



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

FAMILY HANDBOOK



Location: 1785 Pennsylvania Ave, Pagedale, MO 63133

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Welcome Letter

Dear TLS Families,

Thank you for choosing The Leadership School! Your TLS team is committed to fostering a nurturing and supportive environment that promotes your child's growth and development. We are thrilled to partner with you to build a fantastic school community that sets every student on a path toward success.

Every student's potential is best realized within a safe, supportive, and positive learning environment. We are committed to respecting all students' rights and ensuring they have the support they need to thrive. We also recognize the vital role of parents/guardians in guiding and encouraging their children to conduct themselves respectfully and appropriately at school. We invite you to become active members of our school community, as educational success for our students requires strong family partnerships.

Our policies and procedures are designed to ensure that our school runs efficiently and effectively. Please take the time to read this handbook carefully. It has been prepared to familiarize you with the school's procedures and help you support your child's educational journey.

At TLS, we believe in collaboration and leveraging the strengths of all stakeholders to enhance student outcomes. We are excited to have you join us on this journey and look forward to a year filled with joy and discovery!

In partnership,

Courtney Moulder
Executive Director

Please Note: This handbook provides guidance and guidelines for students and their families. However, in every instance where a governing board policy exists, the board policy always governs and supersedes any statement in this handbook. We will periodically revise the handbook, and the updated version will be available on our website, www.theleadershipschoolstl.org.

Notice of Non-Discrimination

The Leadership School is committed to maintaining a workplace and educational environment free from discrimination and harassment in admission to, access to, or treatment in its programs, services, activities, and facilities. By law, the school strictly prohibits discrimination and harassment against employees, students, or others based on race, color, religion, sex, sexual orientation, gender identity, national origin, ancestry, familial status, disability, age, veteran status, genetic information, or any other characteristic protected by law.

The Leadership School Mission and Vision

School Mission

The Leadership School grows our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

School Vision

The Leadership School empowers and inspires young leaders to collaboratively make their community & the world a better place.

Equity Vision Statement

The Leadership School is committed to diversity and inclusion by helping all students understand themselves and their learning styles. We provide the tools and resources needed for all students to thrive academically, physically, socially, and emotionally. We acknowledge the diversity of our student body in terms of race, learning abilities, socioeconomic status, and gender. We believe in equal learning opportunities for all students regardless of these differences. We aspire for each student to embrace their academic journey and choose a challenging and fulfilling path.

Our Core Values

| | |
|---------------------|---|
| Love | We show interest, collegiality, and positivity in our interactions with all community members. We cultivate empathy through strong relationships and collaboration. |
| Empowerment | We strive to foster an environment where students not only recognize their capabilities but also embrace the joy of self-discovery and personal development, as well as see and encourage the strengths of their peers. |
| Authenticity | We ensure alignment of our learning to authentic work and hold ourselves to the highest levels of integrity, employ just and equitable practices, and remain true to our mission at all times. |
| Development | We strive to take ownership of our achievements, failures and growth while we stay the course, persevere, and accomplish our personal and collective goals. |

2025 - 2026 TLS Calendar - Family



| | | | | | | | | | | | | | | | | | | | |
|---------------|----|----|----|----|---------------|----|----|----|----|----------------|---|---|---|---|---------------|----|----|----|----|
| July 2025 | | | | | August 2025 | | | | | September 2025 | | | | | October 2025 | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | 1 | 2 | 3 | 4 | | | | 1 | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 |
| 7 | 8 | 9 | 10 | 11 | | 4 | 5 | 6 | 7 | 8 | | | | | 6 | 7 | 8 | 9 | 10 |
| 14 | 15 | 16 | 17 | 18 | | 11 | 12 | 13 | 14 | 15 | | | | | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 | 25 | | 18 | 19 | 20 | 21 | 22 | | | | | 20 | 21 | 22 | 23 | 24 |
| 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 29 | | | | | 27 | 28 | 29 | 30 | 31 |
| S: 13 T: 21 | | | | | S: 20 T: 21 | | | | | S: 19 T: 20 | | | | | | | | | |
| November 2025 | | | | | December 2025 | | | | | January 2026 | | | | | February 2026 | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | | | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 2 | 3 | 4 | 5 | 6 |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | 9 | 10 | 11 | 12 | 13 |
| 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | | | | | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | | 22 | 23 | 24 | 25 | 26 | | | | | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | 29 | 30 | 31 | | | | | | | 26 | 27 | 28 | 29 | 30 |
| S: 13 T: 15 | | | | | S: 15 T: 15 | | | | | S: 19 T: 20 | | | | | S: 17 T: 17 | | | | |
| March 2026 | | | | | April 2026 | | | | | May 2026 | | | | | June 2026 | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | | | | | 1 | 1 | 2 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 | 13 | | 6 | 7 | 8 | 9 | 10 | | | | | 8 | 9 | 10 | 11 | 12 |
| 16 | 17 | 18 | 19 | 20 | | 13 | 14 | 15 | 16 | 17 | | | | | 15 | 16 | 17 | 18 | 19 |
| 23 | 24 | 25 | 26 | 27 | | 20 | 21 | 22 | 23 | 24 | | | | | 22 | 23 | 24 | 25 | 26 |
| 30 | 31 | | | | | 27 | 28 | 29 | 30 | | | | | | 29 | 30 | | | |

| Important Dates | |
|-----------------|------------------------------------|
| Dates | Event |
| Aug. 15 | Open House & Ribbon Cutting |
| Aug. 18 | First Day of School |
| Sept 1 | Labor Day - No School |
| Sept 19 | Staff Development - No School |
| Sept. 23 | Family University |
| 10.6 - 10.8 | Conferences - Early Release (1:30) |
| Oct 9 - Oct 14 | Fall Break - No School |
| Oct 15 | First Day - Quarter Two |
| Nov. 18 | Family University |
| Nov 24 - 28 | Thanksgiving Break |
| Dec 19 | Last Day of Semester 1 |
| Dec 22 - Jan 1 | Winter Holiday Break - No School |
| Jan 2 | Staff Development - No School |
| Jan 5 | First Day - Quarter 3 |
| Dec 22 - Jan 1 | Winter Holiday Break - No School |
| Jan 2 | Staff Development - No School |
| Jan 5 | First Day - Quarter 3 |
| Jan 19 | MLK Day - No School |
| Jan. 27 | Family University |
| Feb 13 - 17 | Winter Wellness Break - No School |
| Feb. 24 | Family University |

Foundational Beliefs

“GOING BEYOND THE CLASSROOM TO EDUCATE THE WHOLE CHILD”

We envision a future where all children can lead change for their communities and our world. Coupling a sense of belonging with rigorous academics lays a strong foundation for authentic student empowerment and leadership.

