility that conflicts with the student's gender identity consistently asserted at school. A student whose gender identity is fluid should work with the school to facilitate restroom and locker room access that affirms their identity.

The school must provide reasonable alternative arrangements for any student who expresses a need or desire for increased privacy. Reasonable alternative arrangements may include a single occupancy restroom, use of a private area, or separate changing schedule. Any alternative arrangement should be provided in a non-stigmatizing way and in a manner that protects the student's privacy rights and/or ability to keep their transgender status confidential.

Sports and Physical Education

Sports and physical education programs, including physical education classes and school teams, are educational opportunities. Participation in these activities plays an integral role in the development of fitness and health, self-esteem, and general well-being. Transgender students are to be provided the same opportunities to participate in physical education and sports teams as are all other students. Students must be permitted to participate in physical education and intramural sports in accordance with the student's gender identity that is consistently asserted at school. Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Participation in All School Activities

Students must be permitted to participate in all school activities (e.g., overnight field trips) in accordance with their gender identity consistently asserted at school. Requests for accommodations to address privacy concerns will be addressed on a case-by-case basis.

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or expression within the constraints of the dress codes adopted for all SLLIS students. SLLIS programs may not adopt dress codes that stereotype or require students to wear different articles of clothing based on gender, gender expression, or identity. (e.g., requiring girls to wear skirts).

Names/Pronouns

Every student is entitled to be addressed by the name and pronoun that corresponds to the student's gender identity that the student consistently asserts at school. Students are not required to obtain parental consent for a court ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. Teachers and other school staff should be made aware of an honor a student's request to be referred to by the name and gender that corresponds to their gender identity.

This policy acknowledges that inadvertent slips and honest mistakes in the use of preferred names or pronouns may occur. However, the intentional or persistent refusal by students or school staff to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy, the SLLIS Anti-Bullying Policy, and Code of Conduct. Such violations will result in appropriate consequences for offending staff and students.

Addressing Discrimination/Harassment

It is the policy of SLLIS to create a learning environment in which students are protected from bullying, discrimination, and harassment. Therefore, it is the responsibility of each employee to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigation of the incident, appropriate corrective action, and provision of pertinent resources to both students and staff. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in accordance with the SLLIS Anti-Bullying Policy and Student Code of Conduct.

Definitions and Terminology

Sex, Biological Sex, or Assigned Sex at Birth: refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

Gender: A person's actual sex or perceived sex, including a person's perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's assigned sex at birth.

Gender Expression: The way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, name, pronouns, activities, voice, or mannerisms. (Note: Gender expression can vary depending on one's culture as well as changes in social norms and expectations, such as shifts in clothing and hairstyles.)

Gender Identity: The deeply held sense or psychological knowledge that individuals have of their gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity. Common examples may include: male/man/boy, female/woman/girl, trans/transgender, gender variant, gender nonconforming, agender, gender non-binary, or any combination of these terms.

Gender Non-Conforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed" to look or act. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender.

Transgender: Describes a person whose gender identity or gender expression is different from their assigned sex at birth.

Preferred Gender Pronoun: The pronoun or set of pronouns that an individual would like others to use when talking to or referring to that individual. Common examples include "they," "he," and "she."

The definitions provided are not intended to label students but rather to assist in understanding these guidelines and the legal obligations of SLLIS staff and

students. The individual student is the best person to determine their own identity.

Lactation Policy

St. Louis Language Immersion School acknowledges the lactations accommodation law in Section 160.995, RSMo, and therefore provides breastfeeding employees, teachers, and students the following lactation accommodations:

- **Reasonable Time to Express Milk on Campus:** Employees, teachers, and students shall be provided a minimum of three opportunities during a school day, at intervals agreed upon by the district and the individual (usual break and meal periods should be utilized for expressing milk when possible), to accommodate an employee's, teacher's, or student's need to express breast milk, breastfeed a child, or address other needs relating to breastfeeding. Employees, teachers, and students shall be provided reasonable time to express milk while at work for at least one year following the child's birth.
- **A Private Area for Milk Expression:** Employees, teachers, and students will be provided with a private place, other than a bathroom, in each public school building, that is shielded from view and free from intrusion from coworkers or other students and the public. The room shall be a designated space for lactation and for the exclusive use of women to express breast milk or breastfeed a child.

No employee, teacher, or student shall be discriminated against for breastfeeding or expressing milk during the school day, and reasonable efforts will be made to assist users of this policy in meeting their infant feeding goals while at work or school.

Any act found to be intentional that invades a nursing mother's privacy shall be treated as a disciplinary offense and reported to the building administrator.

