



SLLIS Family Handbook

Website: www.sllis.org
Twitter: [@STLGlobalKids](https://twitter.com/STLGlobalKids)
Facebook: [@StLouisLanguageImmersionSchools](https://www.facebook.com/StLouisLanguageImmersionSchools)

SLLIS SCHOOL CAMPUSES:

Papin Campus
4011 Papin St.
St. Louis, MO 63110
314-533-0975 ext. 2000

Marine Campus
3740 Marine Ave.
St. Louis, MO 63118
314-533-0975 ext. 2001

Approved by the SLLIS Board of Directors on July 29, 2017

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Welcome to St. Louis Language Immersion School!

Dear SLLIS Family:

Welcome to the 2017-2018 school year at SLLIS! We are excited to issue this new SLLIS Family Handbook to everyone.

This handbook uses old but reliable technology— paper and pencil—to help your family know about the procedures, routines, and rules that make SLLIS a safe place to learn and grow. Even if you think you already know what to do in all situations, please take a minute to review this handbook: you'll find that some things have changed from previous handbooks or you may find you have questions that the handbook doesn't answer. Feel free to ask any SLLIS staff member your questions, including myself. You can email me at lilith.werner@sllis.org at any time.

Whether you are a returning family or new to SLLIS, you are a full partner in the life and family of our school. I urge you to take an active, involved role in your student's education, whether by asking your child at home about their day at school or by volunteering to chaperone on a field trip or by attending local monthly Board meetings. There are multiple opportunities to get involved at SLLIS and we welcome your participation.

Two new items for the 2017-2018 School Year:

■ ***NEW SLLIS MISSION:*** The mission of SLLIS, 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.

■ ***SCHOOL THEME FOR 2017-2018: "GROWING TOGETHER"*** There will be a contest at the beginning of the year for students to embed our four former school logos to design our annual theme.

We take deep pride in the fact that all staff members at SLLIS are here to help your student succeed. I look forward to another successful year with everyone!

Sincerely,
Lilith Werner, PhD
Superintendent

Table of Contents

SLLIS SCHOOL CAMPUSES:	1
<i>Papin Campus</i> <i>Marine Campus</i>	1
Welcome to St. Louis Language Immersion School!	2
Use of the Family Handbook	6
About SLLIS	6
Nondiscrimination and Student Rights	7
Equal Education Opportunity	7
Employee Hiring	8
School Day Details	8
Attendance and Absence	8
Early Dismissals	9
Tardiness.....	9
Family Vacations	9
Dismissal	10
SLLIS General Supervision Rules	10
Children Left Stranded Protocol	10
Student Release During the School Day.....	10
Bus Transportation	12
School Bus Conduct and Safety.....	13
School Closings.....	14
School Breakfast and Lunch	14
General Wellness Guidelines	15
<i>Nut Free</i>	15
<i>Birthday / Holiday Celebrations and Treats</i>	15
<i>Health Guidelines</i>	15
<i>Pink Eye (Conjunctivitis)</i>	16
<i>Lice</i>	16
<i>Student Health/Medical Information</i>	17
<i>Emergency Contact/Medical Emergency</i>	17
<i>Medication Administration</i>	17
Visitors & Access to the Building During the School Day	18
Volunteers	18
Parents Visiting in the Classrooms.....	18
Visitor Conduct on School Property	18
Availability of Information to Parents	19
Heat & Cold Advisory Recess Guidelines.....	20
<i>Heat Advisories</i>	20
<i>Cold Weather</i>	20
<i>Clothing</i>	20
Uniform Guidelines.....	20
Lost and Found.....	21
Admission	21

<i>Homeless Students</i>	21
<i>Enrollment/Placement of Homeless Students</i>	22
<i>Coordinator for Homeless Students</i>	22
<i>Complaint Resolution</i>	23
<i>Migrant Students</i>	25
<i>Identification</i>	25
<i>Services</i>	25
Individualized Learning and Support	26
Child Find	26
Assessments Policy	27
MAP-Alternate (MAP-A) Exclusion.....	28
English Language Learners (ELL) Exclusion.....	28
Promotion / Retention	28
Student Records	29
Student Educational Records	29
Communicable Diseases	30
Parental Involvement	31
Meet the Teacher Day	31
Parent-Teacher Conferences	31
Parent-School Communication	31
SLLIS Council	32
Website	32
Communications	32
Parent Concerns	32
Bright Arrow	32
Daily Teacher Communication	33
Social Media	33
Administrative Newsletters.....	33
Field Trips	33
Permission Slips.....	33
Criteria for Student Participation in a Trip	34
Student Travel FAQ	34
Computer Usage	35
Cell Phone Usage	35
Electronic Communications / Internet	35
Photo and Video Release	36
Personal Property	36
Articles Prohibited At School	36
Video Surveillance	37

Smoking	37
Student Confidentiality	37
Student Discipline	37
Trauma-Sensitive Code of Conduct.....	37
Seclusion and Restraint Policy	47
Corporal Punishment.....	52
Transgender & Gender Non-Conforming Students.....	60
Anti-Bullying Policy	64
Weapons and Firearms	71
Summer Hours	72
Summer School.....	72

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, and are approved by the International Baccalaureate to use the Primary Years Programme (PYP) in teaching K-6 students. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom. We offer a comprehensive, departmentalized middle school program to our 7th and 8th grades.
- 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.

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 insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

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's 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. Either the Director of Diverse Learners or the Principal will notify parents when a student is being considered for assessment.