Sense of Belonging

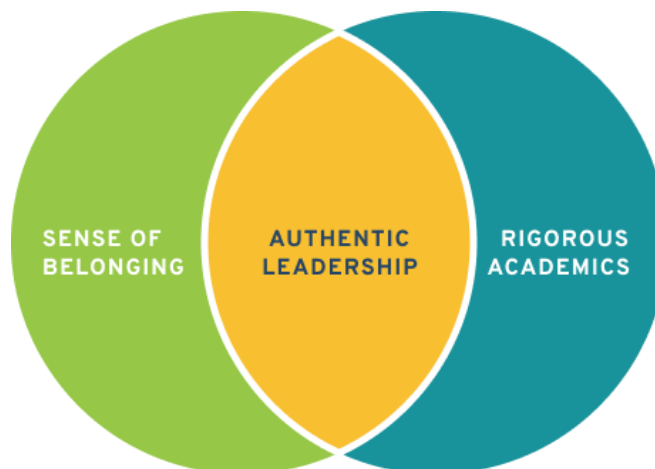
We value children's opinions and insights. Our students learn and grow in a relationship-oriented community that reflects and honors their ideas, experiences, and contributions.

Rigorous Academics

We believe that focusing on “deeper learning” is the best route for all students to reach the highest levels of academic success and design and live successful lives.

Authentic Leadership

We believe in trusting students to drive their learning - to make the best decisions about how they engage in the school community, accomplish goals, take responsibility, and impact their community.



TLS Staff

| | | |
|--------------------|--|------------------------|
| Courtney Moulder | Executive Director | cmoulder@tlsstl.org |
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| Rebecca Maldonado | Principal | rmaldonado@tlsstl.org |
| Desiree Buchanon | Assistant Principal | dbuchannan@tlsstl.org |
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| Carmen Ward | Family & Community Engagement Director | cward@tlsstl.org |
| Jonathan Books | Director of Student Success | jbook@tlsstl.org |
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| | | |
|------------------|--|-----------------------|
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| Hayley Kuehner | Student Success Coordinator/Reading Interventionist | hkuehner@tlsstl.org |
| Gail Murray | SSD Paraprofessional | gmurray@tlsstl.org |
| Tisha Bogan-Clay | SSD Paraprofessional | tbogancay@tlsstl.org |
| Veronica Higgins | BJC Therapist | vhiggins@tlsstl.org |
| Peri Ablen | BJC Nurse | Peri.Abeln@bjc.org |
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| Byron Terry | Janitor | bterry@tlsstl.org |
| Kevin Bramlett | Janitor | kbramlett@tlsstl.org |

Board Meetings

Community members are welcome to attend Board of Directors meetings. Meetings are open to the public and typically held in person at 1785 Pennsylvania Avenue, Pagedale, MO 63133. Virtual participation is also available. Meetings are generally scheduled for the fourth Tuesday of the month and begin at 6:00 pm. TLS's Board of Directors may also conduct executive session meetings, which are closed to the public in compliance with Missouri Sunshine Laws. Closed meetings are typically restricted to matters involving students, personnel, property, or legal issues. The executive director prepares agendas for board meetings in consultation with the school board's president. After board approval, copies of the minutes of each board meeting are available on TLS' website, [The Leadership School Board of Directors \(theleadershipschoolstl.org\)](http://theleadershipschoolstl.org).

TLS Board of Directors

Dr. Rebecca Langrall - Board Chair
Dr. Carrie Page - Vice Chair
Dr. Stephanie Madlinger - Secretary
Gary Stevenson - Treasurer

Terrance Curry - Member
Tanisha Montgomery - Member
Shala Taylor - Member
Aaron Williams - Member

Academic Culture

The Leadership School empowers students to become self-directed learners. Students set goals for their learning, reflect on their progress, and develop habits and mindsets to help them succeed. Students discover their passions and interests and plan to achieve their goals. With teacher support, each student has a personalized learning experience tailored to their individual needs. A component of work that equips students to become self-directed learners is accomplished through building student leadership in the areas of understanding their emotions (self-awareness), making good choices (responsible decision-making), and working well with others (collaboration).

Personalized Learning is not just a feature but the very essence of TLS. It begins with a comprehensive understanding of each child. We meticulously identify each student's strengths and areas for growth, as well as their interests, passions, and ambitions. This knowledge forms the bedrock of a learning environment where students' needs are met and celebrated.

Rigorous Academics

The Leadership School (TLS) bases its curriculum on our mission and vision for students. We incorporate best practices and research-based approaches in our academic program. Our school day is designed to provide students with proven models for literacy, mathematics, science, and social studies instruction, as well as personalized learning experiences. Alongside our rigorous academic program, students benefit from a proven leadership development curriculum (Wayfinder) that teaches them to set and achieve personal goals and become better leaders and participants in their community. At TLS, we focus on placing students at the center of learning by offering relevant, rigorous, and meaningful learning opportunities.

Elementary students require a balance of structured instruction, particularly in literacy and mathematics, and time to explore and learn interdisciplinary concepts through hands-on, real-world experiences. To achieve our goals and develop students prepared to thrive, we have adopted three research-based curriculums: EL Education, CKLA Reading Skills, and Savvas in Mathematics. Our core values of Love, Empowerment, Authenticity, and Development are integrated into our curricular programs.

Assessments & Testing

Student progress in literacy and mathematics is carefully assessed using various methods to ensure a comprehensive understanding of their abilities. These methods include curriculum-embedded assessments and iReady literacy and math diagnostics.

Beginning in the 3rd grade, students undergo the Missouri Assessment Program (MAP) to measure their achievement in grade-level standards. Our assessment system goes beyond traditional testing and incorporates a range of assessment styles, including performance tasks, curriculum-embedded tasks carried out during the school year, and portfolios or collections of evidence that showcase a broad set of competencies. This multifaceted approach allows us to effectively measure student mastery of deep learning skills and academic content knowledge.

Curriculum

English-Language Arts

Our English Language Arts (ELA) program follows the science of reading approach by focusing on establishing foundational skills and phonics in the early grades through our CKLA Skills Curriculum. We aim to ensure that our students become proficient readers and writers who enjoy expressing their thoughts about what they read and write. We prioritize comprehension through high-quality texts in our EL Education curriculum, which expands background knowledge, builds vocabulary, and integrates writing to prepare our students to achieve their ELA goals.

TLS' literacy program aims to cultivate passionate, lifelong readers and writers. We are dedicated to helping students discover genuine enjoyment in literary studies and develop a deep appreciation for excellent literature, new knowledge, diverse viewpoints, and the ability to express their ideas effectively. Our literacy program is designed to instill a critical curiosity in our students and broaden their understanding of the world through exploring questions, reading, writing, and discussion. Across all grade levels, we utilize EL's Module Lessons as they promote in-depth, content-focused learning and deliver rigorous, grade-appropriate reading and writing instruction to all students. During Module Lessons, children enhance their vocabulary, writing skills, comprehension strategies, verbal reasoning, and background knowledge.

