



STUDENT AND FAMILY HANDBOOK

2023-2024

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Board Meetings: Every 2nd Wednesday @ 6:00 p.m.

In Person: 1220 Olive, St. Louis, MO 63103

Via Zoom: <https://zoom.us/j/93648300851?pwd=RnJ0YlFzYy9qeE9vQ3MvR1RvR2JQUT09>

Founder & Executive Director

Dr. Hollie Russell-West

School Leadership

Jazminique Holley, Dean of Curriculum & Instruction

Bridgette Taylor, School Operations Manager

Please Note:

This handbook provides guidance and guidelines for students and their parents. However, in every instance in which there is a governing board policy, 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 at www.stlouisvoicesacademy.org.

Notice of Non-Discrimination

SLVA complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations. *The School does not discriminate or exclude people on the basis of race, color, national origin, ethnicity, religion, sex, disability, or any other legally recognized classification in the school leader of its employment policies, educational policies, admission policies, and other school-administered programs.*



June 2023

Dear Students, Parents and/or Guardians:

Welcome to St. Louis Voices Academy of Media Arts (SLVA). We are honored to have you and your student join our Founding Family.

At SLVA, we know that achieving different results means we must be a different kind of school. Our goal is that **all** students are prepared to excel academically and author their own futures. We operate with the understanding that there are **no shortcuts** to their success in school and beyond.

Therefore, in order for our students to achieve this goal, we (students, parents/guardians, and school staff) will all have to work as a team every step of the way.

We have assembled this handbook to provide you with information about our school culture, school procedures, and discipline/reward policies. It also includes important information about other policies and practices, so please read carefully.

Although we have tried to be as thorough as possible, high-performing schools continually look for new ways to incorporate feedback and improve and address challenges. There may be updates to our policies and procedures during the school year, and the latest version of the handbook will always be available from the Executive Director and posted on the school's website.

We look forward to a year of teamwork, hard work, success, and fun with you and your child.

In service of students and families,



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Our Story

St. Louis Voices Academy of Media Arts was born from the collaboration and vision of families and community leaders within the St. Louis metro area. Our mission is to leverage media arts and storytelling to equip students with the agency to excel academically, author their own futures, and make meaningful contributions in their communities. We will accomplish this by developing a generation of scholars who deeply understand themselves and the world around them. They will use these understandings to navigate any space they enter as leaders and advocates.

St. Louis Voices Academy educates K – 5th grade students within the boundaries of St. Louis City, targeting several adjoining zip codes (63115, 63113, 63112, and 63107). We will launch in the fall of 2022 with 121 students in grades K-1. Each following year, a new grade is added until reaching a full enrollment of 505 students in grades K-5 by the fall of 2026.

Our school model equips students to thrive in the 21st Century. We encourage our students to embrace their uniqueness and the power of their voice through highly-engaging learning experiences rooted in inquiry.

Mission, Vision, & Core Values

Mission

The mission of St. Louis Voices Academy is to leverage media arts and storytelling to equip students with the agency to excel academically, author their futures, and make meaningful contributions in their communities.

Today's students are inundated with various print and digital media platforms. With the changing social landscape, media has become one of the most significant resources for students, providing insight into the world around them, allowing them to socialize with friends and family, creatively express themselves, and advocate for change. More importantly, the media influences how students see themselves, and the messages that students receive about themselves and their communities have a powerful and lasting impact on their lives. Students must be given opportunities, educational space, and academic support to develop the acumen to become content creators and informed consumers. Given media's centrality in our lives and its power to shape the future, St. Louis Voices Academy intentionally utilizes media arts and storytelling to anchor its students in a rigorous, inquiry-based academic curriculum, a sense of self and community, and ownership of their learning.

Vision



St. Louis Voices Academy will nurture a generation of leaders who bring a critical eye to the world around them, uplift important and diverse stories, and chart their own course.

St. Louis Voices Academy's vision speaks to the 21st Century skills that students need to thrive in high-functioning educational environments and as adults in a world that does not exist. Developing students who bring a critical eye to the world around them, uplift important and diverse stories, and chart their own course is not just an economic imperative but a social and civic one for St. Louis Voices Academy students.

"Like our economic and political worlds, stories [...] are defined by power. How [stories] are told, who tells them, when they're told, and how many stories are told, are dependent on power. Power is the ability not just to tell the story of another person, but to make it the definitive story of that person." The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start, "secondly." Start the story with the arrows of the Native Americans and not with the arrival of the British, and you have an entirely different story. Start the story with the failure of the African state, and not with the colonial creation of the African state, and you have an entirely different story." - Chimamanda Ngozi Adichie, *The Danger of a Single Story*.¹

Core Values

The way we achieve our goals is rooted in our core values, which shape our internal compass and guide our work together.

St. Louis Voices Academy Core Values	
Core Value	Description
Community	We are members of an empowered learning community. We work together to make sure everyone succeeds.
Commitment	We believe personal success is worth the effort; we are dedicated to excellence and work collectively until we achieve it.
Courage	We take risks knowing that we can overcome our fears to realize our full potential.
Confidence	We believe that self-confidence is a lever to reaching higher expectations. We know our strengths and approach every aspect of our lives with a sense of possibility.

¹ Adichie, Chimamanda. [The Danger of a Single Story](#). TED. 2009



Commitment to Diversity, Equity, Inclusion & Antiracism

We honor the complete identities of our community, show up as our authentic selves, prepared for continual improvement, interrogate inequities to improve conditions for ourselves and others, nurture a community of high expectations for success, develop the tools to persevere when we encounter difficult situations, explore the topics and activities we are passionate about, and live with PURPOSE, POWER, and PASSION.

Our Pillars

Media Studies & Storytelling: Students create diverse narratives with craft and tact that share personal experiences, bridge the past to present, explain complex issues, convey multiple perspectives, and influence how others see them and the world. Media Studies teaches students to develop a critical eye for the information and images they consume and become responsible content creators. Students use media to create, edit and produce content for different genres, including photojournalism, documentaries, and narratives.

Whole-Child Development: At St. Louis Voices Academy, our students matter. Our students are not just academic outcomes: they are human beings who have unique ideas, feelings, and aspirations. We honor this by helping students understand and articulate their strengths, identify and communicate emotions, and implement strategies to work through challenging emotions.

Real-World Inquiry: St. Louis Voices Academy studios are not places where students "sit and get" and teachers solely control what students learn. At St. Louis Voices Academy, we believe learning must be active, and students must be engaged in discovery, grappling, and meaning-making. Students develop the skills to seek answers in life outside of school. Inquiry is one way we live out our philosophy that students lead their learning.

Progressive Learner Autonomy: Our model promotes students who control their learning. They engage in meaningful opportunities to choose elements of content they study, the medium they choose to work, and methods to go deeper into a chosen problem/question. This autonomy begins at kindergarten. As students reach 5th grade, they assume greater personal responsibility for learning and performance.

As a result of their experiences at St. Louis Voices Academy, our students become the self-directed learners, powerful communicators, effective collaborators, and compassionate changemakers described in our graduate aims.

Expanded Definition of Student Success

In addition to preparing our students for academic excellence, we seek to develop scholars with a strong sense of responsibility and accountability. We want students to take ownership of their successes and challenges while continually pursuing "excellence." This



includes critical thinking and problem-solving that will follow them long after they have moved on from St. Louis Voices Academy.

Academic Excellence

The quality of a scholar's educational experience is as great as the people and practices within the school. St. Louis Voices Academy is committed to excellence for all students through focused academics that provide enrichment and interventions based on the student's individual needs. Significant time is devoted to analyzing student data and developing reteach plans to ensure mastery of vital standards. We know you have entrusted your student's education to us, and we promise to work as hard as possible to educate each child in a caring, safe environment.

Admissions

St. Louis Voices Academy cannot selectively admit students based on academic aptitude, race, ethnicity, income level, special education needs, prior school record, or other personal characteristics. SLVA will admit students until its enrollment threshold is met, after which a waiting list is established, from which students are randomly selected when seats open. If there are more applications than seats, SLVA will use a lottery process to give every applicant an equal chance of admission.

Parents shall confirm acceptance of the offer of enrollment within five (5) business days after the offer of an enrollment slot and shall complete the online registration forms within ten (10) business days from acceptance of enrollment. For students on the waiting list, parents shall confirm acceptance of the offer of enrollment within three (3) business days after the offer of an enrollment slot. They shall complete the online registration forms within five (5) business days from enrollment acceptance. If the acceptance of an offer of enrollment or online registration process still needs to be completed by the parent(s) within the timeframes above, then the student will be placed on the waiting list and will only be admitted if seats become available.

Arrival/Dismissal Procedures

Parent Expectations

All drivers dropping off or picking up students at St. Louis Voices Academy must adhere to these Drop-off and Pick-up procedures. These procedures emphasize safety and focus on getting students safely into and out of the building.



ARRIVAL

Drop-offs begin at 8:00 a.m., and students begin class meetings at 8:30 a.m. Parents will not drop students off before 8:00 a.m. as staff supervision is unavailable until 8:00 a.m.

Any student arriving after 8:30 a.m. must call the office to access the building. Parents must walk students into the building and sign them in.

Drive Line: Parents will take Tucker Blvd., then turn west onto Pine Street. At 14th Street, parents will turn right, travel to Olive Blvd., and make another right upon staff signal.

Buses: Buses will drive east on Olive Blvd. and unload students directly in front of the building. A staff member will be at the curb to escort students into the building.

Parent Drop-Off: Parents will wait at 13th and Olive Blvd. until all buses are released. Staff will signal parents to drive around on Olive Blvd. and stop. Staff members will meet students at the car to escort them to the building. Students will exit their vehicles on the right side to ensure a safe exit. Students should only exit the car when the door when a staff member reaches the car. For the safety of our staff and students, a staff member will signal parents to drive off in the order that they arrive.

A staff member will escort students to the 2nd floor (via the stairway) and go directly to the breakfast area.

