



St. Louis Language Immersion School

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

SLLIS 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.
6. In order to maximize learning opportunities, we are committed to reducing the time any student is not included in the classroom to the extent possible.
7. 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.
8. Out-of-school suspension (OSS) is limited to incidents posing a substantial disruption to the learning environment or serious threat to the safety or well-being of students and/or staff, including incidents where suspension is required by the Safe Schools Act.

Strategies



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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.



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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



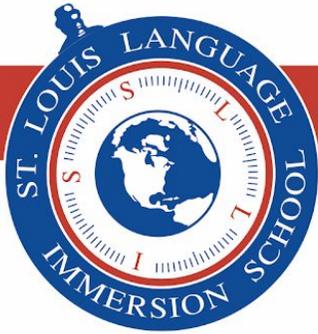
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learning environment, efficient problem solving, and safer classrooms. PBIS is proven to significantly reduce the occurrence of problem behaviors in schools.

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



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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	<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



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<p>lesson</p>	<ul style="list-style-type: none"> ● Instructional and Social interactions ● One positive communication home per month/student.
<p>Actively supervise students at all times; manage minor problem behaviors positively and quickly</p>	<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



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<p>Follow school procedures for more chronic behavior problems</p>	<ul style="list-style-type: none"> ● Be consistent and business-like ● Pre-correct for next occurrence
<p>Conduct smooth and efficient transitions between activities; end activities with specific feedback; provide specific information about what happens next</p>	<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
<p>Be prepared for activities; begin with clear explanations of outcomes/objectives</p>	<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
<p>Engage students in active responding; give students multiple ways to actively respond; regularly check for understanding</p>	<ul style="list-style-type: none"> ● Write, verbalize, and participate ● Individual v. Choral Responses ● Written v. Gestures ● Peer-based ● Questions, affirmative gestures, and written action
<p>Provide extra time/assistance for unsuccessful students</p>	<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.



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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



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- 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

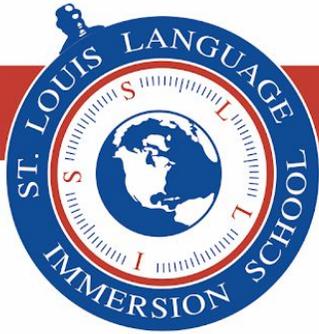


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characteristics of the child, (i.e., age, developmental level, personality, intelligence, or prior trauma history), environment (i.e., school and family supports), and experience (i.e., relationship to perpetrator). Brain research demonstrates that 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.



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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/> .



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Student Success Team description goes here (—a general description—a complete handbook of practices has to be created but will not be included in this document)

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 2nd floor; 1st to 3rd grade Center on the 3rd floor, 4th to 8th grade Center on the 4th 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.



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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.

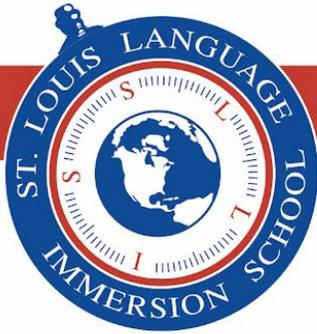
Disciplinary Practices

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



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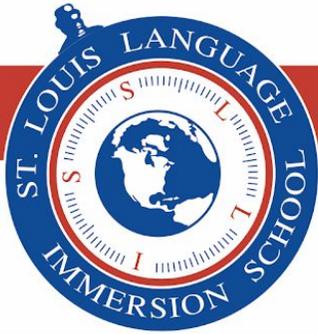
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their mistakes and contribute back to the school community. Such consequences are more likely to result in helping the student to re-engage in learning.

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



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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 Executive Director may suspend students for a period not to exceed 180 days. Parents may appeal the Executive Director's suspension to the SLLIS Board of Directors in accordance with the discipline policy. Only Board of Directors may expel a student in accordance with law.

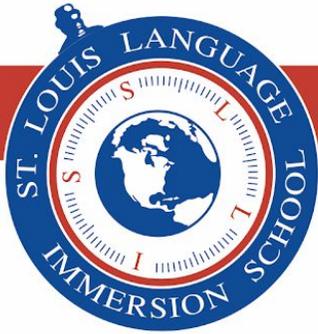
As a general practice, students in grades Kg through grade 1 shall not be suspended from school for non-violent behaviors.