Mathematics

High-quality math instruction develops students' problem-solving skills and deepens their conceptual understanding. At TLS, our math program, Savvas enVision, is designed to prepare students for the challenges of middle school, high school, and beyond. All students can excel in mathematics and develop critical thinking and problem-solving skills to tackle complex real-world problems. Our approach emphasizes conceptual understanding, procedural fluency, and practical application, aligning with the Missouri Learning Standards and promoting coherence across grade levels. By fostering a love for math and nurturing students' identities as mathematicians, we aim to equip them with the tools they need to thrive in the 21st century.

Science

Our Amplify Science curriculum is designed around three key elements: inquiry, experimentation, and the practical application of core scientific principles. It aims to immerse students at The Leadership School in real-world scientific problems and phenomena from kindergarten through eighth grade, providing hands-on experiences that foster a deep understanding of scientific concepts.

Social Studies

In InquirEd, an inquiry-based social studies program, students learn through investigation, mirroring the approach used in experiment-based science classes. The learning process begins with formulating a question that students explore as they progress through their studies. They then collect evidence from various sources to support their answers. Finally, they conclude and share their findings with others. This approach to social studies education begins with a thought-provoking, open-ended inquiry question that prompts students to delve deeper. Throughout the investigation, students don't just act as passive record-keepers; instead, they adopt the role of social scientists striving to comprehend the world and communicate their understanding to others. As students delve deeper into their inquiries, they accumulate profound and enduring knowledge because their learning aligns with their interests and curiosities, and serves a practical purpose in the real world: they apply it to educate others, enhance their community, or set goals for the future.

Student Support

Multi-Tiered System of Supports (MTSS)

At the Leadership School, a Multi-Tiered System of Support (MTSS) provides varying levels of support to student development and success. MTSS combines academic, behavioral, and social-emotional supports to address the diverse needs of student leaders. It ensures that each child receives the right level of intervention based on their individual needs.

MTSS is organized into three tiers of support:

- **Tier 1: Universal Supports**

This tier involves high-quality instruction and behavioral support provided to all students. Evidence-based teaching methods and classroom management strategies help all students succeed. Regular assessments help identify students who may need additional support.

- **Tier 2: Targeted Supports**

Students who require assistance beyond what is offered in Tier 1 receive additional support in small-group settings. These targeted interventions address specific areas where a student may be struggling. Progress is closely monitored to ensure that the interventions are effective.

- **Tier 3: Intensive Supports**

This tier provides individualized and intensive support for students with significant needs. Tailored interventions and one-on-one instruction address severe academic or behavioral challenges. These supports are highly personalized and involve frequent monitoring to track progress.

MTSS structures ensure TLS Student Leaders receive the appropriate level of support based on their individual needs. The benefits include early identification, personalized support, and continuous monitoring. Family support is critical to the success of MTSS. Families should stay informed, communicate with staff leaders, and support learning at home.

Inclusion

An inclusive education is at the heart of TLS's culture. Inclusion is about creating classrooms, programs, and activities that allow all students to learn and participate together. We take pride in embracing diverse learning styles and meeting the academic, social, and emotional needs of all our students. Our educators share the responsibility for the success of all students, meeting them where they are to provide equal access to the learning environment. Inclusion means physical presence and meaningful participation in one's education. We work hand in hand with families, recognizing their essential role in their child's education. Our various supports and services ensure that students receive the necessary accommodations and modifications to access high-quality instruction alongside their peers whenever appropriate.

Special Education

We are committed to meeting the needs of all students, including those with disabilities and those with Individualized Education Plans (IEPs). Our school is open to all students and does not discriminate based on disability. We strictly adhere to all state and federal laws concerning students with disabilities and create, implement, and oversee Individualized Education Programs (IEPs) and Section 504 plans. If you suspect your child may have a disability, please bring your concerns to your child's teacher, school Counselor, or the Managing Director of Student Supports. While verbal requests are acceptable, we recommend submitting your request in writing for clarity and record-keeping purposes.

Your child may qualify for special services under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act. School staff, such as teachers, counselors, or the school principal, may also recommend testing to determine if your child has a disability and requires specialized instruction. All Special Education services will be coordinated through the Special School District, St. Louis County [Special School District of St. Louis County / Homepage \(ssdmo.org\)](http://ssdmo.org). If your child has previously been identified as eligible for services under IDEA, please provide documentation, including prior evaluations and the most recent IEP or 504 Plan, at your earliest convenience.

Reading Success Plans & Reading Intervention

The Leadership School will conduct a state-approved reading assessment for through fifth-grade students. At the beginning of the year, Kindergarten students will take the Kindergarten Entry Assessment within the first two to six weeks of entering school. Afterwards, Kindergarten will follow the same testing schedule as grades first through fifth. Students will be assessed using the iReady Diagnostic Assessment, which is adaptive to find a precise reading proficiency level. The assessment measures the following areas to determine reading proficiency: phonics, phonemic awareness, high-frequency words, vocabulary, literature comprehension, and comprehension of informational texts. The reading assessment windows and assessments for each grade level are below:

| Grade | Administration Timeline | Test Assignment |
|---------------|----------------------------------|-------------------|
| Kindergarten | Mid-Year (before January 31) | iReady Diagnostic |
| | Last 30 days of the school year | |
| First - Fifth | First 30 days of the school year | iReady Diagnostic |
| | Mid-Year (before January 31) | |
| | Last 30 days of the school year | |

The Leadership School will issue reading success plans to students with a substantial reading deficiency that creates a barrier to building foundational literacy skills. A substantial reading deficiency is a student who is one or more grade levels behind in reading or reading readiness. This is determined when a student does not meet the minimum skill level for reading competency in phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, or overall Lexile level for the student's grade level.

Social-Emotional Supports

In attending to the whole child, we incorporate social-emotional development into all aspects of teaching and programming. We view SEL (Social and Emotional Learning) as the identification and application of skills to know oneself, setting and working toward goals, empathizing, building positive relationships, constructively resolving conflict, engaging in conversations about diversity and inclusiveness, and making responsible decisions. SEL is a focus at every grade level and a primary component of teacher development. We recognize that SEL cannot be taught and exercised in bursts but must be demonstrated and practiced continuously. Most explicit SEL instruction occurs through activities, individual and group conversations, and verbal transparency in our morning meetings. In addition to this holistic approach. This will encompass growing as student leaders using The Wayfinder curriculum. In addition, students will take part in lessons and activities focused on the SEL Core Competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

SEL is also a mindset that all staff are expected to model, both in the classroom and in collaboration with one another, as well as family and community relationships.

At TLS, we are dedicated to creating a positive and inclusive learning environment where every student is valued, respected, and supported. Our teaching approach is based on principles that emphasize the important connection between academic success and social-emotional learning. This approach focuses on social-emotional learning, academic excellence, and the development of strong character traits. Our commitment to these principles will enable us to provide a positive, inclusive, and engaging environment for all our students, families, and staff members.

Restorative Practices

As a school, our top priority is to ensure the emotional and physical safety of all community members. This applies within classrooms, around our school building, on field trips and at all TLS sponsored events. TLS complies with all state and federal statutes related to school safety, including but not limited to [RSMO 160.261 and the Missouri Safe Schools Act](#).