Drop-Off Expectations: To ensure a smooth and efficient drop-off process, SLVA expects parents to follow these expectations:

- Prepare student(s) to exit the car with backpacks quickly.
- Pull the vehicle forward until the drop-off line has stopped.
- Wait for staff to come and open doors to safely let the student(s) out of the car.
- Remain in vehicles unless it is necessary.
- Continue to drive east on Olive.
- Refrain from making a U-turn.

Bringing students into the building: Parents who are entering the building with their child(ren) will arrive between 8:15- 8:30 a.m. so as not to interfere with the drop-off system. Parents arriving after 8:30 am will contact the office to access the building.

DISMISSAL

Bus dismissal begins at 4:00 p.m. and ends at 4:15 p.m. Parent pick-up will begin at 4:15 p.m.

Buses: Buses will arrive at the Olive Blvd. entrance. Staff will escort students to the appropriate bus once all students are seated. The buses will be released in the order that they arrive.



Parent Pick-Up: Parent pick-ups begin at 4:15 p.m. on Olive Blvd. A staff member will alert the office as parents arrive. Another staff member will organize the students and escort them to the entrance.

- **Car-Riders:** Parents will wait at 13th and Olive Blvd. until all buses are released. Staff will signal parents to drive around to Olive Blvd and stop. Staff will have students organized in order. Staff will escort students to the vehicles. For the safety of staff and students, staff will signal parents to drive off.
 - **Walk-Ups:** Parents will pick up students at the entrance.

Early Release: Parents checking out students before 4:00 p.m. must enter the building to sign them out at the front office. Parents are asked to park on Olive Blvd, between 13th St. and 14th St., to enter the building.

Parents Entering the Building: Parents who must enter the building will wait until 4:30 p.m. to avoid interfering with the drop-off system. No parent will be allowed to enter the building between 4:00 p.m. and 4:30 p.m.

INCLEMENT WEATHER

During inclement weather, the arrival and dismissal procedures will continue as described above. However, students will remain inside the building until they are escorted to their parent's vehicle.

Changes to the Drop-off and Pick-up Procedures

This plan is subject to changes to ensure efficient arrival and dismissal procedures. Any concerns should be shared with Bridgette Taylor, School Operations Manager.

Assessments

School-wide, these assessments are used to evaluate curriculum and instructional effectiveness. Individually, the tests are used to evaluate each student's progress. Test results are shared with parents after each testing period. These assessments evaluate students' academic performance in English Language Arts, Reading, and Math. These assessments also help teachers plan instruction and determine additional interventions/supports. Some of the assessments you may hear about at St. Louis Voices Academy are STAR Reading and Math, Acuity, and MAP.

Attendance

St. Louis Voices Academy values attendance. We believe that every student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communication between



teachers and students, and establishes regular habits of dependability important to the student's future. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators.

Late Arrival/ Early Departure

St. Louis Voices Academy students arriving late or leaving before the end of the day must have parents call the Office Coordinator. The message should include the parent/guardian's name, student name, and reason for absence. Students who are late due to oversleeping or missing the bus are considered unexcused and may be counted as tardy or, in some cases, as unexcused absences.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Funeral
3. Medical, dental, or orthodontic treatment or counseling appointment
4. Court appearances
5. Physical emergency conditions include fire, flood, storm, etc.
6. Removal of a student under suspension.
7. Religious observance
8. Family emergencies

For an absence to be excused, a parent must call the school before or on the day of the absence and provide appropriate documentation. Students whose absences are excused must make up missed assignments or complete alternative assignments as deemed appropriate by the studio teacher.

When students accumulate excessive absences, even when excused, the School Social Worker and caregivers will work together to develop a plan to ensure attendance at school daily.

Tardiness

Students are expected to be in their assigned area at the start of school or class. Failure to do so constitutes tardiness. Students tardy at the start of school must report to the school office to be signed in.

Consequences of Unexcused Absences

The School Culture Coordinator will work with the parent and student and follow the three-day notification and 10-day court referral process. Days during which a student is excluded from school, the absence shall not be counted in a student's total cumulated unexcused absences.

Background Checks



The school requires criminal history background checks for parent volunteers, independent contractors, and community volunteers.

Banned Items

Baseball bats, balls, remote control vehicles, squirt guns, and toy weapons are prohibited at school. Electronic devices, such as cell phones, music devices, hand-held computer games, or other items of value, are prohibited. These items are distracting, and the school cannot accept responsibility if lost, damaged, or stolen.

Before & After School

St. Louis Voices Academy partners with community organizations for before and after-school care. An application must be submitted to the selected organization, and requirements must be met for participation. Ask for information about programs for your student in the school's office.

Birthday Treats

Sharing in birthday celebrations is important for our students. Parents can only bring store-bought chips (no "flaming hots"), cookies, or cupcakes. Balloons, juices, ice cream, and candy are not permitted. These celebrations are held only for the last 30 minutes of the day (after 3:30 p.m.). Please do not bring small children and other relatives for these student celebrations.

Board of Directors Meeting

SLVA's Board of Directors holds open meetings every 2nd Wednesday of the month at 6:00 p.m. Meetings are held in person at 1220 Olive Street, St. Louis, MO 63103, on the 2nd floor. Meeting dates, times, and locations are subject to change. Regular session meetings are open to the public. Parents and community members are encouraged to attend. All board meeting minutes are public and can be found on our website at www.stlouisvoicesacademy.org.

The Board welcomes comments from its community. A period for public comment is set aside during each regular Board of Education meeting.

Breakfast/Lunch

All students qualify for free breakfast and lunch. Students can bring lunch if desired. Students are not allowed to bring family-sized bags of chips or cookies. Also, students cannot bring **candy, sugary snacks, or sodas**. These items are not considered lunch items and will be confiscated.



Bullying

St. Louis Voices Academy believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges. To that end, SLVA does not tolerate bullying towards another student or groups of students and will deal with such acts swiftly and seriously.

According to the Missouri Safe Act, bullying means any intimidating, threatening, abusive, or harmful conduct that is objectively offensive. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior. The conduct is **repeated or forms a pattern**. Cyberbullying, which refers to bullying others using technology or other electronic devices or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form, is also prohibited. **Bullying does not refer to a one-time argument or disagreement between students.**

We intend to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs on any school property (i.e., school building, school grounds, bus stop, walking route to and from school, school bus, school-related vehicles) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (Counselor, PBIS Specialist of School leader) who will begin an investigation as soon as possible. Bullying should be reported to the school if it occurs off school property and impacts the educational process. If an act of cyberbullying has occurred, the same protocol will be followed. Cyberbullying may take place on or off school property.

If the investigation concludes that bullying or cyberbullying occurred, the offender(s) could receive consequences ranging from written conduct reports to loss of privileges during the school day to in or out-of-school suspensions, depending on the severity of the incidents.

Character Education



Character Education is essential to our scholar's overall experience. The school aims to instill a strong sense of self and commitment to contribute to society. The Character Education Program identifies the skills, behaviors, and ideals students need for character growth and development to prepare them for success.

Character Education Monthly Focus		
WISDOM <i>(September)</i>	RESPECT <i>(October)</i>	GRATITUDE <i>(November)</i>
<ul style="list-style-type: none"> • Conscience (K-2) • Good Judgment (3-5) • Discernment (6) 	<ul style="list-style-type: none"> • Courtesy (K-2) • Fairness (3-5) • Tolerance (6) 	<ul style="list-style-type: none"> • Thankfulness (K-2) • Contentment (3-5) • Appreciation (6)
SELF-CONTROL <i>(December)</i>	PERSEVERANCE <i>(January)</i>	COURAGE <i>(February)</i>
<ul style="list-style-type: none"> • Patience (K-2) • Delay of Gratification (3-5) • Self-discipline (6) 	<ul style="list-style-type: none"> • Determination (K-2) • Endurance (3-5) • Flexibility (6) 	<ul style="list-style-type: none"> • Confidence (K-2) • Resilience (3-5) • Assertiveness (6)
ENCOURAGEMENT <i>(March)</i>	COMPASSION <i>(April)</i>	INTEGRITY <i>(May)</i>
<ul style="list-style-type: none"> • Friendliness (K-2) • Thoughtfulness (3-5) • Generosity (6) 	<ul style="list-style-type: none"> • Kindness (K-2) • Caring (3-5) • Empathy (6) 	<ul style="list-style-type: none"> • Honesty (K-2) • Responsibility (3-5) • Accountability (6)

Communications

Alerts

The school can call and email all school families. To help ensure that you receive these important messages, please ensure that we have the correct email address and phone numbers for us to use. If you have moved or changed your primary home phone number, don't hesitate to contact your student's teacher to have that information updated in the system.

Publications

Families with students attending St. Louis Voices Academy receive print and electronic publications from the school. Please update your email address and cell phone number to ensure you receive electronic communication from the school and your school. If you have moved or changed your primary home phone number, please get in touch with your student's teacher to have that information updated in the system.

Backpacks

Elementary school students frequently bring home information from the studio and the office for parents/guardians to review. Please watch for this information in your child's backpack.



Contacting Your Child

Call your school's office if you need to contact your child during the school day. Students are not permitted to use cell phones during the day. You must contact your child's school before 3 p.m. if there are changes to your child's normal after-school routine that affect their mode of transportation. Please do not leave teachers messages at the end of the day as they may not be received on time.

Email

Email is one of the most cost-effective, timely, and efficient ways for the teacher or school leader to communicate with families. If you have moved or changed your primary home phone number, please contact the school office coordinator to have that information updated in the system.

Changes in Student Information

You must notify your child's teacher and the office if you have any address, home, or work phone number changes during the school year. The office needs current telephone numbers if the school needs to contact you during the day. Also, these changes will be used to keep school census information up-to-date.

Complaints & Grievance

The Board of St. Louis Voices Academy of Media Arts adopts the following policy, effective on the date of adoption by the Board.