Employee/Teacher/Student Responsibilities

Breastfeeding employees, teachers, and students utilizing lactation support services will:

- Give school administrators advance notice of the need for lactation accommodations, preferably prior to their return to school following the birth of the child. This will allow school administrators the opportunity to establish a location and work out scheduling issues.
- Maintain the designated area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
- Ensure the safekeeping of expressed breast milk stored in any refrigerator on the premises. Breast milk can be stored in a general school building refrigerator, in a refrigerator provided in the lactation room, or in the employee's personal cooler.

Anti-Bullying Policy

Purpose

The State of Missouri (RSMO 160.775) acknowledges that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, truancy, dropping out of school, fighting, drug and alcohol use, sexual harassment, and violence. It is the goal of the Saint Louis Language Immersion School (SLLIS) to create a learning environment where students are protected from bullying so that they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

SLLIS asks every student, with the support of his/her parent(s), guardian(s), and the adults at school, to commit to the following principles, which will apply to everyone on school property and at-school related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Missouri law. This Policy protects SLLIS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, sexual orientation, gender-related identity or expression, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other SLLIS-provided transportation, and at designated locations for students to wait for buses and other SLLIS-provided transportation ("bus stops");
- (3) through the transmission of information from a SLLIS computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on SLLIS-provided transportation;

Definitions

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- (1) placing the student in reasonable fear of harm to the student's person or property;
- (2) causing a substantially detrimental effect on the student's physical or mental health;
- (3) substantially interfering with the student's academic performance; or
- (4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the Student Code of Conduct. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances. Students who bully use their power—such as physical strength, access to embarrassing

information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

“Cyberbullying” means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school related activity, function, or program.

“Retaliation” means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy and the Code of Conduct.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

“Restorative Measures” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs.

Intervening to Address Bullying

All SLLIS employees and contractors, including contractual related service providers, consultants, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the Assistant Principal as soon as practicable, but within 24 hours, on the SLLIS Bullying Complaint

Form (available at the front desk and also from teachers/administrators); and

(3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Assistant Principal/ Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Assistant Principal/ Designee as quickly as practicable. Students may make reports as well, but parents are encouraged to come forward in earnest to report bullying directly to the Assistant Principal. Parent reports can be made to any SLLIS employee or contractor in person or by completing Attachment A and submitting it to the Assistant Principal/ Designee. Anonymous reports will be accepted by the Assistant Principal/ Designee, and investigations will be conducted based on the content of reports. However, no disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- (1) The Assistant Principal shall select a designee, knowledgeable about bullying prevention and intervention (including but not limited to the Social Worker, Coordinator of Instructional Support, School Psychologist, Educational Support Counselor) to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Assistant Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Assistant Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
- (3) The investigation shall include:
 - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 - d. Identifying the presence and nature of any power imbalances.
 - e. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

- f. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
 - g. Comprehensively documenting the details of the investigation.
- (4) When the investigation is complete, the Assistant Principal/ Designee shall ensure the investigation report is included with the Incident Report in PowerSchool.

Notification

On the same day the investigation is initiated, the Assistant Principal/ Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool. When the investigation is complete, the Assistant Principal/ Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Assistant Principal/ Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Assistant Principal/ Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Assistant Principal/ Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Assistant Principal/ Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Director of School Culture/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed

to address the student's individual behavioral/social skill deficits and examine the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Assistant Principal/ Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of an Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this Policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Assistant Principal/ Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Assistant Principal/ Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not To Do:

-Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.

-Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Assistant Principal/ Designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Assistant Principal/ Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the Superintendent, within 15 calendar days of notification of the Assistant Principal's decision. The Superintendent shall render a final determination within 20 days of receipt of the appeal. The Superintendent may return the incident to the Assistant Principal, or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The decision of the Superintendent will be documented in PowerSchool, and parents(s)/guardian(s) will be notified on the day of determination.

Youth Suicide Prevention and Awareness Policy

Pursuant to Section 170.048, RSMo, the following model policy has been drafted by Missouri Department of Elementary and Secondary Education (DESE).

Purpose Statement

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The school district is committed to maintaining a safe environment to protect the health, safety, and welfare of students.

This policy outlines key protocols and procedures the district will use to raise awareness of suicide and steps that can be taken to prevent it. The goal of the district is to help students, including students receiving their education virtually, who may be at risk of suicide without stigmatizing or excluding students from school. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide. The board will provide the resources necessary to meet this goal.

This policy will outline key protocol and procedures for this district in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo.