Teachers take a proactive approach by teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior, and redirecting misbehavior. In response to any misbehavior that threatens the safety of our community, The Leadership School is committed to restorative practices—our goal is to restore relationships and teach lifelong skills rather than rely on punitive measures, while still complying with the law. As

the first line of response to misbehavior, all staff employ logical consequences whenever possible. We believe consequences are one element of responding to challenging behavior; however, TLS prioritizes teaching replacement behaviors and repairing harm when determining the next steps after a student engages in misbehavior.

Maintaining all students' dignity rather than shaming or blaming them is central to a restorative approach to discipline. When a behavior crosses a line, is disruptive, or unsafe (emotionally and/or physically), we take into account a myriad of factors to determine consequences for misbehavior, including context, whether a behavior is rare or recurring, whether malice or ill intent preceded the behavior, if a student has a disability impacting behavior, and/or if the student is already on a specific behavior plan that could inform the situation. TLS follows state and federal law concerning student discipline and interventions, and we remain grounded in our belief that strong communities are built when mistakes are met with accountability, empathy, and opportunities to make things right.

Behavior Intervention

When students exhibit harmful or inappropriate behaviors, we follow our tiered behavior support system to determine an appropriate accountability measure. Afterward, the student will engage in a restorative process, which may include a restorative circle, a family meeting, and—if needed—the implementation of a behavior support plan. The behavior support plan may include environmental adjustments, reduced stimuli, and adaptive materials such as special seats, personalized materials, or visual communication devices or schedules. If the behavior support plan developed within the classroom is not effective, then a care team of teachers and mental health staff members may convene to implement the student's response-to-intervention (RTI) plan.

Resolution

As a school with all early-grade students, we are committed to using child-centered consequences that aim to teach children alternative and more positive behaviors rather than punish them for their actions. We seek to avoid severe consequences such as suspension, in-school suspension, and expulsion for students. Instead, we use a

cross-team approach, including parent conferences, to get support from families and address difficult behaviors.

Grade Level Pride Meetings

As a connection back to our school mascot, the lion, we call each of our classes by different pride names. *(The definition of a pride is a group of lions!)* Each grade level will come together for pride meetings bi-weekly to participate in community-building activities.

Communication

Our Communication Procedures outline the procedures for communicating with caregivers or guardians when their children attend our school.

TLS Staff will use Classroom Dojo to communicate with families, and teachers will lead these communications. All enrolled students must have at least one adult caregiver connected to and engaged in Classroom Dojo.

Please note that Classroom Dojo will be a platform for families to receive school-wide information, track academic/activities in their child's classroom, and monitor their students' leadership points.

Lunch, Transportation, Uniforms & Technology

The Director of Operations or their designee communicates with caregivers regarding transportation, uniform, technology and lunch inquiries.

Transportation

Bus routes are sent directly to families before school starts from First Student.

- Caregivers who require a bus route should call 314-492-2301
- First Student should be contacted first if the bus is late at 314-389-1111.
- After 3:30pm, only First Student can provide information on the child's location.

Uniforms

All students are required to wear their uniforms every school day. Uniform-appropriate attire is deemed as:

- TLS Logoed shirt
- TLS Brand Colored Non Logoed Shirt (no words or graphics)

- Blue, Khaki, Grey, or Black Bottoms, skirt, or dress

Students not in uniform may be prohibited from attending away from school events. Caregivers are required to ensure their child is dressed in uniform each academic day.

Personal Technology

Students will have access to Chromebooks at TLS, which are monitored for appropriate usage. Personal technology such as iPads, laptops, gaming devices, and cell phones are prohibited at school. Caregivers who require their leaders to have "cell phones" will alert the DOS. Phones will be turned in at the beginning of the school day to the DOS and retrieved at the end of the school day. Please review the guidelines for managing cell phones on the school bus. If a caregiver does not alert the DOS of a student having a phone or the student does not turn the phone in and the phone is identified on school property, the phone will be collected by the DOS and the caregiver will need to retrieve the phone from school administration.

After Care

Aftercare services are provided by 4 partner organizations. Please reach out directly to these organizations for any information:

Kindergarten and First Grade:

State subsidy is available for families who qualify for all of these options. Please make sure you sign up early, as slots for each may be limited.

- Strawberry International: Programming is offered for both before and after care. Strawberry International has 24 hour services, but aftercare is offered until 6pm daily at the site closest to our school. Website: <https://strawberryschool.yolasite.com> Phone Number: 314-427-7441
- Pre-K University: Programming is offered for both before and after care. Sign Up Link: <https://childcare.mo.gov/s/> Phone Number: 314-222-1813
- Jessie B's: Programming offered for both before and after care. Jessie B's is open from 7am-5pm and is closed for a half day on the first Friday of every month from professional development. Website: <https://www.jessiebsacademy.org>. Phone Number 314-449-1796

Second through Fifth Grade:

The Legacy Center

- The Legacy Center: Programming is offered after care until 6pm.

Website: <https://legacystl.org> Phone Number: 314-257-9980

Change of Address

Students/parents are required to inform the Operations Coordinator of any change in address or telephone number. TLS encourages the updating of that information so we can contact the parent in the event of an emergency.

Withdrawal from School

Children under 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult responsible for the child comes to the school to complete the necessary forms. Students must clear any outstanding fines and fees so that the school can release an official copy of the student's records to their parents and/or another school district. Generally, a 24-hour notice is required for a student to withdraw from school.

Culture & Discipline

Teachers use Conscious Discipline when engaging student leaders. Students who will benefit from additional guidance to maintain focus, follow instructions, use appropriate language, and/or observe personal boundaries will be referred to the culture team for further restorative support.

When a student repeatedly demonstrates behavior that impedes their classmates' learning and is not responding to teacher-managed classroom behavioral strategies (2+ incidents), a documented behavior referral will be made to the culture team. At this point, teachers should have communicated with families using communication methods such as phone calls, class dojo messages, or texts. All forms of communication will be documented in the Family Communication Logs.

Behavior Referral

- The culture team will implement best practices to support the student leader in resetting and re-entering the classroom, allowing them to continue their learning.
- The culture team will track intervention meetings with the student leader and share specific interventions or plans created with the student leader and/or active parties regarding the resolution and a path forward upon re-entering the classroom.
- A member of the culture team will contact the family to inform them of the incident. The student may lead the conversation and follow up with a member of the culture team afterwards.

Student-Led Conferences

When incidents occur requiring a family meeting, a member of the culture team or lead teacher will:

- Schedule the meeting with the family member, student leader, and the staff leader if applicable.
- Create a safe environment for the caregiver and student leader.
- Ensure the discussion is led by the student leader with the support of the DOS and staff leader.
- Remind the student leader and family about their commitment to excellence and the student's focus for the academic year.

If a resolution is not obtained or if the family still has concerns, the matter will then be referred to the the Assistant Principal/Principal.

If the matter remains unresolved after speaking with the Assistant Principal/Principal the caregiver will follow the grievance policy outlined below.