PARENTS AND STUDENT COMPLAINTS AND GRIEVANCE POLICY

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

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.) – School Operations Manager
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

Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, the grievant will have the right to appeal a final administrative decision to the Board of Directors. If a grievance has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion

Mandatory Appeals

1. If the grievant is dissatisfied with the Executive Director's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education Policy or procedure, or local Board of Education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the Executive Director response.
2. A hearing will be conducted, Hearings Before the Board.
3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

Discretionary Appeals

1. If the grievant is dissatisfied with the Executive Director's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education Policy or procedure, or local board of education policy or procedure, then within five days of receiving the Executive Director's response, the grievant may submit to the Executive Director a written request for a hearing before the Board of Directors.
2. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three person panel to Review the request and determine if a hearing should be granted. The Panel Student and Parent Grievance Procedure will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
3. If the board decides to grant a hearing, the hearing will be conducted.



4. The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation or the hearing necessitates that more time be taken to respond.

Confinement & Restraint

Teachers and staff do not seclude or confine students, as defined by DESE Rule 160-5-1-.35, except in an emergency while awaiting law enforcement or Emergency Medical Services (EMS). Seclusion and confinement mean leaving students unattended in a locked space.

Likewise, faculty only physically restrains students in emergencies where they pose an immediate danger to themselves or others and do not respond to behavioral interventions, verbal directives, or other de-escalation techniques. This type of restraint does not include chemical, mechanical, or prone restraint (as defined by DESE Rule 160-5-1-.35), all of which are prohibited.

Faculty terminate physical restraint if a student no longer poses a threat, cannot be restrained safely, or appears in severe distress. Guardians are notified of any physical restraint within one school day. Guardians are notified immediately if emergency medical or law enforcement personnel are called.

Corporal Punishment

Corporal punishment is prohibited in our school. Corporal punishment is any form of physical punishment administered by an adult to a child's body for discipline, reformation of attitudes, or unacceptable behaviors.

Likewise, parents/guardians are prohibited from displaying any form of corporal or physical punishment toward a student while on school premises. Should this occur, SLVA may be required by law to contact the Department of Child Protective Services to serve the child's best interest. Additionally, SLVA faculty, staff, and administrators are legally obligated to report evidence (verbal or physical) of child abuse.

Curriculum

English Language Arts EL Education	<ul style="list-style-type: none"> Free, open-source curriculum grounded in research on "The Science of Reading." Comprehensive, standards-based literacy program Engages in cross-curricular units with accompanying high-quality texts that create "windows and mirrors."
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	<ul style="list-style-type: none"> • Promotes a three-dimensional view of student achievement through a focus on mastery of knowledge and skills, character, and high-quality work • Emphasizes both relational character (e.g., kindness, honesty, integrity) and performance character (e.g., organization, perseverance, craftsmanship) • Incorporates Social Studies and Science • Kindergarten through grade two programs incorporate daily phonemic awareness, phonics, and guided reading
Mathematics Savvas Envision	<ul style="list-style-type: none"> • Problem-based learning with visual learning • Student-centered Pick a Project activities • 3-Act Math modeling for productive struggle • Vertical alignment from K to Algebra 2
Social Studies InquirED	<ul style="list-style-type: none"> • K-8 inquiry-based elementary social studies curriculum that: supports Culturally Responsive Instruction through teaching strategies that support student voice and choice and connect to students' experiences and interests • Promotes Inquiry-Based Learning by building knowledge in History, Civics, Geography, and Economics through investigation and action • Aligns with History, Civics, Geography, Economics, ELA, and SEL National & State Standards • Provides fully digital, customizable units and ready-to-use sources, strategies, and tools
Science Amplify Science	<ul style="list-style-type: none"> • K-8 science curriculum that addresses the following disciplines: Life Science, Earth and Space Science, Physical Science, and Engineering Design • Blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers • Engages students in a relevant, real-world problem where they investigate scientific phenomena
Media Arts EasyTech Digital Literacy	<ul style="list-style-type: none"> • Evidence-based, standards-aligned K-8 digital literacy curriculum designed to enrich core content and prepare students for success in future careers. • Bridges the digital skill gap through strategic technology integration, lifelong digital literacy, and creativity through tech • Provides interactive lessons, gamified content, adaptive sequencing, as well as hands-on, collaborative projects



Virtual Learning https://www.ixl.com/	<ul style="list-style-type: none"> • Personalized learning platform aligned to Missouri learning standards in the core subjects that scaffold skills to target specific skills gaps • Tools for personalization include comprehensive curriculum, teacher guidance, real-time diagnostics, actionable analytics • Opportunities for teacher support via webinars
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Discipline

Suspension & Expulsion

Pursuant to RSMo 167.171, SLVA's Board of Directors, by general rule and for the causes provided in section 167.161, may authorize the summary suspension of students by a school leader for a period not to exceed ten school days and by the Executive Director for a period not to exceed one hundred and eighty school days. In case of a suspension by the Executive Director for more than ten school days, the student, the student's parents, or others having custodial care may appeal the decision of the Executive Director to the SLVA Board or a committee of Board members appointed by the Board President. No student shall be suspended unless:

- 1.) The student shall be given oral or written notice of the charges against them;
- 2.) If the student denies the charges, such student shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;
- 3.) The student shall be given an opportunity to present such student's version of the incident; and
- 4.) In the event of a suspension for more than ten school days, where the student gives notice that such student wishes to appeal the suspension to the board, the suspension shall stay until the board renders its decision, unless, in the judgment of the Executive Director, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school. The notice of hearing shall follow as soon as practicable.

In advance of such hearings, SLVA will notify families, the student, and, when applicable, the appropriate division of the juvenile or family court, pursuant to RSMO 167.161. SLVA will make a good-faith effort to have the parents or others having custodial care present at the student's hearing. Suspensions and expulsions are a last resort after SLVA has exhausted its in-school discipline system or when it is inappropriate.

Notification

Pursuant to RSMo 167.115, SLVA will notify the appropriate juvenile or family court division upon suspending more than ten days or expelling any student that SLVA knows to be under the court's jurisdiction. In addition, SLVA will report to the appropriate law



enforcement agency any crimes that occur on school grounds to law enforcement by the law.

Students with Special Needs

SLVA strives to meet the individualized needs of its students and will provide the support needed for students to thrive in school academically, emotionally, and socially. In addition to the discipline procedures applicable to all students, the following procedures apply to students with disabilities. SLVA shall maintain written records of all suspensions and expulsions of students with a disability, including the student's name, a description of the behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined by the BIP. If the BIP appears not to be effective, or if there is a concern for the health and safety of the student or others, and if the BIP is followed concerning the infraction, the matter will be immediately referred to the school leader for consideration of a change in the guidelines.

The Board of St. Louis Voices Academy of Media Arts adopts the following policy, effective on the date of adoption by the Board.

STUDENT DISCIPLINE POLICY

SECTION 1. Purpose

SECTION 1.1. The School's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the School community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, the School prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance.



The Board authorizes the immediate removal of a student upon a finding by a School Leader that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with the law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

SECTION 2. Enforcement

The School Leader is responsible for the development of additional regulations and procedures regarding student conduct needed to maintain proper behavior in schools under their supervision. All such regulations and procedures shall be consistent with Board-adopted discipline policies.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the School Leader. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All LEA staff is required to enforce LEA policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All employees of the LEA shall annually receive instruction related to the specific contents of the LEA's discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

SECTION 3. Definitions of Disciplinary Methods

SECTION 3.1. In-School Suspension. Defined as the removal of a student from regular classes and assignment to an in-school suspension setting in the School. The student's teachers send class assignments to in-school suspension. The student may not attend or participate in extracurricular activities while assigned to in-school suspension.

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The School Leader has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.



SECTION 3.2. Out-of-School Suspension. Defined as the removal of a student from school for a specific number of days. The School Leader may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request schoolwork and pick up the schoolwork during school hours.

Long-term suspension is defined as the removal of a student from school for more than ten school days and up to 180 school days. Only the Student Evidentiary Hearing Committee (defined below) or the school's Governing Board may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, makeup work, or take semester exams unless allowed to do so by the School Leader. A student who is suspended out of school is not allowed on school property and may not participate in any school activities or school functions during the period of suspension.

SECTION 3.3. Expulsion. Defined as the removal of a student from school for an indefinite period. Only the school's Governing Board may impose expulsion.

SECTION 3.4. Alternative School. A student who is removed from his/her school for more than 10 school days may be allowed to attend an alternative school or program for instruction, academic support, and counseling. The alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. The student may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.

SECTION 3.5. Restrictions on School Activities. Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, [including the prom or graduation exercises] if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the School Leader for permission for the student to participate in school-sponsored activities.

Section 4. Suspension and Expulsion Procedures.

Section 4.1 In Missouri, a principal may suspend a student for up to ten school days. A School Leader may suspend a student for up to 180 school days. Procedures for suspending a student are outlined below.

1. Before suspending a student, a principal or School Leader must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present his or her version of the incident.



2. If the principal or School Leader concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act additional procedural safeguards described in the policy dealing with the discipline of students with disabilities apply.
3. The principal or School Leader should determine whether the student should be suspended or whether less drastic alternative measures would be appropriate. In many cases, the principal or School Leader may decide not to suspend a student unless conferences (between the teacher, student and principal and/or between the parent, student and principal) have been held and have failed to change the student's behavior.
4. If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action.
5. Any suspension by a principal must be reported, immediately and in writing, to the School Leader, who may revoke the suspension, either part or in full, at any time.
6. If a student is suspended for more than ten school days, the following rules also apply:
 - a. The student, his or her parents, guardians or others having custodial care have a right to appeal the School Leader's decision to the Board or a committee of the Board appointed by the Board.
 - b. If the student gives notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the School Leader's judgment, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.
 - c. All notices of appeal shall be transmitted, either by the appealing party or by the School Leader, to the secretary of the Board. Oral notices, if made to the School Leader, shall be reduced to writing and communicated to the secretary of the Board.
 - d. The School Leader, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts relating to the suspension, the action taken by the superintendent, and the reasons for the action.
 - e. Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, the appealing party of the date, time and place of the hearing and of the right to counsel and procedural requirements for the hearing.
 - f. Hearings of appealed suspensions will be conducted as described in the section of this policy dealing with student disciplinary hearings.

Section 4.2 Suspensions For More Than 180 School Days and Expulsions



Only the Board may expel a student or suspend a student for more than 180 school days. The applicable procedures are outlined below.