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. 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 at both Papin and Marine 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 leave a message in the SLLIS Absentee voicemail box created specifically to report absences: **314-533-0975 PRESS 2**. Please leave your child's name, language program and teacher or grade level.

If a call is not received, school personnel will attempt to call a parent/guardian at home or work. School absenteeism should be kept to a minimum. 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 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 for 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 and referred to the Social Worker by the Principal.

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 and when this occurs, you need to be aware of the following. 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 3:55 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. at either campus. 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 at 3:45 p.m. at both campuses.

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 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 your 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.

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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 at the Marine or Papin campus office 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
 - 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 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 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 their designated 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.

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 in your school lobby.

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.

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 ext. 2901 at SLLIS.

School Bus Conduct and Safety

Riding the school bus is a privilege extended by SLLIS. 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 time 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 (even with your friends)
- 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.

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 Bright Arrow, an automated service that leaves a message with all of your home and emergency contact phone numbers. School closings will also be will be posted to our social media streams - Facebook, Twitter, and website.

They will also be announced on local news (KTVI/Channel 2; KMOV/Channel 4; KSDK/Channel 5), beginning at 6:30am. School closings are usually announced in alphabetical order, so listen/watch for “St. Louis Language Immersion School (SLLIS).”

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 2017-18 school meal prices are as follows:

Full price:	Breakfast \$2.00	Lunch \$3.00
Reduced price:	Breakfast \$0.30	Lunch \$0.40

We ask parents to maintain a positive balance in their child's MealTime account.

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 desks.

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

As state and federal laws are increasingly emphasizing schools to promote healthy habits and nutritional eating, we ask for your help and support to celebrate your child's special day without sugary treats. If you still wish to bring items to school to celebrate your child's birthday, we encourage you to select items that create fun for your student or the whole class, such as a birthday pencil, special eraser, small containers of bubbles, or a book for the classroom library. Food items are strongly discouraged out of concern for students with allergies or diabetes, and home-made treats are prohibited. Healthy, individually wrapped store-bought items are acceptable; we request peanut-free snacks due to the number of students with peanut allergies currently enrolled in our schools.

Health Guidelines

If your child has contracted a communicable disease such as chickenpox, strep throat, measles, mumps or fifth disease, please notify your Principal. 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 and call your physician when one or more of the following symptoms persist:

- Fever of 100.0 or over, taken in the morning before school – child must be fever free for 24 hours (without the use of medication) before returning to school.
- Nausea or vomiting
- Skin rash or sores
- Inflamed, swollen or reddened eyes
- Excessive coughing or sneezing
- Diarrhea
- Sore throat
- Headache/earache

Your child must be free from the above illnesses for 24 hours before returning to school, or you may provide a doctor's note indicating that the child is medically cleared to attend school.

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, except when viral or bacterial conjunctivitis is accompanied by additional systemic signs of illness.

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's also important to 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.

A SLLIS nurse is shared equally between the two campuses.

Saint 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.

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, Dosage Prescribed, Date of Prescription, Pharmacy Phone Number, and Medication Name.

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 authorized inhalers and EpiPens. 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 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

All volunteers are required to complete a Missouri State Highway Patrol / Missouri Department of Social Services Request for Child Abuse or Neglect form. This completed form must be turned in to the receptionist, Assistant Principal or Principal for processing. Volunteers may not serve until they have been notified by a SLLIS administrator that they have been cleared.

Parents Visiting in the Classrooms

Parent participation in the classroom is encouraged; however, your visit should be coordinated with either the Assistant Principal or Principal.

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:

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- 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 the principal or AP. 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's most recent report card published according to Mo. Rev. Stat. § 160.522, and the results of background checks of SLLIS's 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 uniform colors are: white, light blue, navy blue, red and gray. Khaki is also acceptable.

The Uniform Policy will be under review in 2017-2018.

Daily Uniform

Button down shirt OR Polo shirt in a uniform color

Shorts, Skirt, Dress, Slacks

Tie (solid or patterned): bow tie, long tie, cross tab tie (optional)

Closed-toe, soft-soled, non-athletic shoe in a solid uniform color or black

Closed-toe athletic shoe in a uniform color or black

Party or high-heeled shoes, jellies, flip-flops, or other shoes, which inhibit activity, are not appropriate for school. For the safety of your children, shoes with built-in rollers are not permitted. Girls should wear shorts if they wear skirts.

No hats allowed. Hoodies, when worn, may not be worn with the hood up.

The school administration is the final authority for judging the appropriateness of a student's appearance.

Lost and Found

Students are responsible for all of their personal belongings. Students should clearly mark all of their personal belongings. In case of loss, students should check their locker, classrooms, and "Lost and Found" thoroughly. Students are responsible for lost textbooks and library books. If these books are not found within a reasonable time as determined by teachers or the office, a form will be mailed home with a bill for replacing the missing book(s).

Admission

SLLIS will not limit admission based on a student's race, ethnicity, national origin, disability, gender, income level, English proficiency or athletic ability. All residents of St. Louis City are eligible to apply for admission to SLLIS. In addition, non-African-American students who reside in school districts located in St. Louis County that participate in the Voluntary Inter-district Choice Corporation are also eligible to apply for admission. Students are eligible to apply for kindergarten admission if they turn five years old on or before October 1st of that year.

SLLIS does not have a neighborhood preference and enrolls families from all St. Louis City zip codes equally. SLLIS does have priority enrollment for city residents. In the event of a lottery, siblings of currently enrolled students and children of employees do have enrollment preference.