Behavior Policy

At TLS, our staff leaders actively address daily conflicts as opportunities to teach students essential life skills. Student leaders thrive when provided with clear boundaries and high expectations. Each day is designated for learning, enrichment, and recreational activities. We emphasize the role of students in maintaining a positive learning environment as we require all students to adhere to the guidelines established by TLS.

Behavior Management Procedures

To maintain a conducive learning environment, staff leaders will implement the following procedures when expectations are not met:

- **Least Invasive Strategy:** The teacher will first attempt a variety of techniques to correct the behavior, starting with the least invasive method for redirecting it. The goal of this process is to redirect the behavior while respecting the dignity of the student leader and getting the learning back on track as quickly as possible.
- **Clear Verbal Correction:** A reminder of the commitment to excellence in following TLS rules. Students will be asked to follow them.
- **Safe Place:** Students may be asked if they wish to go to a designated "safe place" to regain composure, such as the calming corner of the room or a buddy classroom.
- **Reflection:** Staff leaders will engage in a dialogue with the student to reflect on their circumstances and discuss what changes will be made.

- Consequences for repeated behavior will be communicated, and students will return to their activity.
- **Parent Communication:** Level 2 and 3 concerns will be reported to parents by phone at the end of the academic day by the teacher and, when necessary, the DOS.
- **Suspension:** Level 3 concerns may result in an out-of-school suspension. (A Disciplinary Action Report will be completed and requires a parent's signature.)

Behavior Levels

Tier 1 Behaviors:

Minor misbehaviors that are disruptive to the learning community but can be managed with brief interventions. Examples include:

- Talking to classmates during teacher instruction
- Noncompliance when redirected by a staff leader
- Minor instances of vandalism (littering, putting foreign objects in the toilets, writing on desks, walls, and other building property)

Responses will be handled by the teacher or staff present.

Tier 2 Behaviors:

All students are expected to behave in a manner that ensures the safety of everyone, especially their peers. To achieve this, TLS has established a policy to address behaviors that put students and staff members' safety at risk. The purpose of this policy is to promote a behavior change. If a student violates the policy, the concerns will be referred to the culture team for evaluation and determination of the next steps.

- Repeated tier-one incidents impacting students, staff, or the school.

Tier 3 Behaviors:

Behaviors are considered severe infractions that jeopardize safety, order, or property. They can include a pattern of persistent level 2 behaviors. Depending on the severity of the behavior, level 3 interventions may consist of short-term removal of a student from the classroom environment.

More intensive responses in Tier 3 may include, but are not limited to, out-of-school suspension, temporary removal from class, restitution for property or repair of damage, a formal meeting with school district personnel, and/or a family home visit, as well as restorative practices. Examples of Level 3 behaviors include:

- Repeated acts of violence (such as hitting, kicking, pushing, punching, and scratching) upon a student, teacher, administrator, or other school employee, or attempting to do so.

- Engaging in conduct including repeated threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- Threatening to use any weapon.
- Throwing objects that can cause bodily injury or property damage.
- Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages, tobacco, tobacco products, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or being under the influence of any such substances on school property or at a school function.
- Indecent exposure, that is, exposing the private parts of the body in a lewd or indecent manner.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting" either on or off school property, if the conduct causes a substantial disruption to the educational environment.

Transportation Behavior

Riding the school bus is a privilege. It allows our students to build strong connections with their peers and demonstrate leadership during their daily commute. We have clear expectations for displaying leadership on the bus, including maintaining a voice level of one, refraining from standing except when boarding or exiting, using respectful language, and abstaining from making unsafe choices. This will ensure the driver can safely transport students to their designated drop-off locations and respond to emergencies via the bus radio system.

Additionally, the use of technology and eating are strongly discouraged, as we prioritize the safety and well-being of all TLS students. Students may have adverse reactions to certain food items; additionally, this ensures that your leader's technology access is monitored to some extent on the bus. When students encounter challenges in meeting these expectations, they can rely on the support and guidance of the Dean of Students (DOS). Please review the bus referral process below:

Bus Expectations

When repeated incidents of non-redirectable behavior occur, impacting other students or the safety of the bus occupants, the bus driver makes a referral with written documentation.

The driver will document instances of behavior and will communicate behavioral concerns with the TLS culture team. Please note that repeated violations may result in permanent loss of bus privileges.

| Offense | Consequences |
|---|--|
| 1st Warning | Verbal warning, documented incident report sent to families |
| 2nd Offense | Assigned seat, parent meeting, and possible 1-3 day bus suspension. |
| 3rd Offense | 3-5 day bus suspension, mandatory behavior contract with student and family. |
| Serve Misconduct (bullying, fighting, safety risk) | Immediate bus suspension (5+ days) and school consequences. |

Attendance

Every missed school day represents a lost opportunity for students to learn and grow. The school door opens at 8:00am for breakfast and students begin classroom instruction at 8:30am. Students are considered late at 8:15 am. The school day ends at 3:30p. Attendance has proven to be one of the primary factors in students' academic success. TLS has established a comprehensive attendance and tardy policy. This policy provides clear and definitive direction on attendance, accountability, and support to ensure your students' attendance goals. It also includes proactive actions for when student(s) are absent, late on arrival, or early to dismiss. It is important to note that this policy ensures uniformity across the school in our efforts to attain our students' ambitious attendance and academic objectives while providing an inclusive family environment.

Caregiver/Family Expectations

Absence: The caregiver or guardian should inform the school as soon as possible of their student leader's absence and its reason. Caregivers are required to call the front office at 314-492-2301. Caregivers who inform teachers of this information will be redirected to contact the Front Office.

Tardy: The caregiver/guardian communicates to the school why their student leader is tardy and commits to striving for on-time attendance. When students are tardy, caregivers must

walk them into the school building to sign them in. Students are late if they are not in their classroom at 8:15 a.m.

Early Dismissal: The caregiver/guardian communicates to the school why their student leader needs early dismissal (no later than 2:00 p.m.). All student leaders requiring early dismissal should be picked up by 2:30 p.m. **Please contact the office if you have any additional questions.**

Late Picks Ups: Families are expected to pick up their student(s) on time. If a student is picked up 30 minutes or more after dismissal, the following consequences will apply:

1. 1st Offense – Verbal warning
2. 2nd Offense – Written notice
3. 3rd Offense – Mandatory family meeting
4. **4th Offense – Late pick-up fine or volunteer time : \$5 for every 15 minutes.**

Additional Notes:

- Late pick-up counts reset each quarter.
- Unpaid fines may result in account holds.

Student Leader Expectations

Absent: After students get well, they are expected to return to school as quickly as possible. Their teacher will work with them to complete/turn in all missing assignments. Families can pick up all student work from the classroom teacher. Families must turn in a doctor's note in order for an absence to be excused.

Tardy: Students are expected to head straight to class as quickly as possible, check in with the classroom teacher, and start their day. They must turn in a tardy slip to the teacher. Tardies are tracked and impact your students' overall attendance record.