1. Before recommending to the Board that a student be expelled or suspended for more than 180 school days, the School Leader must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and (c) give the student an opportunity to present his or her version of the incident.
2. If the School Leader concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability. (In the case of a student with a disability, the procedures described in the policy dealing with the discipline of students with disabilities shall apply.)
 - a. The School Leader will recommend to the Board that the student be expelled or suspended for more than 180 school days. The School Leader may also immediately suspend the student for up to 180 school days.
 - b. Upon receipt of the School Leader's recommendation, the Board will follow the procedures described in the section of this policy dealing with student disciplinary hearings.
 - c. If the student is expelled, he or she may later apply to the Board for readmission. Only the Board can readmit an expelled student.

Section 4.3 Student Discipline Hearings

The Board of Directors may originate student discipline hearings upon recommendation of the School Leader. In such cases, the Board of Education will review the School Leader's report and determine whether to conduct a disciplinary hearing. In addition, student discipline hearings also will be held upon written request of the student or the student's parents, to consider appeals from student suspensions in excess of ten 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 School Leader or designee, the parent or guardian waives, in writing, the right to an expulsion hearing.

The hearing shall be heard by the Board or a committee thereof, which shall have full authority to act in lieu of the Board. A decision of the Board committee shall be considered the decision of the Board. In conducting a disciplinary hearing, the Board, or its designated committee, will carefully consider the information presented by the administration and by the parent/guardian and student. Generally, the hearing will be informal; however, the Board or the designated committee, in its discretion, may decide to conduct the hearing as a contested case proceeding in accordance with Chapter 536 of the Missouri Revised Statutes.

The following procedures apply to all hearings before the Board:



1. The student and the student's parents/guardians will be provided written notice of the date, time and place of the hearing.
2. The parent/guardian may represent their student or may retain an attorney to act as a representative of the student. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Board of such representation at least forty-eight hours prior to the scheduled time of the hearing.
3. The student and parent/guardian will be advised of the charges against the student, and will be given the opportunity to respond to those charges. Prior to the hearing, the student and parent/guardian, or their attorney, may review the student's file, the discipline report, and related records.
4. The hearing will be closed unless the Board or its designated committee decides otherwise. The hearing may only be open with parental consent.
5. The student and the student's parents/guardians will be provided written notice of the Board's decision.

When the Board of Directors or its designated committee elects to conduct a contested case hearing, the following procedures will also apply:

1. The student, student's parents/guardians, or their representative will be provided written notice of the date, time and place of the hearing, and their right to call witnesses, enter exhibits and cross-examine adverse witnesses during the hearing.
2. Prior to the hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration. In addition, the student and the student's parents/guardians will be provided copies of the documents to be introduced at the hearing by the administration.
3. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, the student's parents/guardians or their representatives shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the Board or the designated committee shall deliberate in executive session and shall render a decision to dismiss the charges, to suspend the student for a specified period of time, or to expel the student from Hawthorn. The administration or its counsel, by direction of the Board or the designated committee, shall promptly prepare and transmit to the student and the student's parents/guardians written notice of the Board's decision.

Section 5. Remedial Conference



Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence" as defined in § 160.261.2, RSMo., 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 School Leader 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. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or at a private school in Missouri.

SECTION 6. Offenses and Consequences

SECTION 6.1. Reporting to Law Enforcement. It is the policy of the School to report crimes occurring on school grounds to law enforcement, including, but not limited to, the crimes the School is required to report in accordance with law.

The following acts, regardless of whether they are committed by juveniles, are subject to this reporting requirement:

1. First or second degree murder under §§ 565.020, .021, RSMo.
2. Voluntary or involuntary manslaughter under § 565.023, .024, RSMo.
3. Kidnapping under § 565.110, RSMo.
4. First, second or third degree assault under §§ 565.050, .060, .070, RSMo.
5. Sexual assault or deviate sexual assault under §§ 566.040, .070, RSMo.
6. Forcible rape or sodomy under §§ 566.030, .060, RSMo.
7. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
8. Robbery in the first degree under § 569.020, RSMo.
9. Possession of a weapon under chapter 571, RSMo.
10. Distribution of drugs under §§ 195.211, .212, RSMo.
11. Arson in the first degree under § 569.040, RSMo.
12. Felonious restraint under § 565.120, RSMo.
13. Property damage in the first degree under § 569.100, RSMo.
14. Child molestation in the first degree pursuant to § 566.067, RSMo.
15. Sexual misconduct involving a child pursuant to § 566.083, RSMo.
16. Sexual abuse pursuant to § 566.100, RSMo.
17. Harassment under § 565.090, RSMo.
18. Stalking under § 565.225, RSMo.

The School Leader shall also notify the appropriate law enforcement agency if a student is discovered to possess a controlled substance or weapon in violation of the LEA's policy.



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

SECTION 6.2. Documentation in Student's Discipline Record. The School Leader, his/her designee or other administrators or school staff will maintain all discipline records as deemed necessary for the orderly operation of the schools. In addition, any of the following offenses constitute a serious violation of the School's policy and must be documented in the student's discipline record in accordance with law:

1. Any act of school violence or violent behavior.
2. Any offense that occurs on school property, on school transportation or at any school activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

SECTION 6.3. Prohibition Against Being On or Near School Property During Suspension. All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the School Leader or his/her designee. Any student who is suspended for any offenses listed in section 160.261, RSMo., or any act of violence or drug-related activity shall not be allowed to be within 1,000 feet of any public school in the LEA unless one of the following conditions exist:

1. The student under the direct supervision of the student's parent, legal guardian, or custodian.
2. The student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the School Leader of the school that suspended the student.
3. The student is in an alternative school that is located within 1,000 feet of a public school in the LEA.
4. 4. The student resides within 1,000 feet of a public school in the LEA and is on the property of his or her residence.

If a student violates this prohibition he or she may be subject to additional discipline, including suspension or expulsion, in accordance with the offense, "Failure to Meet Conditions of Suspension," listed below.

SECTION 6.4. Prohibited Conduct. The following are descriptions of prohibited conduct as well as potential consequences for violation. In addition to the consequences specified here, school officials will notify law enforcement and document violations in the student's discipline file pursuant to law and Board policy.



Arson

Starting or attempting to start a fire or causing or attempting to cause an explosion.

First Offense: School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion. Restitution if appropriate.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion. Restitution if appropriate.

Assault

1. Hitting, striking and/or attempting to cause injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another person.

First Offense: School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

2. Attempting to kill or cause serious physical injury to another; killing or causing serious physical injury to another.

First Offense: Expulsion.

Automobile/Vehicle Misuse

Discourteous or unsafe driving on or around school property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on school property.

First Offense: School Leader/Student conference, suspension or revocation of parking privileges, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: Revocation of parking privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.

Bullying

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 and put-downs, threats, extortion or theft, damaging property, cyber-bullying, and exclusion from a peer group.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Bus or Transportation Misconduct

Any offense committed by a student on, while waiting for, or entering transportation provided by or through the school shall be punished in the same manner as if the offense had been committed at the student's assigned school. In addition, transportation privileges may be suspended or revoked.

Dishonesty

Any act of lying, whether verbal or written, including forgery.

First Offense:	Nullification of forged document. School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Nullification of forged document. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Disrespect to Staff

Willful or continued willful disobedience of a directive or request by a LEA staff member or disrespectful verbal, written, pictorial, or symbolic language or gesture that is directed at a LEA staff member and that is rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Disruptive Conduct or Speech

Verbal, written, pictorial or symbolic language or gesture that is directed at any person and that is disrespectful, rude, vulgar, defiant, in violation of LEA policy or considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law.



First Offense: School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Drugs/Alcohol

1. Possession, sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation drug or herbal preparation.

First Offense: School Leader/Student conference, in-school suspension or 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

2. Possession, use of, or attendance while under the influence of or soon after consuming any unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense: School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

3. Sale, purchase, transfer or distribution of any prescription drug, alcohol, narcotic substance, unauthorized inhalants, controlled substances, illegal drugs, counterfeit drugs, imitation controlled substances or drug-related paraphernalia.

First Offense: Expulsion.

Extortion

Threatening or intimidating any person for the purpose of obtaining money or anything of value.

First Offense: School Leader/Student conference, detention, in-school suspension, or 1-10 days out-of-school suspension.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Failure to Meet Conditions of Suspension



Coming within 1,000 feet of any public school in the LEA while on suspension for an offense that requires reporting to law enforcement or for an act of school violence or drug-related activity. See section of this regulation entitled, "Prohibition Against Being On or Near School Property During Suspension."

In determining whether to suspend or expel a student, consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether the student's presence within 1,000 feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy.

First Offense: Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: Verbal warning, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

False Alarms (see also "Threats or Verbal Assaults")

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening, disturbing, disrupting or causing the evacuation or closure of school property.

First Offense: Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Fighting (see also, "Assault")

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

First Offense: School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Harassment/Discrimination

Use of verbal, written or symbolic language based on race, color, religion, sex, national origin, ancestry, disability, age or any other characteristic that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of illegal harassment include, but are not limited to, graffiti, display of written material or pictures, name calling, slurs, jokes, gestures, threatening, intimidating or hostile acts, theft or damage to property.



First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Hazing

Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the 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 grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants.

First Offense:	School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	1-180 days out-of-school suspension or expulsion.

Public Display of Affection

Physical contact that is inappropriate for the school setting including, but not limited to, kissing and groping.

First Offense:	School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Sexual Harassment/Discrimination

1. Use of unwelcome verbal, written or symbolic language based on gender or of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational environment or creates an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.



2. Unwelcome physical contact based on gender or of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether or not the touching occurred through or under clothing.

First Offense: School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

Sexual Misconduct

Exposing of body parts to another individual including, but not limited to, possession, transfer or exposure of images, electronic or otherwise, of the body parts or sexually explicit images of oneself or others, and/or initiating or participating in an act of a sexual nature.

First Offense: School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Technology Misconduct

1. Unauthorized use of cellular telephones, personal computers, or unauthorized use of electronic devices during instructional time.

First Offense: Teacher/Student conference, temporary confiscation of device, and/or detention.