The district will address suicide awareness and prevention through the following policy components:

- Crisis response team
- Crisis response procedures
- Procedures for parent involvement
- Community resources available to students, parents, patrons, and employees
- Responding to suicidal behavior or death by suicide in the school community
- Suicide prevention and response protocol education for staff
- Suicide prevention education for students
- Students attending virtually
- Publication of policy

1. Crisis Response Team

The district will establish a district-level crisis response team and, if practical, a team in each building. Crisis response team members will include administrators, school counselors, school nurse and may also include school social workers, school resource officers, teachers, and community members as appropriate. The crisis response team will be responsible for implementation of the district's response plan.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The crisis response team members and the building administrator will receive training and coaching in using this tool to assist in making determinations as to whether a student may be at risk of suicide and the appropriate response. Any such determination shall be made by multiple members of the team.

If the district has a behavioral risk assessment team, a threat assessment team,

or any similar team that monitors students considered “at risk,” those teams must immediately contact the crisis response team if the team has identified a student who might be at risk for self-harm or suicide.

2. Crisis Response Procedures

District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Confidentiality

Employees are required to share with the crisis response team and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis, or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and board policy.

Accommodating a Disability

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

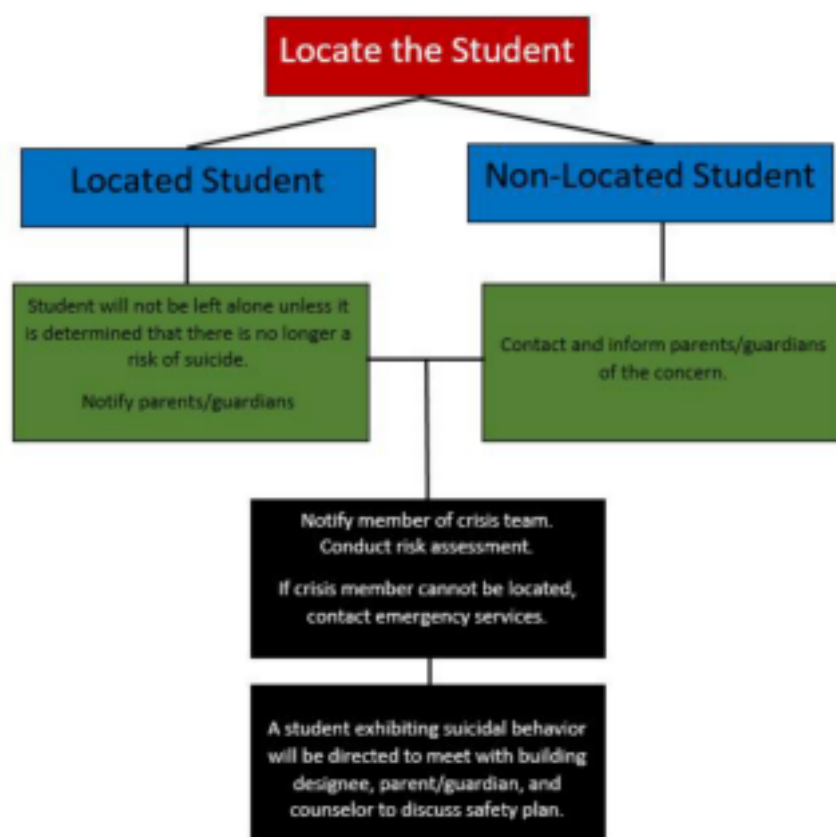
Response to Incidents Impacting the School

When the school community is affected by the attempted suicide or death by suicide of a student, staff member, or other person in the school community, the superintendent or designee will confer with the district-level crisis response team and, when appropriate, confer with local community resources and

professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The crisis response team and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and other resources.

The following steps will be employed in response to any risk of student suicide:



3. Procedures for Parent Involvement

A member of the crisis response team and the building administrator or designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the concern regarding their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety. Parents are always to be notified regarding any type of risk for their child. If the parent refuses to

cooperate

or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline. Contact with a parent concerning risk of suicide will be documented in writing.

4. School and Community Resources

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state, and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use.

A crisis response team member will follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance. The crisis response team will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance.

5. Responding to Suicidal Behavior or Death by Suicide in the School Community

Students Who May Be at Risk of Suicide

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a crisis response team member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the crisis response team members, the employee will contact

When a crisis response team member or the building administrator or designee receives notification that a student may be at risk of suicide, the crisis response team member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.
2. If the student has been located, use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, appropriate members of the crisis response team will meet with the student and his or her parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. Immediately report the situation to a crisis response team member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the crisis response team members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the 988 Suicide & Crisis Lifeline by calling or texting 988 or chatting at 988lifeline.org/chat for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a crisis response team member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the crisis response team member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a crisis response team member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the crisis response team member and the building administrator or designee will, based on their training and assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response. If the crisis response team member would like additional

guidance on what to do in a given situation, they can contact the 988 Suicide & Crisis Lifeline to speak to a trained crisis specialist.