Homeless Students

SLLIS recognizes that homelessness alone cannot be sufficient reason to separate students from the mainstream school environment. Therefore, SLLIS, in accordance with state and federal law (McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A of the Every Student Succeeds Act) and the

Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children at SLLIS have access to the same free, appropriate public education as provided to other children and youths.

Definitions:

A “homeless child” or “homeless youth” is one who:

A. lacks a fixed, regular, and adequate nighttime residence; and

B. includes—

- 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;
- ii. 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;
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- iv. is a migratory child or youth who qualifies as homeless because the child or youth is 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 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

Lauren Stoelting, Social Worker, is the SLLIS Board-appointed 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

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 Director of Diverse Learners and the Superintendent 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 Board of Directors 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 school will notify the State MELL Director and request 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 principal for assistance.

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. SLLIS 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.

SLLIS 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.

SLLIS 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).

SLLIS 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 on the website or at the office of the Director of Diverse Learners & Federal Programs located 3740 Marine Avenue, Saint Louis, Missouri 63118 between the hours of 9 AM and 4 PM Monday through Friday.

Assessments Policy

SLLIS administers school-wide assessments in English (L1) up to three times per year in all grades. We assess students in Communication Arts and Math three times per year using the Northwest Evaluation Association assessments.

Founded by educators nearly 40 years ago, Northwest Evaluation Association™ (NWEA™) is a global not-for-profit educational services organization known for their flagship interim assessment, Measures of Academic Progress® (MAP®). More than 7,400 partners in U.S. schools, districts, education agencies, and international schools use their assessments that accurately measure student growth and learning needs.

In the target language (L2), students will take diagnostic and regular formative assessments, both standardized and teacher-made.

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.

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.

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.

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

Meet the Teacher Day

Meet the Teacher Day is held in August, the Friday before the first day of school. New SLLIS families will meet individually with kindergarten and first grade teachers. Returning SLLIS families will be offered a morning and afternoon group session to see the classroom, drop off supplies and meet the teacher.

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 your child's Assistant Principal or Principal. If you feel that you are not receiving a satisfactory response, please call the Superintendent at 314-533-0975, ext. 2908.

If you have a question, concern or need information about general school operations or facilities, call the Chief Operating Officer at 314-533-0975, ext. 2500.

You may receive recorded messages from time to time about school and community events.

SLLIS Council

SLLIS Council is a district-level committee made up of the combination of parents from the three different language programs, the COO, and the Superintendent. Other SLLIS personnel may be invited as needed. The group meets in order to incorporate a broader parent perspective and voice into important school-based initiatives revolving around the school improvement plan. This collaborative relationship helps foster positive and productive discussions that in turn, help guide and inform the district in various decision- making situations.

Website

Our website at www.sllis.org is an additional communications resource.

Communications

Parent Concerns

Parents are encouraged to maintain open communication with their child's teacher and the Assistant Principal and/or Principal. All administrators encourage parents to speak with them directly about any concerns. The nature of the school day is that we 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.

Bright Arrow

SLLIS uses this automated service to send routine reminders and emergency messages to families. The routine reminders are sent to your home phone number for days when school is closed, special events and enrollment confirmation. The emergency messages are for school closings due to weather and transportation delays. We use the primary emergency phone contact information in your file for the Bright Arrow list, so it is vital that you keep your numbers updated to be reached during an emergency.

Daily Teacher Communication

Check your child's class folder/notebook regularly. This is the primary communication between your child's class and home. The folder/notebook will contain important links about the school day activities and projects, lunch, transportation updates, special events, etc. Please return all forms to school in your child's folder/notebook.

Social Media

All SLLIS-sponsored or authorized web sites 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/StLouisLanguageImmersionSchools>

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 two aforementioned official accounts.

Remember that 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 Assistant Principal or Principal.

Administrative Newsletters

The Principals and Superintendent will send regular newsletters home in paper and 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 the Principal
- 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 outline 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.

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.

Photo and Video Release

During the school year, children are occasionally photographed and videotaped 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. Students should carry only sufficient money for the day's needs. 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 whatsoever.

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.

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 Discipline

Trauma-Sensitive Code of Conduct

It is the goal of the St. Louis Language Immersion School to provide a positive educational environment for every student. The Student Code of Conduct is to be implemented in a fair and equitable manner, which is mindful of the rights of students as well as the security, safety, and educational interests of the school. The Student Code of Conduct will not tolerate conduct that endangers the safety of the school and/or disrupts the educational experience for other students with the recognition that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different interventions and consequences.

Inherent in any discipline policy is the issue of balancing the needs of the individual with the needs and interests of the school at large. Our policy seeks to be child-centered and compassionate; therefore, this Trauma-Sensitive Code of Conduct

recommends consequences that take into account the age, maturity, and past experiences of the student/s involved, as well as other mitigating circumstances.

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. SLLIS schools should minimize the use of out-of-school suspensions, referrals for expulsion, and referrals to law enforcement, to the extent practicable. Rather, SLLIS schools will approach discipline with a trauma-sensitive lens by utilizing restorative practices that encourage students to use conflict resolution and self-reflection strategies in order to help each student become a responsible citizen.

Applicability

The Code of Conduct will apply to all students in attendance in district instructional and support programs as well as at school-sponsored activities. Off-campus misconduct that adversely affects the educational climate will also be subject to these policies, regulations, and procedures. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law.

SLLIS assures that the Code of Conduct is applied to students with disabilities in accordance with the procedures outlined in the Individuals with Disabilities Education Act (IDEA). All approaches will be consistent with the student's Individualized Education Plan (IEP) or 504 Student Accommodation Plan and will take into account their unique needs and abilities. A copy of the IDEA Procedural Safeguards can be obtained from the Director of Diverse Learners & Federal Programs or the district website: www.sllis.org.