Subsequent Offense: Teacher/Student conference, School Leader/Student conference, temporary confiscation of device, detention, or 1-180 days out-of-school suspension.

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



First Offense:	Restitution. School Leader/Student conference, loss of user privileges, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, 1-180 days out-of-school suspension, or expulsion.

3. Violation other than those listed in (2) or of the Board Technology Acceptable Use Policy or regulations, administrative procedures or netiquette rules governing student use of LEA technology.

First Offense:	Restitution. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Restitution. Loss of user privileges, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Theft

Theft, attempted theft or knowing possession of stolen property.

First Offense:	Return of or restitution for property. School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.
Subsequent Offense:	Return of or restitution for property. 1-180 days out-of-school suspension or expulsion.

Threats or Verbal Assault

Verbal, written, pictorial or symbolic language and/or gestures creating a reasonable fear of physical injury or causing school property damage. Threats by students, whether made on campus or off school grounds, which constitute a “true threat” against the LEA, its students or employees, will be immediately reported to law enforcement officials and will subject the student to suspension and a possible referral for expulsion. The definition of “true threat” shall be construed in accordance with applicable law and encompasses those statements that a reasonable recipient would view as a serious threat of violence or death.

First Offense:	School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.
Subsequent Offense:	In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Tobacco

Defined as possession and/or use of any tobacco products on school grounds, school transportation or at any school-activity.



First Offense: Confiscation of tobacco product. School Leader/Student conference, detention, or in-school suspension.

Subsequent Offense: Confiscation of tobacco product. Detention, in-school suspension, or 1-10 day out-of-school suspension.

Truancy

Defined as absence from school without the knowledge and consent of parents/guardians and/or the school administration; excessive non-justifiable absences, even with the consent of parents/guardians.

First Offense: School Leader/Student conference, detention, or 1-3 days in-school suspension.

Subsequent Offense: Detention or 3-10 days in-school suspension.

Unauthorized Entry

Entering or assisting any other person to enter a LEA facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a LEA facility through an unauthorized entrance; assisting unauthorized persons to enter a LEA facility through any entrance.

First Offense: School Leader/Student conference, detention, in-school suspension, or 1-180 days out-of-school suspension.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

Vandalism

Defined as the willful damaging or the attempt to cause damage to real or personal property belonging to the school, staff or students.

First Offense: Restitution. School Leader/Student conference, detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: Restitution. In-school suspension, 1-180 days out-of-school suspension, or expulsion.

Weapons

1. Defined as the possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or section 571.010, RSMo, which is customarily used for attack or defense against another person; any instrument or device used to inflict physical injury to another person.



First Offense: School Leader/Student conference, in-school suspension, 1-180 days out-of-school suspension, or expulsion.

Subsequent Offense: 1-180 days out-of-school suspension or expulsion.

2. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in section 571.010, RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2)

First Offense: One calendar year suspension or expulsion, unless modified by the Board upon recommendation by the superintendent.

Subsequent Offense: Expulsion.

Dress Code

Uniforms are optional at St. Louis Voices Academy. Students must dress appropriately for the weather, building conditions, and school activities.

Uniform Option

Bottoms: khaki, black or blue

Tops: orange, light green, golden yellow, or royal blue collar shirt); Sweater or jacket without hood

Gym shoes are preferred for safety when participating in physical activities.

Drills

State law requires schools to have emergency drills each school year, including fire, intruder, earthquake, and tornado drills. School staff trains students on procedures required to observe each drill. During drills, staff will immediately assist students, visitors, and volunteers in evacuation to a safe location.

During emergency procedures or evacuation, students, visitors, and volunteers are required to:

- Follow all emergency directions given by school officials.
- Report to the designated area for attendance and further instruction.
- Report any suspicious activity/behavior, concern, or information immediately to school officials.



Electronic Devices

Mobile devices are popular among students. Some students use them for safety, and others to access the Internet and games. These devices **are not allowed** at school. For students who require phones for emergency reasons, the phone should be off and remain off for the school day. It is important to know that if students bring a mobile device to school, the school is **not** responsible for loss, damage, or theft. Additionally, Students using electronic equipment during the day may lose possession of the item, and parents may be asked to pick the item up in the school office.

English Language Learners (ELL)

Students with English language learning needs will be identified early through the Home Language Questionnaire, included in both English and translated versions during enrollment. If the student's home language is not English, St. Louis Voices Academy staff will interview the student and parent, with interpreters provided to ensure clear communication. St. Louis Voices Academy will adhere to national and state policies regarding Limited English Proficient identification and education – the Elementary and Secondary Education Act of 1965, as amended, Title III, Secs. 3111–3141; 20 U.S.C. 6821–6871, and applicable Missouri statutes under Chapter 160.

Equal Education Opportunity

The school does not unlawfully discriminate based on race, color, creed, religion, national origin, sex, marital status, parental status, status about public assistance, disability, sexual orientation, or age. The school also makes reasonable accommodations for disabled students.

ESSA Compliance

This section explains how to file a complaint about any programs administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Students Succeeds Act of 2015 (ESSA). Programs include Title I. A, B, C, D, Title II, Title III, Title IV.A, and Title V.

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 first to 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 a 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 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.

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 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.



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 39 and the LEA. Recommendations and details of the decision are to be implemented.

Expectations for Adults

Adults will:

1. Enter the building and report directly to the main office.
2. Engage with only their children unless an approved volunteer application is on file.
3. Place phones on vibrate and respond to calls in areas where children are not privy to conversations.
4. Wear clothing appropriate for a school setting (no pajamas, house slippers, mini shorts/skirts, tops bearing cleavage, or any other that may be distracting in an environment for children.
5. Address adults in a respectful tone and manner that supports the "Scholar's Way."
6. Please be in control of yourself and your children at all times.

Expectations for Students

Students will participate fully in learning experiences by:

1. **Being Safe** – Students will engage in activities that prevent injury to themselves and others by following the school expectations and the directives of adults.
2. **Being Responsible** – Students will come to school prepared to engage in social and learning activities. Students will have appropriate materials, complete assignments, and be in control of their words and actions at all times.
3. **Being Respectful** – Students will engage with students and adults by sharing ideas and voicing concerns in a way that respects diverse viewpoints and avoids hurting,



embarrassing or insulting others. Students will build relationships allowing all students to be safe and learn in a calm learning community.

4. **Being Productive** - Students will use time wisely to accomplish tasks. Students will advocate for themselves when they encounter barriers so they do not waste time being stuck. Students will also do their best work on assignments or tasks.
5. **Being a Changemaker** – Students will seek opportunities to participate in important decision-making in the school. They will serve as models and ambassadors for the school. Further, students will always show the school in a positive light for other students and visitors.

If a student cannot model the expectations and disrupts the learning for other students, adults will:

- o Re-direct- work with the student and ensure that the student fully understands the expectations.
- o Create an accountability system with the student and parent/guardian with clear consequences or processes for resolving additional violations.
- o Work with family, students, staff, and other significant adults to determine additional strategies or consequences.
- o Refer to School Culture Coordinator for support and intervention.
- o Facilitate Restorative Justice Circle as appropriate.
- o Submit referral as required.
- o Recommend removal from class for in-school or out-of-school suspension.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable U.S. Department of Education program.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible



student has the right to place a statement with the record setting forth his or her view about the contested information.

3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Family Involvement

Research supports the idea that families are the earliest and the most significant teachers in a child's life. Teachers, caregivers, and outside influences also impact a child's value of education and lifelong learning. Families know their children best and can help foster learning by linking current and past experiences, asking questions that help the child reflect, and supporting their growing knowledge of self and what works best for them.

Field Trips

Field trips are designated for each grade level. Permission slips and information will be sent home before the trip. The permission slip should be returned to your child's studio teacher immediately. Students can only go on a field trip with a signed permission slip. No child will be denied the opportunity to go on a field trip because of its cost. Please contact the school leader if your child needs financial assistance participating in a field trip or other school activity.



We encourage parents to chaperone field trips. If you are interested in riding the bus and supporting the school in this way, you must have an approved volunteer application on file. No Exceptions!

Guardianship

Any student wishing to enroll who is domiciled with a guardian residing within the school boundaries of SLVA must submit legal documentation of the court-appointed guardianship. Exceptions to this requirement may be made consistent with federal/state regulations. Students not domiciled with a resident parent or legal guardian will only be permitted to enroll if such students are considered "homeless children" within the meaning of state law. All parents/guardians of students must provide proof of residency during enrollment/registration, which is scheduled for late July/early August. Residency verification is required before students are assigned to a studio for the school year.

Harassment & Violence Prohibition

It is the policy of the school to maintain a learning and working environment that is free from harassment and violence based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status about public assistance, sexual orientation, or disability. The school prohibits any form of harassment or violence based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Health

The Health Services staff collaborates with educational staff to provide students with high-quality, consistent health care and management.

Allergies (Animals, Fragrances, Latex)

Animals and pets are not allowed to visit the school. This policy exists because of student and staff health needs and air quality issues.

St. Louis Voices Academy encourages a fragrance-aware and latex-limited environment.

"Fragrance Aware" means we will try to have a fragrance and scent-free environment.

"Latex Limited" means no latex gloves or balloons are allowed.

Communicable Disease

Your school's Health Services office should be notified when a student has a communicable condition (i.e., chicken pox, strep throat, head lice) so appropriate measures may be taken.

Notices may be sent home with other students when these conditions occur in a studio. For



a list of common childhood diseases, symptoms, communicability, and source of infection, log on to the school website, www.edenpr.org.

Health Conditions

The school nurse will work closely with students who have acute or chronic health needs such as asthma, cancer, diabetes, allergies, or other illness. Parents will want to notify Health Services about their student's health needs. The student and parents will work with the school nurse to determine how best to manage the health conditions and plan for potential life-threatening emergencies.