Dismissed Early: Student leaders commit to completing any work that will be missed and returning it to their classroom teacher upon their return. The front office tracks all early dismissals in PowerSchool. An early dismissal is leaving before the end of the day without a medical note being turned in.

Staff Leader Expectations

Absence: The Office Manager records information in PowerSchool and on the Attendance spreadsheet and informs the classroom teacher if the absence is more than one day. The classroom teacher gathers all the work that will be missed on this day and prepares it for the student leader's return. Families can pick up student work in advance, or upon the student leader's return, the classroom teacher communicates the missing work to the family and gives the work to the student leader with a due date.

Tardy: The Office Manager records information in PowerSchool and on the Attendance spreadsheet. The receptionist writes the student leader a tardy slip, offers breakfast if applicable, and encourages the student leader to head straight to class. At the end of each academic day, the Office Manager will ensure that all attendance-related records are accurate in the PowerSchool system.

Early Dismissal: Students will be prepared to be picked up before 2:30 p.m for appointments. Please note that we strongly discourage students being picked up after 2:30 p.m. as it is a disruption to the end of the day routines and procedures.

The Office Manager communicates early dismissal to the classroom teacher as soon as possible.

Quarterly Attendance Review

After each academic quarter, the Attendance team reviews all attendance data and sends summary letters to each student's family stating their current standing with absences and tardies. This ensures clarity with families and the school's records. All students who fall within 95% attendance or higher at the end of each quarter will have an opportunity to celebrate with the student services team, and their parent/guardian will be acknowledged.

Family Partnership

At TLS, we believe that families are essential partners in their child's education. We actively seek to involve families in various aspects of school life and provide opportunities for meaningful engagement. We aim to create a strong sense of community and shared responsibility by establishing and nurturing these family partnership initiatives. We recognize that students thrive academically, socially, and emotionally when families actively participate in their child's education. Together, we

can empower our students to reach their full potential and positively impact their educational journey.

Here is a detailed explanation of our family partnership initiatives:

1. **Open Communication:** We are committed to maintaining open and transparent communication with families. We utilize various communication channels, including Class Dojo, school newsletters, emails, and our dedicated school website, to inform families about school activities, events, and important announcements. We encourage families to contact us with questions, concerns, or feedback.
2. **Welcoming Environment:** We are committed to fostering a welcoming and inclusive family environment. Our school hosts an open house at the start of each academic year to familiarize families with the school community, staff, and curriculum. We deeply value our families' diversity and actively promote cultural awareness and appreciation through various events and celebrations.
3. **Parent-Teacher Conferences:** We regularly hold conferences to facilitate in-depth discussions about each child's progress. These conferences enable teachers to provide academic updates, emphasize strengths, and address areas for growth. They also empower parents to ask questions, offer insights about their children, and work with teachers to develop support strategies.
4. **Family University, Events & Engagement:** We host monthly workshops to actively involve families in their child's learning journey. These workshops promote literacy and stem development, nurture positive behavior, provide resources, and provide insights into our classroom approach. We also collaborate with community leaders and organizations to offer resources and assistance to our families in supporting their child's academic journey. Additionally, we arrange family fun student-led events, providing opportunities for families to engage in interactive and inclusive activities that fortify their ties with the school community.
 - a. Family Members who attend Family University will receive 20 Dojo points each month to support their student leader(s) in their academic journey
 - b. If the same family member attends all Family University Sessions and stays the duration of all sessions, they will be entered into a raffle at the last session to receive a \$200 Visa gift card.

5. **Family Ambassador Program/PTO:** The TLS Family Ambassador Program is a family-run volunteer program. Ambassadors will receive incentives for participating. The FAP/PTO vision is to create a supportive and inclusive school community that promotes academic success for all TLS students. TLS will utilize the neighborhood's expertise, energy, and creativity to make TLS an excellent, progressive, nurturing school for neighborhood children. Family Ambassador members have primary responsibility for the following:
- a. Assisting with student recruitment and enrollment
 - b. Helping new families get acclimated to the school
 - c. Supporting Family Engagement events
 - d. Advising the Director/Designee on priorities and goals for meeting family needs
 - e. Supporting in identifying how donations are dispersed
6. **Reading Success Plans (RSP):** Student Leaders that exhibit a substantial reading deficiency will be placed on a Reading Success Plan. Parent involvement is necessary for a Student Leader's academic success. Parent-Teacher collaboration for students with a RSP will take place three times per year. Parent-Teacher collaboration will typically occur in-person during Family Conferences. Please note, a guardian's signature is required on the RSP. During this time, parents and teachers will discuss foundational reading skills progress as well as learning activities that can be done at home.
7. Wayfinder was born out of an effort to help students navigate life with belonging, meaning, and purpose. This ancient practice of charting a course to unseeable destinations using the stars, ocean swells, and wind patterns became a powerful metaphor for guiding young people through life's uncertainties. Wayfinders' goal is to help students develop the skills and character needed to build lasting relationships, develop purpose, and become responsible, contributing members of their communities and society. This pathway ties into our mission to create limitless opportunities for our little leaders at The Leadership School.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

| Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents | |
|--|---|
| General Information <ol style="list-style-type: none"> 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed? | |
| Complaints filed with LEA <ol style="list-style-type: none"> 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)? | Complaints filed with the Department <ol style="list-style-type: none"> 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently? |
| Appeals <ol style="list-style-type: none"> 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)? | |

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

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

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

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

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

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

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

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

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

7. How will a complaint filed with the Department be investigated?

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

The following activities will occur in the investigation:

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

6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

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

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

9. How will appeals to the Department be investigated?

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

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

◆ **Parents and Student Complaints and Grievances Policy¹**

The Governing Board of The Leadership School adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Purpose and General Policy Provisions Related to Resolution of Concerns.

SECTION 1.1. Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns

¹ Op., App. II.

SECTION 2. Process. The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority.

SECTION 2.1. The levels of authority shall be as follows:

1. Classroom related concerns – teachers
 2. School related concerns (including policies, procedures, administration, unresolved classroom related concerns, etc.) – Executive Director
 3. Appeals – Governing Board Grievance Committee
- Decisions rendered by the Governing Board shall be considered final.

SECTION 2.2 Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

SECTION 3. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted through the Executive Director or their designee.

Educating Missouri's Children Experiencing Homelessness

The McKinney-Vento Act guarantees homeless children and youth an education equal to what they would receive if they were not homeless.

Who is Homeless? According to the McKinney-Vento Act, homeless children and youth include individuals who lack a fixed, regular, and adequate nighttime residence. This includes the following situations:

- Sharing the housing of others due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks, or camping grounds
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

The McKinney-Vento Act also recognizes unaccompanied youth who are homeless. According to the act, an unaccompanied youth is not in the physical custody of a parent or legal guardian.

Which School Can a Homeless Child Attend?