The Board has legal authority to make all needed policies, rules, and regulations for organizing and governing SLLIS. This Code of Conduct is not an exclusive listing of actions that would necessitate consequences and additional support from SLLIS staff. Misconduct that is not specifically listed in this code may warrant discipline up to and including expulsion from school.

SLLIS will make reports to the appropriate agencies regarding student behavior, in accordance with applicable law, including, but not limited to, MO. Rev. Stat. § 167.171. SLLIS is prohibited from releasing the names of students involved in discipline incidents to anyone other than their responsible family members.

Positive Behavior Interventions & Support

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

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

At SLLIS we use a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The framework is called Positive Behavior Interventions and Support (PBIS) or Schoolwide Positive Behavior Support (SW-PBS).

PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools, and supported by a three-tiered model.

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations but are never acknowledged for their positive behavior. Through instruction, comprehension, and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching, not just punishment.

The PBIS model is a research-based strategy that is supported by the state of Missouri and the federal Department of Education. The three-tiered approach reduces problem behavior as a barrier to student achievement. Our PBIS school teams have developed a documented discipline system that is integrated with this Code of Conduct. When problem behavior occurs, students are provided a full

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

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

SLLIS administrators consult with PBIS and other student support specialists regularly to support teachers and students to extinguish inappropriate behaviors and encourage positive behaviors.

As needed, the Principal or Designee will initiate written Behavior Intervention Plans with parent input and support.

Trauma-Sensitive Discipline

Childhood trauma has been conceptualized as a response to a negative external event or series of events which render a child “temporarily helpless” and surpass the child’s ordinary coping skills. Childhood trauma can result from a wide range of experiences, and a child’s response to these potentially traumatizing events will vary depending 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).

Schools that understand the educational impacts 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 and behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how the school is run. Trauma sensitivity will look different at every school. However, a shared definition of what it means to be a trauma-sensitive school can bring all stakeholders together around a common vision.

We define the core attributes of a trauma-sensitive school to include the following:
A shared understanding among all staff that adverse experiences in the lives of children are more common than many of us ever imagined, that trauma can impact learning, behavior, and relationships at school, and that a “whole school” approach to trauma-sensitivity is needed.

The school supports all children to feel safe physically, socially, emotionally, and academically.

The school addresses students' needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.

The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills.

The school embraces teamwork and staff share responsibility for all students.

Leadership and staff anticipate and adapt to the ever-changing needs of students.

For more information on Trauma-sensitive Schools, visit <http://traumasensitiveschools.org/>.

For information on different types of trauma children experience, visit http://www.nctsn.org/nctsn_assets/pdfs/CWT3_SHO_Definitions.pdf.

For more information on trauma-sensitive work in St. Louis, visit <http://www.aliveandwellstl.com/>.

Trauma-sensitive discipline does not eliminate consequences for behavior issues. Rather, consequences are directed toward repairing damage caused by the behavior, addressing unmet needs, and restoring relationships. Trauma-sensitive discipline also takes into account what supports the student needs to reduce the chances of recurrent problems. These systems recognize that punishment and other fear-based interventions rarely prevent problems from reoccurring.

It is our belief that the most effective way to change student behavior is to reinforce and maximize appropriate conduct. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community.

This Code of Conduct outlines general guidelines that administrators can use when determining consequences for a student. In each case, the administrator will talk to the student and other involved parties and make a determination that takes into account the best opportunity for the student to learn from the experience, grow, and make a safer choice the next time they are in a similar situation.

Consequences

Determining the Consequences

School administrators should keep the following goals in mind when determining the consequences for student behavior:

The age and developmental level of the student

The consequence should focus on what is to be learned, not what is to be punished

The consequence should help the child reflect on her/his behavior

The consequence should be timely and appropriate to the level of seriousness of the behavior.

Consequence Ranges

All possible ranges of consequences for specific behaviors found below are in accordance with the Missouri Safe Schools Act. A SLLIS administrator may suspend a student for a period not to exceed 10 school days. The Superintendent may suspend students for a period not to exceed 180 days. Parents may appeal a Superintendent's suspension to the Board of Directors.

Disciplinary Offenses and Penalties Chart

Level 1/Minor Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
Engaging in pranks which do not endanger persons or property	Student-teacher conference	Teach/re-teach behavioral expectations
Throwing food or objects	Student may be removed from classroom by teacher to buddy room (90 minute maximum)	Increase rate of acknowledgements (4:1 positive feedback)
Disrupting class, including but not limited to electronic devices	Administrator may warn student and send notice to parent	Conflict resolution
	Administrator may assign student to detention	Short-term behavior monitoring
	Administrator may assign	Parent outreach
		Referral to school

<p>Using a cellular phone or mobile device while in class</p> <p>Leaving a classroom without permission</p> <p>Turning off hallway, classroom, or stairwell lights</p> <p>Improper use of school entrance and exit doors</p> <p>Entering or remaining in a classroom, in a school building, or on the grounds without an authorized purpose</p> <p>Blocking or interfering the flow of traffic in corridors</p> <p>Displaying inappropriate affection.</p>	<p>student to in-school suspension (ISS) for a period not to exceed three (3) school days</p> <p>For cell phone and mobile device use, the administrator can confiscate and return the device at the end of the day and warn that repeated offenses may result in cell phone privileges being revoked</p>	<p>supportive services (i.e. social worker, counselor, etc.)</p> <p>Develop individual behavior contract</p> <p>Referral to Tier 2/Check-In/Check-Out (CICO), if behaviors persist</p> <p>Recommendation of referral to community-based mental health services</p>
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Level 2/Major Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<p>Sounding or reporting a false emergency alarm</p> <p>Cheating & Plagiarism</p>	<p>Student-teacher and/or administrator parent conference</p>	<p>Teach/re-teach behavioral expectations</p>