Illness/Injury

Your child should be kept home when:

- Fever of 100 degrees Fahrenheit or more – child should stay home until 24 hours after the temperature returns to normal.
- Vomiting or diarrhea – the child should stay home until 24 hours after the last episode
- Rash that may be disease-related or the cause is unknown – check with your health care provider before sending the child to school

If the child is ill at home, call the school office coordinator to report the reason for absence. When a student becomes ill or is injured at school, the school nurse or designee will provide first aid and illness management; 911 will be called if needed. The parent/guardian will be contacted using the health and emergency information form. The names and phone numbers listed on the form must be current and updated. Please list people who can pick up the student from school if you are unavailable.

Immunizations

All students must have proof of vaccine to start school. Students with special medical problems who cannot be vaccinated or whose parents conscientiously object may receive a legal exemption.

Medications

Students are not usually permitted to administer their medication at school. Parents requesting that prescription or non-prescription medication be administered during school hours are required to provide the following:

- A physician's order/signature for medication during the school day
- Parent's signature on a Medication Authorization Form or a note
- Medicine in the original prescription bottle labeled with the student's name, etc.
Please ask the pharmacy to put prescription medication in two labeled bottles – one for home and one for school.

All non-prescription medications must be provided in their original labeled container. Medication Authorization Forms are available in the nurse's office.



Restricted Activities

Written excuses are required for students who must be kept in from recess or must miss physical education. The note must state how long the restriction will be in effect.

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:

1. Sharing the housing of others due to loss of housing or economic hardship
 1. Living in motels, hotels, trailer parks, or camping grounds
 2. Living in emergency or transitional shelters
 3. Abandoned in hospitals
 4. Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
 5. 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 student in a homeless situation - 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 school of residency serves the area where the child or youth is currently 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.

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.

The Homeless Liaison

The school's homeless liaison plays a vital role in ensuring that children and youth experiencing homelessness enroll and succeed in school. 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 Bridgette Taylor, SLVA Homeless Liaison, at 314-901-4071.

Homework/Study Time

Homework/study time policies vary from grade to grade, among the teachers, and subject to subject. Literacy is the foundation of all student achievement; we expect that all students spend at least 15 minutes each day reading.

Individualized Learning Plans (ILPs)

St. Louis Voices Academy develops an individual learning plan (ILP) for every child that allows students to learn at their own pace with the support of their teachers as they prepare to take increasing accountability for their learning outcomes. Beginning in kindergarten, students are supported in developing their individual learning plans. As students reach 5th grade, autonomy increases as they determine and take personal responsibility for their learning, progress, and outcomes.

Internet Acceptable Use Policy

Users are expected to use Internet access through the school system to further educational and personal goals consistent with the school's mission and policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. Students are directed to inform staff immediately if they receive inappropriate images or communication.



Lost & Found

Please label all items of clothing. Students always have access to the lost and found area at the school. Parents are encouraged to look through the lost and found items on conference days and times they visit the school. Please ask in the office if you are still looking for a lost item. Unclaimed items will be donated at various times throughout the year.

Mandatory Reporting

All faculty 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. Teachers and staff can call seven days a week, 24 hours a day, 365 days a year. As mandated reporters, SLVA faculty can make an online report for non-emergencies. If it is an emergency or life-threatening situation, teachers will call 911 immediately and report it to the Child Abuse and Neglect Hotline.

Non-Discrimination

The school is committed to inclusive education and providing equal educational opportunities for all students. The school does not discriminate based on race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact the school leader.

Parent Conferences

St. Louis Voices Academy recognizes the importance of families and teachers working together. Families and teachers communicate and build relationships at conferences. There are two reporting conferences during the school year. Please come prepared with questions concerning your child's education and social adjustment. This is also an opportunity to meet with art, music, and physical education specialists or special services teachers.

Parent's Right to Know

If a parent requests it, the school will provide information regarding the professional qualifications of their child's studio teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional license status through which state qualification or licensing criteria have been waived;



3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Parent/Family Visits

During Class

Parents are invited to visit the studio to observe their child in the instructional setting. Siblings may not participate in studio visits. Parents are not to discipline students in the studio or interrupt instruction. For the safety of all children, parents are not to engage with other students unless previously arranged by the teacher. Parents are not to distract the teacher to conference about their child. This time must be scheduled during the teacher's planning time or before/after school.

Lunch

Parents are welcome and encouraged to join their children during their assigned lunch period. You will be required to sit at the designated guest table. In consideration of other children, please refrain from bringing "fast food" for you and your child.

Parent Room

A parent room has been established for parents who need to spend additional time at the school. A computer has been set up to allow parents to complete homework, perform job searches, etc. The computer is the school's property; therefore, it has filters that prevent parents from visiting sites deemed inappropriate by the school.

Laundry Facilities

St. Louis Voices Academy has a washer and dryer for parent use. Detergent is also available. Parents must schedule time with the School Culture Coordinator (SCC). There are also opportunities for students to bring clothing to school and have it washed and returned. Please speak with the SCC before sending students to school with laundry.

Other Visits

Parents cannot wander around the building to ensure a safe and distraction-learning environment for all children. Parents accompanied by other children will have limited access to the facilities.



Programs/School Events

When appropriate, members of our student's families are invited to participate in school events. Parents are responsible for children who do not attend St. Louis Voices Academy and must always be in control of their child(ren).

Problem-Solving

Throughout the school year, situations regarding the program at our school may arise that cause concern for parents, teachers, students, or community members. The process described below encourages all stakeholders to examine solutions and quickly resolve situations to satisfy all parties involved. A positive resolution of these situations enhances communication, builds trust between members of the school community, and benefits the educational program for the students.

Please use these steps if you have a concern:

- **Step 1 – Contact the appropriate staff member:** The first step in resolving a concern is to discuss it with the staff member(s) involved, i.e., the teacher, etc. More than 95 percent of all concerns are resolved at this level.
- **Step 2 – Contact the Family Community Specialist:** If Step 1 does not resolve the concern, discuss it with the SCC. She serves as a liaison between the parent and the school. Additionally, she advocates for families to ensure their needs are met within the school setting.
- **Step 3 – Contact the School leader:** As the instructional leader, the school leader is in charge of the school and is responsible for handling concerns regarding the school's operation. The school leader can share school information and explain policies, guidelines, and procedures. They are open and willing to listen to your concerns.
- **Step 3 – Contact the appropriate school administrator:** If the previous steps have been unsuccessful, contact the Office of Parent Engagement. We sincerely hope to work together to solve problems as they arise. Clear, open, honest, and two-way communication is the key to preventing problems, miscommunication, misinterpretations, or other concerns.

Promotion & Retention

Students will be promoted to the next grade level if they meet grade level expectations as identified by local and State Department of Education core subject objectives. "Double



promotions," that is, acceleration beyond the normal grade placement, are approvable for students working at an academic level of more than a year above placement and are sufficiently mature, socially and emotionally, to work with students of the advanced grade. Parents/guardians, teachers, and school leaders must agree that it is in the best interest of the student under consideration.

A list of those students who are not meeting grade-level objectives in reading, language arts, or mathematics will be given to the school leader by the October, January, and March reporting periods. With respect to any student reported as not meeting grade level objectives in reading, language arts, or mathematics: The teacher, school leader, and counselor will meet to review the student's academic record, current test scores, and work samples. The parent/guardian will be notified as soon after the review that retention is being considered. A meeting with the parent/guardian will be scheduled. The parent/guardian will be informed that the student is not meeting grade level objectives and will be retained in the same grade unless there is strong and positive improvement in the student's work. A follow-up conference for the parent/guardian will be scheduled with the school leader or the school leader's designee to review the student's progress. An academic program, including remediation, will be offered to the student.

In recommending promotion or retention, these factors will be considered:

- Academic achievement in all subject areas, especially attainment of grade level objectives, as determined by tests, teacher assignments, and work samples.
- Chronological age
- Study Habits
- Attendance
- Social and emotional maturity
- State-mandated retention requirements for primary/middle school students

The decision for retention will be made by the school leader and the classroom teacher in accordance with the above-referenced factors, and written notification of retention will be sent to the parent/guardian.

Recess/Brain Breaks

Because of the extreme importance of fresh air and outdoor daily exercise, students will have approximately 20 minutes for recess. All students will participate in recess unless there is written permission from their parents or guardians. It is important that children be prepared to go outside, when necessary, with appropriate outdoor clothing: boots, mittens, gloves, jackets, snow pants, and hats. Note: If students need winter clothing, please contact the SCC.



Recess Behavior

Specific behaviors are necessary to provide a safe environment on the playground. These guidelines are shared with all students, posted near the playground exit, and will be reinforced by the playground supervisors. When students choose inappropriate behavior on the playground, specific consequences occur, beginning with a warning. This process opens lines of communication between home and school to change unacceptable behavior and encourage responsible choices by students.

Inclement Weather

The decision on whether or not to keep the students indoors is made each day, depending on weather or playground conditions. The following weather conditions require the students to remain inside for recess with alternative recreation provided: it is raining, the temperature drops below 30 degrees, and the temperature exceeds 90 degrees. Other weather circumstances could also lead to students remaining inside for recess.

Registration

If your child attended St. Louis Voices Academy School last year, they will automatically be registered for the current school year, and you will receive information from your child's teacher before the beginning of the school year. Parents/Guardians may be required to submit updated enrollment documentation annually.

Report Cards

Families will receive a report every 10 weeks. The report card will outline student performance in the core content areas and special classes. Each year the school has a Fall and Spring Parent Conference so parents can discuss their child(ren)'s progress. The remaining report cards will be sent home in the child's backpack.

Reporting Misbehavior

We all share the responsibility for a safe, positive learning environment. Students who know of serious disciplinary infractions or potential serious disciplinary infractions must contact a teacher or administrator. These infractions include but are not limited to property violations, harassment, acts or threats of violence or aggression, alcohol, controlled substances or tobacco, and weapons. Failure to contact a teacher or administrator may result in disciplinary action.

Referral

Any student whose behavior disrupts the learning environment or endangers another student's education will be asked to leave class at the discretion of the teacher. This means



that the student must report immediately to the main office and remain there until it is clear that the disruptions will cease.

Reporting to Law Enforcement Officials

Any act that, if committed by an adult, would be a felonious crime that is committed on school property, on any school transportation, or at any school activity, or as required by statute or the Missouri Safe Schools Act, must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical.