There are two choices for a homeless student: The school of origin and the school of residency. The school of origin is the school the child attended when permanently housed or where the child was last enrolled. The residency school serves the area where the child or youth is physically dwelling. When determining the school of best interest, a homeless child or youth should remain in the school of origin (to the extent feasible) unless doing so is contrary to the wishes of the parent or guardian or the wishes of the unaccompanied youth.

Enrollment

The McKinney-Vento Act requires the immediate enrollment of homeless children and youth. These children must be allowed to attend school even if they cannot produce previous academic records, immunization, medical records, proof of residency, birth certificates, or other documentation that is usually required. Families in transition have 30 days after the start of the school year to provide immunization records or an exemption card.

Transportation

School districts must provide transportation for homeless children and youth to the school of best interest. Districts must also provide transportation during the resolution of any pending disputes. While disputes over enrollment, school selection, or eligibility are being resolved, students must be transported to the parent's or unaccompanied youth's school of choice.

Access to Education and Activities

Students have the right to access all programming, activities (before and after school hours), and field trips without exclusion due to financial constraints or transportation limitations. Students will be provided with financial assistance for field trips and other activities with fees with a donation. Families can request support, and the school will offer support to families during activities (i.e Book Fair-students receive donation to purchase a book).

The Homeless Liaison

The school's homeless liaison ensures that children and youth experiencing homelessness enroll and succeed. The McKinney-Vento Act requires that every school district appoint a homeless liaison who serves as the link between homeless families and school staff, district personnel, shelter workers, and social service providers. For more information, please contact Keisha Seymour, TLS Managing Director of Student Supports and Homeless Liaison, at

kseymour@tlsstl.org or (314) 492-2301. To speak with Missouri's Homeless Liaison, call (573) 522-8763.

Foster Care

Foster Care Liaison

The school's foster care liaison ensures that children and youth in foster care enroll and succeed. ESEA Section 1112©(5) (A) requires that every school district appoint a foster care liaison who serves as the link between foster care families/agencies and school staff, district personnel, shelter workers, and social service providers. For more information, please contact Keisha Seymour, TLS Managing Director of Student Supports and Homeless Liaison, at kseymour@tlsstl.org or (314) 492-2301.

Collaborate with State or local child welfare to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded (ESEA Section 1112©(5) (B)). These transportation procedures shall ensure that:

- Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4) (A) of the Social Security Act (42 U.S.C. 675(4) (A)); and
- If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
- The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- The local educational agency agrees to pay for the cost of such transportation; or
- The local educational agency and the local child welfare agency agree to share the cost of such transportation.

Mandatory Reporting

Teachers and staff at TLS are mandated reporters and are required to report suspected truancy, child abuse, or educational neglect to the Child Abuse and Neglect Hotline of the Missouri Department of Social Services per RSMo 210.115. They can make an online report for non-emergencies, and in case of an emergency or life-threatening situation, they will call 911 immediately and then report it directly to the Child Abuse and Neglect Hotline.

Field Trips

When your student leader enrollment was completed, you acknowledged that your student could participate in away-from-school field trips. Students will participate in various learning experiences outside of the school building throughout the year. In addition, other trips will be organized throughout the year. Caregivers are encouraged to volunteer as chaperones. It's important to note that the school nurse, a professional in medication administration, will provide more information and accompany classes on trips to ensure the safety of all students. Caregivers will be notified of all away-from-school trips in advance of the event via Class Dojo. Please communicate with your student leader's teacher if your child can not attend.

Emergency Response and Procedures

Families will be contacted via Class Dojo and PowerSchool with a message and email

(Evacuation, Lockdown, Shelter-in-Place, Relocation, Severe Weather) Students, teachers, and other District employees shall participate in periodic drills of emergency procedures. When the notification is given, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner, or be subject to disciplinary action.

At The Leadership School, we will be sure to prepare for emergency situations, including:

1. Evacuation (such as in the case of fire): Students will be evacuated quickly and quietly, according to evacuation routes.
2. Alert Status (such as in a community emergency): The building will be secured (all doors locked from the inside) and staff will be posted at entrances/exits.
3. Lockdown/Shelter-in-Place (to protect students from potential dangers outside): Students are cleared from the halls and report to all classrooms, where windows and doors are locked and covered.
4. Severe Weather/Drop, Cover, & Hold (for extreme weather or earthquake): Students move to designated safe areas. During earthquakes, students take cover under desks or tables, cover eyes, and hold onto desk legs.

Inclement Weather

When weather conditions are poor and roads are hazardous, school may open late, close early, or close for the entire day, depending on the severity of the weather. During these situations, parents should monitor television and radio stations or check The Leadership School's website for updates. Information is usually available as early as 5:30 am or shortly after. In some cases, students will stay inside for recess when the weather is too cold or too hot. In those instances, students may play structured games or have indoor recess. In instances where inclement weather is predicated, students will come home the day before the predicated weather with AMI packets. If school is cancelled due to the inclement weather, students will be expected to complete AMI packets and return them to school when school resumes for credit.

Parent Grievance Policy

Students, parents, and guardians are responsible for expressing school-related concerns and grievances to the faculty and administration. They should be assured an opportunity for an orderly presentation and timely review of their concerns. The faculty and administration are committed to making an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority, instilling a sense of trust in the process.

The levels of authority are as follows:

1. Classroom/Bus related concerns – Teachers and the Dean of Culture (DOS)
2. School Related concerns (including policies, procedures, administration, unresolved classroom/bus-related concerns, adult staff leader concerns, etc.) – Managing Director of Student Supports, Assistant Principal
3. Appeals – Executive Director
4. Final Appeals- Governing Board Grievance Committee

Decisions rendered by the Governing Board shall be considered final. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted within ten days of receiving the Executive Director's decision.

Leadership School Student Pick-Up Policy

Purpose

To ensure the safety and security of all students during pick-up, this policy establishes clear guidelines for verifying authorized individuals and adhering to legal custody arrangements.

1. Authorized Pick-Up List

- **Primary Contact Information:** Parents/guardians must provide a list of individuals authorized to pick up their child during enrollment or when changes occur.
 - **Verification:** Authorized individuals must present a valid photo ID at the time of pick-up.
 - **Updates:** Any changes to the authorized list must be submitted in writing by the custodial parent/guardian.
-

2. Custodial and Legal Considerations

- **Custodial Parent Identification:** The custodial parent or legal guardian must provide a copy of the court order or custody agreement upon enrollment or when changes occur.
 - **Court Orders:**
 - A copy of any court order outlining custody or visitation rights must be on file at the school.
 - The school will adhere strictly to the terms of the court order, including limitations on pick-up rights for non-custodial parents.
 - It is the custodial parent's responsibility to notify the school of updates to court orders.
 - **Non-Custodial Parent Access:**
 - If a non-custodial parent is not permitted to pick up the child, the school must have a copy of the court order stating this restriction.
 - If no court order is provided, both parents will have equal rights regarding pick-up.
-