<p style="text-align: center;">Fighting</p> <p>Intentionally threatening another person with physical injury or property damage</p> <p>Directing profane, vulgar, or disrespectful language at school staff members or other students</p> <p>Disrupting the educational process in an area other than a classroom</p> <p>Physical aggression towards a staff member or student</p> <p>Harassing conduct, written or verbal conduct, directed at a person because of her/his sex, perceived gender, race, ethnicity, or sexual preference</p> <p>Stealing, damaging, or defacing school property or the property of others</p> <p style="text-align: center;">Vandalism</p> <p>Violating emergency evacuation regulations</p> <p>Leaving school building or school grounds without</p>	<p style="text-align: center;">Student may be removed from class</p> <p>Student will repair, restore, or provide restitution for any damaged or stolen property</p> <p>Administrator may assign in-school suspension for a period not to exceed five (5) school days</p> <p>Administrator may require student to serve detention</p> <p>Administrator may suspend the student out-of-school if violation causes a “serious educational disruption” or in the event of repeated, aggravated, or flagrant offenses</p>	<p>Increase rate of acknowledgements (4:1 positive feedback)</p> <p>Parent outreach</p> <p>Referral to school support staff</p> <p>Referral to individual and/or group counseling</p> <p>Conflict resolution</p> <p>Develop individual behavior contract</p> <p>Short-term behavior monitoring plan</p> <p>Referral to Tier 2/CICO</p> <p>Develop Functional Behavior Assessment (FBA)</p> <p>Referral to Student Success Team</p> <p>Referral to community-based mental health services</p> <p>Referral to appropriate substance abuse counseling services</p>
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<p>permission</p> <p>Engaging in inappropriate sexual behavior</p> <p>Being found with any type of paraphernalia normally associated with the use of drugs, e.g. tobacco rolling papers, bongs, clips, pipes and needles</p> <p>Smoking on school grounds/school buses</p>		
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Level 3/Major Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<p>Using threats or force to make other persons give up money or property they have a right to possess</p> <p>Stealing school property or the property of others by using force against another person</p> <p>Starting a fire or causing an explosion with intent to damage school or personal property</p> <p>Intentionally causing serious injury or physical assault to another person</p>	<p>Student may receive up to 180 days of out-of-school suspension</p> <p>Student may be required to repair, restore, or provide restitution for damaged or stolen property</p> <p>Administrator may refer student for expulsion</p> <p>Student may be referred to appropriate social service agency when drugs/alcohol are involved</p> <p>Administrator will report</p>	<p>Teach/re-teach behavioral expectations</p> <p>Increase rate of acknowledgements (4:1 positive feedback)</p> <p>Conflict Resolution</p> <p>Short-term behavior monitoring plan</p> <p>Develop individual behavior support plan</p> <p>Parent outreach</p> <p>Referral to school</p>

<p>Threatening or assaulting a staff member</p> <p>Engaging in violent conduct that intentionally or recklessly causes physical injury or substantial property damage</p> <p>Sexual assault</p> <p>Hazing</p> <p>Possession of any controlled substance without the intent to sell</p> <p>Possessing any firearm, knife, explosive, or other dangerous object</p>	<p>any felonies to the appropriate law enforcement agency, as per RSMo 160.261.2.</p>	<p>support staff and/or individual counseling</p> <p>Referral to Student Success Team</p> <p>Develop/modify Functional Behavior Assessment (FBA)</p> <p>Develop/modify Behavior Intervention Plan (BIP)</p> <p>Community service project within school</p> <p>Referral to community-based mental health services</p> <p>Referral to appropriate substance abuse counseling services</p>
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Discipline Hearings

SLGIS may originate student discipline hearings upon recommendation of the Principal/designee. In such cases, the Board will review the Principal's/designee's report and determine whether to conduct a discipline hearing. In addition, student discipline hearings will be held upon written request of the student or the student's parents to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Principal/designee, the parent/guardian waives, in writing, the right to an expulsion hearing. Students who have been identified as protected under IDEA will receive all of the extensions in consideration and deliberation of expulsion as required by law.

Readmission Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with school policy, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody, or control of the student. The Board shall notify, in writing, the parents or guardians and all other parties of the time, place, and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

Acts of School Violence

Acts of school violence, meaning the exertion of physical force by a student with the intent to do serious physical injury, as defined in RSMo 556.061, to another person while on school property, the school bus, or while involved in school activities, will be reported to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties by school administrators as stated in RSMo 160.261.2.

If a student's individualized education program is related to demonstrated or potentially violent behavior, that portion of the student's IEP shall be provided to any teacher or other school employees who are directly responsible for the student's education or who otherwise interact with the student on an educational basis while acting within the scope of their assigned duties.

Seclusion and Restraint Policy

SLLIS values the uniqueness of each student and recognize 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.

Positive Behavioral Interventions and Supports (PBIS)

SLLIS implements a positive behavioral support framework within which appropriate social behaviors are expected, modeled, and taught to all students. A continuum of positive interventions is available within our schools for all students.