Residency Requirements

State law requires that all students attending St. Louis Voices Academy be permanently domiciled and living within the boundaries of St. Louis City. To ensure SLVA fully complies with residency requirements, all families must provide proof of residency before the beginning of each school year. This annual requirement will help determine those students who are not residents of St. Louis City and will not be allowed to attend SLVA. In matters requiring affidavits to certify that a student's parent(s) and the student are domiciled with a resident of St. Louis City, current forms must be submitted each year, even if no changes have occurred from the previous year. If a parent provides false information regarding residency, the student's offer of enrollment or admission will be withdrawn.

School Closure

School families will be notified of school closures through the emergency phone system, the school website, emails, or local news channels. If you don't see or hear any announcement, assume that school will be in session.

If school dismisses early, students will be transported on their regular buses – please be sure your child has a backup plan in place. Students may not remain at school since staff also face hazardous travel home. If school dismisses early, the building will be closed for after-school and evening activities. If your child goes to an after-school program at a location other than school, please check with them regarding their closing policy.

Search & Seizure of Student Possessions

Without a search warrant, school officials may search students and/or their personal possessions based on reasonable suspicion. Reasonable suspicion means that a school official has grounds to believe the search will result in evidence of violating school policy, rules, and/or law. Personal possessions include but are not limited to purses, backpacks, book bags, packages, clothing, cell phones, and vehicles.

Severe Behaviors



The St. Louis Voices Academy School staff believes that students have a right to be educated in a manner that is not disrupted by the behavior of other students. Teachers or adults in authority are responsible for requiring appropriate behaviors of all students so they can deliver instruction effectively. Behaviors considered "severe" will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student's age. Severe behavior incidents are as follows:

- Repeated refusal to cooperate
- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances, including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- A parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Work detail
- Recommendation for expulsion

Smart Studios

Technology is a major tool in our studio instruction. We provide several technology-related experiences so our students will be prepared to demonstrate digital responsibility, technological awareness, and the ability to use technology to create, research, communicate and produce in academic and professional settings. Access to St. Louis Voices Academy's owned technology is a privilege, not a right. Access to devices, the Internet, and the like can be revoked at any point.

Student Code of Conduct

At SLVA, we strive to create a safe and structured environment that promotes students' academic and social development. Our system of rewards and consequences is designed to cultivate an atmosphere of academic achievement, authentic engagement, respect, and professionalism. Students are expected to hold themselves to high standards of behavior. Students who fail to meet our standards of acceptable conduct will not be allowed to disrupt the education of others.

Student Rights and Responsibilities



St. Louis Voices Academy 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.

Every student has the right to:

- Have the opportunity to access a free and appropriate education in the best possible environment.
- Have the opportunity for freedom of speech and the press so long as exercising those rights is not disruptive.
- Not be discriminated against based on gender, race, ethnicity, color, religion, national origin, sexual orientation, or handicap.
- Be informed of school rules and regulations

Every student has the responsibility to:

- Know and adhere to rules and regulations.
- Know and adhere to state and federal laws.
- Respect the human dignity and worth of every other individual.
- Refrain from libel, slanderous remarks, and obscenity in verbal or written expression.
- Study diligently and maintain the best possible level of academic achievement.
- Be punctual and present in the regular school program.
- Dress and groom in a manner that meets reasonable standards of health, cleanliness, and safety.
- Help maintain and improve the school environment
- Preserve school property and exercise the utmost care while using school facilities.
- Refrain from misconduct or other behavior that would lead to physical harm or the disruption of the educational process.
- Demonstrate respect for school administrators, teachers, and staff in maintaining discipline in the school and at school-sponsored activities.
- Obey the law and school rules to avoid possessing or using alcohol, illegal drugs, and other unauthorized substances.

Student Records

St. Louis Voices Academy has adopted a policy about the rights of parents and students concerning school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. These records are deemed private. This means the school cannot release any information without permission except directory information.

Student Support Services



English as a Second Language Services: Specialized English language instruction and support are available at each school for English Learners. Instruction is directed at acquiring both social and academic language. In addition to specialized services, enrichment occurs within the studio through teacher differentiation of curriculum and instruction for our multi-language learners.

Academic Intervention Team: The AIT is a team of math specialists who support students and staff to ensure high-quality instruction and student achievement in mathematics.

Social Worker: St. Louis Voices Academy has a part-time school social worker whose role is to support children's emotional/social growth. The school social worker works with families, teachers, and other staff to address concerns about student achievement, behavior, etc., and facilitates connections to needed social and mental health services.

Special Education: Special Education services are available to any student eligible for specific disability services as defined by state and federal law. Disability areas include speech/language, emotional/behavioral disorders, other health disabilities, physically impaired, traumatic brain injury, visually impaired, deaf/hard of hearing, specific learning disabilities, autism spectrum disorder, visually impaired, and cognitive disabilities. Students may be referred for a Special Education assessment by parents or teachers. Parents will be involved in a review of the evaluation and the decisions regarding eligibility and services. Services are described through the development of an Individual Education Plan (IEP). Students are served in accordance with school, state, and federal guidelines.

Student Surveys

Occasionally, the school utilizes surveys to obtain student opinions and information about students. If you have questions about the rights of parents/guardians and eligible students about conducting surveys, contact the Executive Director.

Student Telephone Use

General student use of the school telephone is limited; students may use the telephone at school only when absolutely necessary. Transportation arrangements, visiting or going home with another child, or other social reasons should be arranged before the child leaves in the morning. Parents needing to leave a message for their child should contact the school office before 2 p.m.

Suicide Crisis Intervention



St. Louis Voices Academy is committed to maintaining a safe environment to protect the health, safety, and welfare of students.

This section outlines the protocols and procedures for SLVA in educating employees and students on the actions and resources necessary to prevent suicide and promote student well-being. This policy is adopted pursuant to Section 170.048, RSMo.

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

1. Crisis response procedures
2. Procedures for parent involvement
3. Community resources are available to students, parents, patrons, and employees
4. Responding to suicidal behavior or death by suicide in the school community
5. Suicide prevention and response protocol education for staff
6. Publication of policy

Crisis Response Procedures

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, SLVA personnel, or other appropriate authority when the health, welfare, or safety of the student is at risk.

Any SLVA employee who reasonably believes that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify the school leadership team or his/her designee.

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

1. Locate the student
2. Inform the School Counselor / Dean / Member of the Administrative Team
3. Ensure that the student remains supervised at all times
4. Designated Staff completes an initial assessment and determines the risk
5. (If needed) Designated Staff creates safety plan or refer for mental health services
6. Family or appropriate authorities are informed

Procedures for Parent Involvement

A member of the SCC, Dean, or Executive Director response team may reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how best to support the student's mental well-being and safety. A basic list of resources can be found on the Missouri Department of Mental Health website.



If the parent refuses to cooperate or there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Suicide Prevention and Response Protocol Education for Staff

All St. Louis Voices employees will receive information annually regarding this policy and SLVA protocol for suicide awareness, prevention, and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness, and building specific response procedures will be highlighted.

Suspension & Expulsion

Pursuant to RSMo 167.171, SLVA's Board of Directors, by general rule and for the causes provided in section 167.161 may authorize the summary suspension of students by the school leader for a period not to exceed ten school days and by the Executive Director for a period not to exceed one hundred and eighty school days. In case of a suspension by the Executive Director for more than ten school days, the student, the student's parents, or others having custodial care may appeal the decision of the Executive Director to the SLVA Board or to a committee of Board members appointed by the Board President. No student shall be suspended unless:

- 1.) The student shall be given oral or written notice of the charges against them;
- 2.) If the student denies the charges, such student shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;
- 3.) The student shall be allowed to present such student's version of the incident; and
- 4.) In the event of a suspension for more than ten school days, where the student gives notice that such student wishes to appeal the suspension to the board, the suspension shall stay until the board renders its decision, unless in the judgment of the Executive Director, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school, and the notice of hearing shall follow as soon as practicable.

In advance of such hearings, SLVA will notify families, the student, and when applicable, the appropriate division of the juvenile or family court, pursuant to RSMO 167.161. SLVA will make a good-faith effort to have the parents or others having custodial care present at the student's hearing. Suspensions and expulsions are a last resort after SLVA has exhausted its in-school discipline system or when the in-school discipline system is not appropriate under the circumstances.

Notification

Pursuant to RSMo 167.115, SLVA will notify the appropriate division of the juvenile or family court upon the suspension for more than ten days or expulsion of any student that SLVA knows to be under the jurisdiction of the court. In addition, SLVA will report to the



appropriate law enforcement agency any crimes that occur on school grounds to law enforcement in accordance with the law.

Technology/Digit Responsibility

St. Louis Voices Academy Scholars have access to technology in the studio. Students are expected to be responsible for the devices provided and handle them with care.

Personal Safety

Students should not send any message including personal information such as home address, personal phone numbers, and/or last name for themselves or anyone else. Do not send information regarding the schedule (where you are/will be, timing, dates, etc.).

Password Protection

Students should never share his/her password, steal or use another person's password. If a password is lost or compromised, the student should notify the teacher.

Privacy

Files that are stored on school computers are not private. Network and Internet access is provided as a tool for educational purposes only. St. Louis Voices Academy has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access, including transmitted and received information. All information files are the property of SLPS, and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening, or abusive language of any kind is unacceptable. Do not use this device to make, distribute or redistribute jokes or stories to bully anyone or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

Plagiarism/Copyright/Licensing

Plagiarism is using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.



Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of staff or students without the staff's permission. Student use of cameras in St. Louis Voices Academy should be part of a class or club activity. Unapproved camera use is a violation of this agreement.

Malicious Use/Vandalism

Any malicious use, disruption, or harm to the school unit's technology, networks, and Internet services, including but not limited to, hacking activities and the creation/uploading of computer viruses, is a violation of this agreement.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each technology. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS technology will violate this agreement.

Applications and Content

Students should not download applications on their technology.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will include the student needing to check his or her technology in and out of school each day for a period of time or having all technology privileges revoked.

In instances where the student has put his/her own safety or the safety of others at risk (i.e., bullying), technology privileges will be revoked immediately.