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)



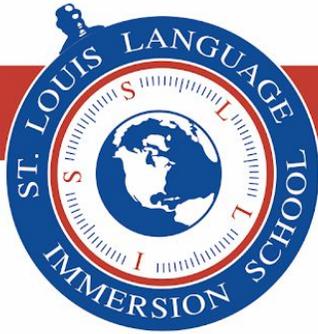
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The student has an opportunity to explain what happened and how his or her behavior affected others. The student then has the opportunity to state how he or she would repair the harm. (could these questions be put on the incident report form?)

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?



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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



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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



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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.

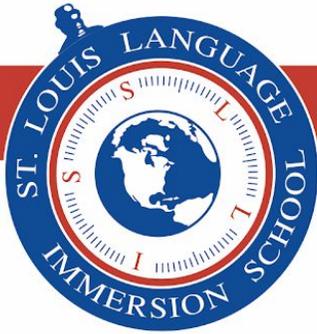
For level 3 office referrals, the principal or designee will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

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.

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](#);



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- (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 Executive Director if a student is discovered to possess a controlled substance or weapon in violation of SLLIS policy.

In addition, the Executive Director 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, Executive Director, 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.



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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 Executive Director 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.

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.

- | | |
|--|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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.

- | | |
|---|--|
| <ul style="list-style-type: none">• Parent or guardian notification• Change in schedule• Restorative practice methods and/or mindfulness• Loss of privileges• Restitution (monetary or service-based)• Detention• Conflict resolution | <ul style="list-style-type: none">• 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.

- | | |
|---|--|
| <ul style="list-style-type: none">• Parent or guardian conference | <ul style="list-style-type: none">• 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
- Short-term suspension (1 to 3 days)
- Long-term 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
- Extended 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
Attack on Student						
No visible, physical injuries (includes incidents of domestic violence or relationship disputes)	x	x	x		x †	<p>Includes hitting, kicking, or punching another student without warning or provocation; school police should be notified for incidents of relationship violence involving domestic partners, and all parties should be referred to appropriate counseling services.</p> <p>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 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>
Bodily injury for grades K to 2	x	x	x			
Bodily injury for grades 3 to 5		x	x			
Bodily injury for grades 6 to 8			x	x	x	
Bomb and/or Mass Violence Threat						
Grades K to 2	x	x	x			<p>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.</p>
Grades 3 to 5		x	x			
Grades 6 to 8			x	x	x	
† For incidents of domestic violence or relationship disputes						

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
Skiping class/elope							
Failure to attend a scheduled class or leaving school premises without permission during the school day	x	x					
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 staf	x	x	x				

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 level, disability status, intentionality, and prior infractions should be taken into consideration.

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

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
False Activation of a Fire Alarm						
Grades K to 2	x	x				<p>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 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>
Grades 3 to 5		x	x			
Grades 6 to 8			x			
Fighting						
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

<p>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</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>	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
	Hallway Misbehavior							
	Running, making excessive noise, loitering, or persistent hall-walking	x	x					
	Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharassment, against Members of the School Community							
	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.
	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	x		
	Inciting or Participating in Disturbance							
	Causing a large disruption to the atmosphere of order and discipline in the school that is		x	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			x	

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	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 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 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>
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

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
Stealing							
Taking money or property from another by force or intimidation (Grades K to 2)	x	x	x				
Taking money or property from another by force or intimidation (Grades 3 to 8)		x	x		x		
School Equipment Use without Permission							
Use of computers, fax machines, phones, etc	x	x					
Serious Bodily Injury							
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body				x	x		
Sexual Assault or Offense							
Forced sexual act				x	x	School staff is required to refer students to appropriate counseling and contact DFS as appropriate.	

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 level, disability status, intentionality, and prior infractions should be taken into consideration.

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

Inappropriate or Disruptive Behavior and Levels of Response

<p>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</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>	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
	Sexually-Based Infraction							
	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 school

Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
Tobacco Possession or Use						
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.
Verbal, Physical, or Written Threat to Adult						
Threatening or aggressive language or gestures directed toward staff or another adult	x	x	x			
Persistent threatening or aggressive language or gestures directed toward staff or another adult (grades 3 to 8 only)			x	x	x	
Verbal, Physical, or Written Threat to Student						
Threatening or aggressive language or gestures directed toward another student	x	x	x			
Persistent threatening or aggressive language or gestures directed toward another student (grades 3 to 8)			x			

Level Considerations
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First Offenses
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Inappropriate or Disruptive Behavior and Levels of Response

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	Weapons, Firearms, and Explosives							
	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	Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community
	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	