Prevention and Early Intervention Strategies

SLLIS staff will implement prevention and early intervention strategies that assist students in acquiring and demonstrating the behavioral expectations of our schools and to reduce the likelihood that student behaviors will escalate to a point where crisis intervention strategies are required. Prevention and early intervention strategies typically include:

1. Teaching and modeling universal behavioral expectations
2. Frequent recognition and specific feedback for appropriate
3. Prompting
4. Active listening
5. Encouragement
6. Problem solving
7. Clarification expectations
8. Redirection
9. Restructuring of the classroom environment
10. Social skill instruction
11. Sensory supports

Intervention Strategies – Non-Physical Interaction

SLLIS staff members are expected to intervene as soon as a student's behavior begins to escalate in order to reduce the likelihood that a behavior crisis will occur. Typical

intervention strategies that do not require physical interaction with the child include:

1. Non-verbal de-escalation techniques, including the use of behavior, proximity or personal space and body language (facial expressions, signals, gestures, posture, and movement).
2. Verbal de-escalation techniques involving the use of quiet tone and volume, slow and calm rate of speech, redirection, and verbal reminders of the expected behaviors.
3. Time-out provided as a brief removal from sources of reinforcement within the classroom until the student is ready to return to the classroom group.

Crisis Intervention Strategies – Physical Interaction

When a student's behavior continues to escalate to a crisis level, a variety of SLLIS-approved crisis intervention strategies that involve physical interaction between staff members and student(s) could be required to protect the safety, health, and welfare of all students and staff.

Isolation

Isolation shall only be used under the following conditions:

- After de-escalation has failed
- In an emergency situation as defined in this section
- With parental approval, as specified in a student's Individualized Education Program (IEP), Section 504 plan, or behavior intervention plan

Use of isolation requires all of the following:

The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety is significantly compromised; in which case technology supported monitoring may be utilized.

The total time in isolation is to be reasonably calculated based on the age of the child and circumstances, and is not to exceed 30 minutes without a reassessment of the situation and consultation with parents and the administrative staff, unless otherwise specified in an IEP, Section 504 Plan, or behavior intervention plan.

The space in which the student is placed should be a typically sized meeting or classroom commonly found in the school.

The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use other places in the school.

The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

Physical Restraint

Physical restraint shall only be used:

In an emergency situation

- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations
- When otherwise specified in an IEP, Section 504 Plan, or other parentally-agreed upon plan to address a student's behavior

Physical Restraint shall:

Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint

Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury

Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat of the student, which restricts breathing

Only be done by school personnel trained in the proper use of restraint

SLLIS personnel who use physical restraint shall only use restraint models in which they received SLLIS-approved training. School personnel who use physical restraint may only do so in the presence of at least one (1) additional adult who is in the line of sight unless no other adult is immediately available due to an unforeseeable

emergency situation. In such cases, adult assistance should be called for immediately.

Mechanical Restraint

Mechanical restraint shall never be used by SLLIS personnel with the following exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations
- Devices used to prevent self-injurious behaviors, such as a helmet or elbow immobilizer, shall be used with parent approval in consultation with the IEP, 504, or behavior intervention plan.

Chemical Restraint

Chemical restraints are prohibited and shall never be used by SLLIS personnel.

Seclusion

Seclusion means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware and is prohibited and shall never be used by SLLIS personnel.

Aversive Interventions

Aversive interventions, including corporal punishment, are prohibited and shall never be used by district personnel.

School Personnel Training for Seclusion and Restraint

SLLIS shall ensure that all school personnel are trained annually on the requirements of this policy and procedures involving effective behavior management.

A. Level 1 Training

Level 1 training is for all school and department personnel. Level 1 training shall include the following:

1. Specific information about how students process and react to information differently.
2. Continuum of prevention techniques, including classroom universal, environmental, and sensory supports and techniques.
3. Continuum of de-escalation techniques.

4. Information about this policy, including incident documentation and crisis intervention follow-ups/notification.

Level 2 Training

Level 2 training is for school personnel authorized to utilize isolation and/or restraint procedures. The training shall include all of Level 1 training plus annual refresher training on:

1. Safe physical restraint techniques.
2. Recommended methods to explain the use of restraint to the student who may require restraint procedures and to the individual student's family.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP team determined, and the parent consents, that a form of restraint or isolation may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint or isolation must be limited to what is set forth in the IEP or Section 504 plan. If the IEP or Section 504 plan permits use of restraint or isolation, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint or isolation to an IEP or Section 504 Plan, the student must have undergone appropriate assessments including, but not limited to, a formal functional behavior assessment, and a positive behavior intervention plan should be developed.

Corporal Punishment

It is the policy of SLLIS that no person employed by or volunteering for SLLIS shall administer or cause to be administered corporal punishment upon a student attending SLLIS. SLLIS defines corporal punishment as the intentional infliction of physical pain as a method of changing behavior. It may include, but is not limited to, methods such as hitting, slapping, punching, kicking, pinching, shaking, use of various objects (paddles, belts, sticks, or others), or painful body postures

A staff member may, however, use reasonable restraint against a student without advance notice to SLLIS school administrators, if it is essential for self-defense or for the protection of other persons or the property of SLLIS.