3. At an appropriate time after the crisis has passed, appropriate members of the crisis response team will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Return to School Following a Suicide Attempt

Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt.

The case manager will

- Meet with the student and family prior to the return date;
- Study the student's records, including the events that precipitated the attempt if available;
- Provide information about the student to teachers and other staff members to the extent necessary to support the student's return;
- Meet with the student regularly; and
- Assist the student and family in finding supportive services outside of the school.

6. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention, and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures and will include

- Strategies that can help identify students who are at possible risk of suicide;
- Strategies and protocols for helping students at possible risk or suicide;
- Protocols for responding to a suicide death.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention.

Opportunities may include district led training, access to web-based training, or training provided in other school districts or local organizations or health professionals.

7. Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff, or in other curricula as may be appropriate.

Pursuant to Section 681 170.307, RSMo, beginning in school year 2022-23, any public school or charter school serving grades nine through twelve shall provide enrolled students instruction in mental health awareness. Students with disabilities may participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. Instruction shall be included in the district's existing health or physical education curriculum. Instruction shall be based on a program established by the department of elementary and secondary education.

8. Students Attending Virtually

In addition to monitoring the attendance and academic progress students receiving education virtually (virtual learners) the district must also monitor virtual learners who may be at risk for suicide. Building administrators will develop procedures for monitoring the social/emotional health of virtual learners in conjunction with monitoring attendance and academic progress.

Procedures will include

- Identifying staff members who will contact virtual learners on a regular basis;
- Providing those assigned to contact virtual learners contact information in hard copy as a back-up to internet access of student records;
- Creating a few questions designed to assess a virtual learner's social/emotional health that will be asked in conjunction with questions about academic progress;
- Creating a written set of instructions for employees to follow if the employee suspects the virtual learner may be at risk of suicide or self-harm; and
- Notifying the crisis response team.

To the extent possible, the superintendent or designee will work with the

teachers hired by Missouri Course Access and Virtual School Program (MOCAP) providers to solicit information about the social/emotional health of the virtual learners in their courses.

9. Publication of Policy

The district will notify employees, students, and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

Missouri Course Access Program

The Missouri Course Access and Virtual School Program (MOCAP) is a catalog of virtual online courses for students which can be accessed starting during the 2019-2020 school year. By using MOCAP students will be able to take an entire course from any computer connected to the internet.

The Missouri Department of Elementary and Secondary Education and the Missouri State Board of Education oversee MOCAP, which aims to offer Missouri students equal access to a wide range of high quality courses, flexible scheduling, and interactive online learning.

How to Enroll:

1. Contact the Principal regarding your enrollment request.
2. Complete the enrollment request form provided by SLLIS and submit it to the Principal.

For More Information:

You can read more about MOCAP here: <https://mocap.mo.gov/>

You can view the MOCAP course catalog here: <https://mocap.mo.gov/catalog/>

Right to Know & Complaint Procedure

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

Upon your request, our district is required to provide to you in a timely manner, the following information:

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

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

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

Weapons and Firearms

Except for licensed police officers, no person shall possess or carry any firearm or weapon, visible or concealed, on school property (including school buildings and grounds, athletic fields, and parking lots), or on school buses, or at school-sponsored events. Firearms, visible or concealed, are likewise prohibited in vehicles that are on school property or on the property of a school activity. No school official shall give consent under R.S. Mo. §571.094.20(10) for any person, other than a licensed police officer, to carry a concealed firearm into any school facility, property or activity. SLLIS employees who hold concealed firearms carry endorsements as described in R.S.Mo. §571.094 may NOT carry any firearm, visible or concealed, on school property or at school activities.

Summer Hours

The SLLIS Campus and Central Office will be closed during the week of July 4th. If you need assistance during the summer break, please contact the front reception desk at (314) 533-0975. Building hours are from 9:00 am to 3:00 pm in June and July.

Any Questions?

Ask a SLLIS Administrator!

SLLIS is sponsored by University of Missouri-St. Louis. To learn more about the role of our sponsor, you may contact the Charter Liaison office at UMSL at:

University of Missouri - St. Louis
3651 Olive Street, Suite 203D
St. Louis, MO 63108
Office: (314) 516-4872