3. Daily Pick-Up Procedures

- **Sign-Out Requirements:**
 - All students must be signed out by an authorized individual at the designated pick-up location.
 - Staff members will verify IDs and check against the authorized pick-up list.
- **Late Pick-Up:**
 - Parents/guardians must notify the school if they anticipate a delay.
 - A late fee may be applied after the designated pick-up window.
 - If a student is picked up 30 minutes or more after dismissal, the following consequences will apply:
 - 1st Offense – Verbal warning

- 2nd Offense – Written notice
 - 3rd Offense – Mandatory family meeting
 - 4th Offense – Late pick-up fine or mandatory volunteer time : \$5 for every 15 minutes.
 - Late pick-up counts reset each quarter.
 - Unpaid fines may result in the student being ineligible for field trips or school events.
-

4. Emergency Situations

- **Unfamiliar Individuals:**
 - If an individual not listed on the authorized pick-up list arrives, the custodial parent/guardian will be contacted for confirmation.
 - If confirmation cannot be obtained, the student will not be released.
 - **Law Enforcement Involvement:**
 - In cases of disputes, the school reserves the right to contact local authorities to ensure the child's safety.
-

5. Training and Compliance

- **Staff Training:** Staff will receive training on pick-up procedures, legal documentation, and handling disputes.
 - **Annual Review:** This policy will be reviewed annually to ensure compliance with state laws and best practices.
-

6. Parent/Guardian Agreement

All parents/guardians must sign an acknowledgment form indicating their understanding and agreement to abide by this policy.

By implementing this policy, The Leadership School commits to providing a secure and structured environment for all students and families.

Parents Right-To-Know ESSA 1112

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

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

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

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

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

Cell Phone Policy

Effective Date: July 14, 2025

Compliance with Missouri SB (2025)

1. Purpose

- ❖ To create a focused learning environment free from distractions, promote student safety, and comply with Missouri's statewide ban on students' personal electronic devices use during school hours.

2. Electronic Device Ban During School Hours

- ❖ All TLS students are prohibited from using cell phones or personal wireless devices (smartwatches, tablets, etc.) during school hours. If devices are brought to school, they must be surrendered to the teacher at the start of the day and returned at dismissal.

3. Permitted Uses (Only with Administration Approval)

- ❖ Educational purposes (teacher directed research, approved apps_
- ❖ Medical needs (with documentation)
- ❖ Emergency situations (must be reported to staff immediately)

4. Consequences for Violations:

- ❖ 1st Offense : Student and family warning, device confiscated and returned at the end of the day.
- ❖ 2nd Offense : Family notification and device held in the office for pick up.
- ❖ 3rd Office: Family meeting

5. Exceptions & Special Circumstances

- ❖ IEP/504 accommodations may allow devices if medical/educationally necessary.
- ❖ After-school activities follow program-specific rules.

Adoption & Review: This policy aligns with Missouri law and will be reviewed annually.

The Leadership School Digital Citizenship Contract

Student Agreement for Responsible Technology Use

At **The Leadership School**, we believe that technology is a powerful tool for learning. To ensure a safe and productive digital environment, all students must follow the guidelines below when using school devices, internet access, and online platforms.

1. Respect & Responsibility

- I will use technology for educational purposes and follow my teacher's instructions.
- I will treat school devices and equipment with care and report any damage immediately.
- I will only access websites and applications approved by my school through **Clever**.
- I will respect others online by using kind and appropriate language.

2. Online Safety & Privacy

- I will keep my personal information (full name, address, phone number, passwords) private.
- I will not share my login credentials with anyone except my teacher or parent/guardian.
- I will immediately report any inappropriate or unsafe online content to my teacher.

3. Digital Etiquette & Integrity

- I will not cyberbully, spread rumors, or engage in any harmful online behavior.
- I will not copy or take credit for someone else's work; I will properly cite sources.
- I will not attempt to bypass **GoGuardian** monitoring or visit restricted websites.

4. Consequences for Misuse

I understand that violating these rules may result in:

- Temporary or permanent loss of technology privileges.
- Disciplinary action in accordance with school policies.
- Parent/guardian notification and required discussions about responsible use.

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

By signing this contract, I agree to follow The Leadership School's technology policies and use digital tools responsibly.

The Leadership School Internet Safety Policy

Purpose

The Leadership School is committed to providing a safe and secure digital environment for students, staff, and visitors. This Internet Safety Policy governs the use of all devices with internet capability operated by or connected to the school's network infrastructure, ensuring compliance with federal law and safeguarding against inappropriate content.

Scope

This policy applies to all users—including but not limited to students, teachers, administrators, staff, and guests—who access the internet using Leadership School-owned devices, or personal devices connected to the school's wired or wireless networks.

Policy Statement

In compliance with the Children's Internet Protection Act (CIPA) and applicable federal and state laws, The Leadership School employs technology protection measures and administrative safeguards to prevent access to:

- 1. Visual depictions that are obscene**
- 2. Child pornography**
- 3. Content harmful to minors**, including:
 - Pornographic or sexually explicit material
 - Content that promotes violence or hate
 - Content that encourages self-harm or dangerous behaviors

These protections are enforced on all internet-capable devices used within or connected to the school's networks.

Technology Protection Measures

The Leadership School uses a combination of the following methods to enforce this policy:

- **Content Filtering Software:** All internet traffic is routed through a content filter that blocks access to inappropriate visual content and high-risk websites.
- **Network Monitoring:** Real-time monitoring tools track activity on the school network to detect and respond to violations of this policy.
- **Device Management:** School-issued devices are equipped with mobile device management (MDM) solutions to control access, restrict applications, and ensure safe browsing.
- **Firewall and Intrusion Detection Systems (IDS):** Network-level security solutions detect and block suspicious or malicious internet activity.

Access Controls

- Access to the internet is role-based. Students, staff, and guests are granted internet privileges aligned with educational and professional needs.
- Administrative accounts have elevated access and are subject to additional audit controls.
- Guest access is filtered and monitored, and time-limited when necessary.

Education, Supervision, and Monitoring

The school shall educate students and staff on appropriate online behavior, including: ●

Digital citizenship and internet ethics

- Cyberbullying awareness and response

- Safe use of social media and online communication tools

School staff are responsible for supervising internet use during instructional time and reporting concerns to the designated administrator.

Policy Enforcement

Violations of this policy will result in disciplinary action in accordance with The Leadership

School's Code of Conduct and personnel policies. Depending on the severity of the offense, actions may include:

- Temporary or permanent suspension of internet privileges
- Device confiscation
- Referral to law enforcement where applicable

Policy Review and Updates

This Internet Safety Policy shall be reviewed annually and updated as needed to respond to technological advancements, changes in legal requirements, or operational needs. Updates will be approved by school leadership and communicated to all stakeholders.

Effective Date: January 1, 2025

Approved by: Keisha Seymour



Commitment to Excellence Pledge

I have read and understand my responsibility to support my student leader in achieving their academic goals while attending The Leadership School:

Caregiver Name/Date

I have read the handbook with my caregiver and/or guardian. I commit to displaying leadership qualities and doing my best to accomplish my goals while attending The Leadership School.

Student Name/Date