Glossary of Terms

Alcohol - *Any intoxicating liquid*

Assault - *Using force with the intention to cause injury or harm to another; or attempting to cause injury or harm to another; or placing another in apprehension of harm or injury. Assault may occur directly or indirectly and by conduct and/or words. Attempting to kill or cause serious physical injury to another (e.g., an injury that necessitates attention in the emergency room or hospital).*

BIP - *A Behavior Intervention Plan is a highly specialized individual plan for a student to facilitate positive behavioral changes.*

Bullying - *Repeated intimidation, harassment, and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to, physical violence, verbal taunts, name-calling, put-downs, threats, extortion or theft, and damaging property. Bullying may occur in writing, verbally, through physical actions, through telephone or other communication devices, or online (cyberbullying).*

Cellular Devices - *Cell phones, beepers, pagers, CD's, DVD's, memory cards, flash drives, video games, and other communication devices, including wireless network cards, are to be turned off and not displayed during classroom periods. CD or DVD players, MP3 players, video games and other electronic devices.*

Cheating/Forgery - *To attempt to obtain a better grade by misappropriating someone else's work, or to pass off another person's work or authorization as one's own. Regardless of grade level, this offense will result in the student's failing the assignment in question.*

CICO - *Check-In/Check-Out is a research-based behavioral intervention which provides enhanced opportunity for daily communication between a student, parent, and teacher. Students needing additional behavioral supports in meeting school-wide expectations participate through targeted reinforcement and positive attention from adults.*

Confidentiality - *School administrators, teachers, and support staff who hear confidential communications regarding students and staff may not disclose that information.*

Confiscation - *When there are reasonable grounds to believe that a student is in possession of drugs or other prohibited items, there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs or other illegal items will be turned over to the police as soon as possible.*

Consensual Sexual Touching - *Engaging in consensual sexual touching of private parts while on school property, school buses, or at a school-sponsored activity on or off campus.*

Consequences - *The result or outcome of a student's action imposed when established rules and procedures have not been followed*

Dangerous Instrument - *Any instrument, article or substance, which under the circumstances is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a vehicle*

Deadly Weapon - *Any weapon, whether loaded or unloaded, from which a shot may be discharged or a switchblade knife, gravity knife, billy club, blackjack, bludgeon or brass knuckles*

Disparaging or Demeaning Conduct - *Use of words or actions, whether verbal, written, pictorial or symbolic, that are meant to harass, upset or injure another person, or that actually harass, upset or injure another person. This category includes, but is not limited to, threats of violence or defamation of a person's character, race, religion, gender, or national origin.*

Distribution - *To give possession of a drug to another person whether or not for compensation*

Drugs - *Any form of alcohol, unauthorized inhalants, illegal drugs defined as substances identified under Schedules I, II, III, IV, or V in Section 202 of the Controlled Substances Act (including, but not limited to, narcotics, depressants, stimulants, hallucinogens, cocaine, methamphetamine, marijuana, and heroin), anabolic steroids, look-alike drugs, any item represented to be a drug, any item*

which by indicia and markings appears to be a drug, prescribed medication for which the student does not have a prescription from a licensed physician or dentist, and any other substance which impairs the student's ability to perform at school.

Drug Paraphernalia - *Any object or device used, intended for use or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substances into the human body, (e.g. razor blades, bong, pipes, roach clips, tobacco rolling papers) or any object or container used, intended for use or designed for use in storing, concealing or distributing controlled substances*

Drug Violation - *The possession, distribution, sale, trade, transfer or use of drugs while on school premises or at any school-related activity on or off campus. Students who must take prescription drugs while at school are required to follow the provisions of SLLIS's policy on the administration of medication. Possessing otherwise legal prescription drugs in violation of that policy shall constitute a Drug Violation.*

Emergency Suspension - *Exclusion from school attendance and privileges for as long as the emergency exists, but no more than three (3) consecutive school days. An emergency shall mean a situation where the continued presence of the student in school poses a danger to persons/property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school.*

Expulsion - *Permanent exclusion from school attendance and privileges, as decided by the Board of Directors.*

Extortion - *Threatening or intimidating any person for the purpose of, or with the intent of, obtaining money or anything of value from that person.*

False Alarm or Report - *Communicating a false threat or report of present or future danger or harm. Examples include, but are not limited to, pulling a fire alarm when no emergency or fire exists, false 911 calls, bomb threats, shooting threats, threats of harming the occupants of the school, and threats of burning the school.*

FBA - *A Functional Behavioral assessment is used for gathering information to understand the function (purpose) of the behavior in order to write an effective intervention plan*

Fighting - *Mutual physical combat in which both parties have contributed to conflict either verbally or by physical action.*

Firearm - *Any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer or any destructive device, including any explosive, incendiary, poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, a mine or similar device or any weapon that will or may be converted to more than a half inch (1/2") in diameter*

Fire-Starting - *Starting or attempting to start a fire or smoke, or causing or attempting to cause an explosion.*

Flammable or Combustible Materials or Devices - *Students are prohibited from possessing and/or distributing flammable or combustible materials or devices. Examples include, but are not limited to, chemicals (other than school supplies used in a classroom, such as art), matches, fireworks, and lighters.*

Forced Sexual Touching - *Sexually touching another's private parts while on school property, school buses, or at a school-sponsored activity on or off campus while using either physical force or threats of harm. This category also includes compelling a person to perform such sexual touching*

Hazing - *Any activity that singles out or places a student in a ridiculous, humiliating, stressful, or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a class, grade level, student organization, or school-sponsored activity. Hazing may occur even when all involved are willing participants.*

Principal - *Also referred to as the administrator; is responsible for the building, staff, students, and/or school-related activities.*

Hearing (Administrative) - *A meeting with a school administrator where charges are made and an opportunity for explanation provided*

Hearing before the Board of Directors - *Such a hearing is usually for consideration of a recommendation for expulsion of a student*

In-School Suspension - *Procedure in which the assigned student spends the full day in a restricted area away from the rest of the students. During this experience, students will be properly supervised and supplied with work assignments.*

Inappropriate Sexual Touching - *Inappropriate touching of private body parts, whether over or under clothing.*

Indecent Exposure - *Inappropriate exposure of the undergarments or private body parts.*

Interventions - *Strategies provided to students intended to produce positive change in behavior.*

Manifestation Determination Hearing - *Is a hearing (meeting) to determine appropriate disciplinary action for a student with a disability. It must be held prior to a referral for expulsion or any change in placement for a student receiving specialized instruction.*

Martial Arts Weapon - *A nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star*

Obscene Language, Actions, and/or Materials - *Words or actions that describe sexual conduct and which, considered as a whole, appeal to a prurient interest in sex, portray sex in a manner offensive to school and/or community standards, and that do not have a serious literary, artistic, political or scientific value.*

Out-of-School Suspension - *Exclusion from school attendance and privileges for a definite period not to exceed ten (10) consecutive school days if assigned by the Principal. The President may suspend up to 180 days. Each day of suspension shall be considered a full day of excused absence.*

PBIS - *Positive Behavior Interventions and Supports is a school-wide systems approach to discipline problems that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve*

academic performance. PBIS consists of Scientific Research-Based Interventions. www.pbis.org or <http://pbismissouri.org/>

Possession - Any possession which is unlawful under Missouri State Law, (e.g. holding or having on one's person or belongings the like or any drug or alcoholic beverage, which includes one's automobile, locker, backpack, carry case)

Sexual Assault - Touching a student in any way to seek sexual advantage and/or sexually placing a student in reasonable apprehension of, and/or attempting to cause, physical injury.

SST Team - A school-based team that makes recommendations on students who have been referred to the Student Success Team based on data available to determine appropriate instruction and supports and monitors students' progress. Tiers of supports are implemented to help students achieve grade level proficiency. The team may consist of the following school personnel: administrator, teachers, social worker, psychologist, counselor, academic interventionists, and instructional coaches.

Tampering with or Damaging Property - Tampering with and/or willfully causing (meaning intentionally causes or acts with a substantial certainty of causing) damage to any property, real or personal property belonging to the school, staff or students.

Technology Misconduct - Attempting, regardless of success, to gain unauthorized access to a SLLIS technology system or information; to use SLLIS technology to connect to other systems in evasion of the physical limitations of the remote system; to copy SLLIS files without authorization; to interfere with the ability of others to utilize SLLIS technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or through SLLIS technology; or to evade or disable a filtering/blocking device, and/or violation of SLLIS's technology use rules.

Threats of Harm - Any statement, written, verbal or otherwise, perceived by an individual as threatening with bodily harm, personal injury, or death. Examples include, but are not limited to, comments about shooting, stabbing, punching, killing and/or maiming.

Tier 1/Universal Level Interventions - *Approaches that are preventative in nature that are put into place to support student behaviors and prevent behaviors from escalating. These interventions are available to all students and across all settings*

Tier 2/Targeted Group Level Interventions - *Designed to support students who are at risk for developing more severe behavioral problems and have not responded to Tier 1 interventions*

Tier 3/Individualized Intensive Level Interventions - *Used with students unresponsive to Tier 1 and Tier 2 interventions. They often include a Functional Behavior Assessment and subsequent Behavior Intervention Plan*

Threatening Witnesses - *Threatening or intimidating any student for the purpose of, or with the intent of, causing him or her to withdraw a complaint, change a statement, or in general prohibit a witness from providing authorities with information. Applies to students both on and off school grounds if the student is connected to a school-related incident.*

Trespassing - *Being physically present on property of any kind that is owned, overseen, operated or controlled by SLLIS (including, but not limited to) off-campus school-sponsored events) where such presence is not authorized by an appropriate school official. Examples of this conduct include, but are not limited to, such conduct as the following: (1) being present on school grounds or on a school bus outside of school hours, authorized public-use hours, or school-authorized activity hours; (2) being present at a school-sponsored activity while under suspension or expulsion; (3) operating a school vehicle; (4) exceeding the permissible scope and/or authorization of a previously approved purpose for being on school property; and/or (5) being present in an unauthorized area of a school building in which student access is prohibited.*

Use - *To ingest, inject or otherwise cause a drug to reach the bloodstream or digestive tract*

Weapons - *A firearm as defined in 18 U.S.C § 921 or any instrument or device defined in § 571.010 RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2) which is customarily used for attack or defense against another person; any instrument or device actually used to inflict physical injury to another person.*

Only principals and assistant principals have the authority to give an out of school suspension to students.

Pursuant to Missouri H.R. 4247 seclusion and restraint are only to be used as a last resort when the student's behavior is an immediate danger to the student and/or others AND when other interventions have been unsuccessful.

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 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.

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 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 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 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 Principals. Parent reports can be made to any SLLIS employee or contractor in person or by completing Attachment A and submitting it to the Principal/Designee. Anonymous reports will be accepted by the 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 Principal shall select a designee, knowledgeable about bullying prevention and intervention (including but not limited to the Assistant Principal, Social Worker, 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 Principal grants in writing an additional 5-day extension due to extenuating circumstances. The 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 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 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 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 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 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 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 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 Principal/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 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 Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The 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 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 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 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 Principal, Director of Diverse Learners and Federal Programs, 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.

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

From June 11, 2018 to July 27, 2018, SLLIS will be on summer hours: 9 am to 3:00 pm. During that time Central Office staff members will be on-site and school-specific staff members will be on break.

Both campuses and the 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.

Summer School

There is no Summer School for SLLIS in the summer of 2018.

Any Questions?

Ask your Assistant Principal or Principal

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