Threat of Violence

Employees who receive information concerning threats of violence (suicidal and/or homicidal) will report the information to the school leader or designee. The student who made the threat will never be left unattended. The school leader will investigate, and if necessary, a trained professional will administer either a suicidal or homicidal risk assessment, determine the next steps, and report the findings to the school leader. The administrator will respond according to policy based on the risk level identified through the



risk assessment. If law enforcement or EMS are asked to respond, families will immediately be notified.

Tobacco-Free Environment

School students and staff have the right to learn and work in a tobacco-free environment. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school discipline.

Transportation

St. Louis Voices Academy is open to all students within the boundaries of St. Louis City and will offer bus transportation for enrolled students. Because of the age of our inaugural enrollment, we anticipate that we will have parent drop-offs/pickups, as well as some students who will have transportation provided by daycare providers. We will also strongly encourage carpooling as appropriate.

A contractual agreement with a bus company, pursuant to RSMo 160.415.8, will be written in the budget beginning year one to provide transportation. St. Louis Voices Academy shall also be eligible to receive state aid pursuant to RSMo 163.161 to assist with providing transportation services for our students. Regular transportation services, as well as transportation required as a related service for students with IEPs, will be provided by a school bus/transportation company.

In the case of an enrolled student needing transportation because of the McKinney-Vento Homeless Assistance Act, a transportation plan will be put into place with the family, and transportation will be contracted with a local transportation company.

St. Louis Voices Academy has contracted with First Student Inc. First Student is a local bus company that has been a part of our community for many years. For students with IEPs who require transportation, St. Louis Voices Academy will ensure that transportation services are provided per RSMo 302.010. St. Louis Voices Academy will follow all laws and regulations that govern public school transportation, including licensing, training, criminal background checks, school bus driver physicals, etc.

Bus Assignment

Bus assignments are made according to the student's address. Any changes to bus assignments are made by transportation and according to updates in SIS.



Riding a Different Bus Home

To avoid confusion, students will ride their assigned buses. The school office coordinator should handle requests for bus changes.

Rules and Consequences

Transportation by a school bus is a privilege, not a right, for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies or for violation of any other law governing student conduct on a school bus.

Expectations:

1. Follow the driver's instructions.
2. Remain seated until the bus arrives at your stop.
3. Speak in a quiet voice.
4. Keep hands, feet, and objects to yourself.
5. Don't throw objects in the bus or out the window.
6. Don't use profanity (words or gestures).
7. Do not tease or harass others.
8. Do not spit, eat, drink, or chew gum.
9. Do not vandalize the bus.

K-6 Consequences (listed in severity order)

1. Verbal warning & assign a disciplinary seat
2. Discipline appropriate to student's school
3. One-day bus suspension
4. Three-day bus suspension, conference with the student, parent, school, driver, and Transportation Department
5. Five-day bus suspension
6. Loss of bus riding privileges for the remainder of the school year

Severe behavior moves immediately to steps 3, 4, 5, or 6 at the administrator's discretion based on the severity of the action and/or previous bus violations.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop. Do not pick flowers or shrubs, throw stones, snowballs, litter, etc.
3. Keep your arms, legs, and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.



6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.

What's allowed on the bus?

Examples of objects not allowed on the bus include guns (including toy guns or look-alikes); knives or other sharp objects; skis, ski poles, hockey or lacrosse sticks, bats, golf clubs, snow sleds (unless they roll up); flammable items; glass items; laser pens; balloons; and any items of dangerous or objectionable nature.

Virtual Learning

Because virtual instruction can be an effective education option for some students, the network may offer virtual courses to students through network staff or by contracting for those services as part of the network-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program ([MOCAP](#)). The network will accept all grades and credits earned through network-sponsored virtual instruction and MOCAP.

The network will pay the costs of a virtual course only if the network has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The network is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The network will provide supervision for students who take virtual courses in network facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to network policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the network's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.



Confluence provides access to the Edgenuity catalog of courses as part of Confluence Academies' virtual learning program. Course offerings may be viewed here: <https://www.imaginelearning.com/products/imagine-edgenuity/>

Student Skills Necessary for Success in Virtual Courses

As part of eligibility for enrollment in virtual courses, school officials and parents/guardians will consider the following factors:

1. Student has demonstrated time-management skills that indicate the student is capable of submitting assignment and completing course requirements without reminders.
2. Student has demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
3. Student has demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not provide nonverbal cues to support the student's understanding.
4. Student has the necessary computer or technical skills to succeed in a virtual course.
5. Student has access to technology resources to participate in a virtual course.
6. Consideration of the student's previous success (or struggle) in virtual coursework.

Students wishing to enroll in a MOCAP/Virtual Learning course should begin the enrollment process by talking with their counselor. Following that conversation, please fill out this form: [MOCAP Request Form](#)

[Virtual Education Regulation 6190](#)

Link to DESE MOCAP Page (<https://mocap.mo.gov/about.html>)

Visitor Check-In

The following procedures have been established to ensure the safety of all children at all times. Parents are considered visitors during the school day.

1. All must enter the school through the front entrance and present their driver's licenses to the school office coordinator. Visitors will be required to wear a badge indicating their destination in the building.



2. Parents wishing to pick up their child(ren) from school prior to regular dismissal time must come to the office. The Office Coordinator will call your child to the office and ask you to sign him/her out.

It is a common courtesy to let studio teachers know prior to coming to visit the studio.

Volunteering

SLVA offers a wide variety of volunteer opportunities that can vary by school and school year, depending on the need. Some possibilities include volunteering in the studio, computer room, art classes, on the playground, or at lunch. Parents can also help with "Box Tops for Education" events, field trips, and the PTO. If you are unable to make it to school, there are some opportunities to work on projects from home.

Procedures

Volunteer forms will be available at the beginning of the school year. Please fill one out and return it at any time. Volunteers are required to follow the school security sign-in procedures. Staff are instructed to ask if they can help visitors without a volunteer badge. This procedure has been developed in response to safety concerns. As you work with staff and students, information of a confidential nature may be shared with you. This confidential information may not be shared with anyone who does not have a professional right or need to know. Like teachers, volunteers are bound by a code of ethics to keep confidential matters within the school.

Parent-Teacher Organizations

The Parent-Teacher Organization (PTO) comprises parents working to enhance their child's school experience. The group sponsors family-oriented social and/or academic activities during the year and also organizes a wide variety of parent volunteer programs. The PTO plans events that serve as fundraisers, with money used for programs and curriculum supplements that directly benefit students.

Weapons

The school has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or, through its use, capable of threatening or producing bodily harm or which may be used to inflict self-injury.



Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon, notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Wellness

St. Louis Voices Academy is committed to the optimal development of every student to achieve personal, academic, developmental, and social success and strives to create positive, safe, and health-promoting learning environments at every level throughout the school year. SLVA promotes a culture of student wellness focusing on good nutrition and physical activity to address student weight/obesity concerns, facilitate learning of lifelong healthy habits, and increase student achievement.

Withdrawal

If a parent/guardian wishes to withdraw his/her student from SLVA the parent/guardian can request a withdrawal in-person or by written correspondence. If the parent/guardian requests a withdrawal in-person, he/she shall sign a withdrawal request form. The withdrawal request will be processed within five (5) business days of receipt. The student will be removed from the SLVA enrollment roster, and the student will not be reinstated.



July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31			T-1	S-0	
August 2023						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
				T-23	S-9	
September 2023						
S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	R	23
24	25	26	27	28	29	30
						T-19 S-18
October 2023						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	R	28
29	30	31				T-21 S-20
November 2023						
S	M	T	W	T	F	S
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5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	FB	FB	FB	FB	FB	25
26	27	28	29	30		
						T-19 S-18
December 2023						
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10	11	12	13	14	15	16
17	WB	WB	WB	WB	WB	23
24	WB	WB	WB	WB	WB	30
31						T-11 S-10.5

2023-2024 School Calendar

ST LOUIS VOICES ACADEMY OF MEDIA ARTS
www.stlouisvoicesacademy.org
 phone: 314-901-4071

AUG 1- AUG 11	Professional Development Days
AUG 14-18	Classroom Instructional Prep
AUG 21	First Day of School for Students
SEP 4	Labor Day
SEP 21	Professional Development Day
SEP 22	School Closed
OCT 26	Professional Development Day
OCT 27	School Closed
NOV 10	Veteran's Day
NOV 17	Professional Development Day
NOV 20-24	Fall Break
DEC 15.5 STUDENTS/.5	Professional Development Day
DEC 18-29	Winter Break
JAN 1	New Year's Day
JAN 2	Professional Development Day
JAN 15	Dr. Martin Luther King, Jr. Day
FEB 15	Professional Development Day
FEB 16	School Closed
FEB 19	President's Day
MAR 22	Professional Development Day
MAR 25-29	Spring Break
APR 25	Professional Development Day
APR 26	School Closed
MAY 23	Last Class Day
MAY 24	Professional Development Day
JUN 1-7	Make Up Days

TERMS			
P1	SEP 18	T1	OCT 25
P2	NOV 20	T2	JAN 10
P3	FEB 8	T3	MAR 12
P4	APR 17	T4	MAY 17

STUDENT-LED CONFERENCES	
Oct 30 - Nov 1	
Jan 16 -18	
Mar 18-20	
May 20-22	

January 2024						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
				T-21	S-20	
February 2024						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	R	17
18	H	20	21	22	23	24
25	26	27	28	29		
						T-19 S-18
March 2024						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	SB	SB	SB	SB	SB	30
31						T-16 S-15
April 2024						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	R	27
28	29	30				T-21 S-20
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	LCD	24	25
26	H	28	29	30	31	
						T-18 S-17
June 2024						
S	M	T	W	T	F	S
						1
2	MU	MU	MU	MU	MU	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DAYS BY MONTH					
AUG T-23	S-9	JAN T-21	S-20		
SEP T-19	S-18	FEB T-19	S-18		
OCT T-21	S-20	MAR T-16	S-15		
NOV T-16	S-15	APR T-21	S-20		
DEC T-20	S-19	MAY T-18	S-17		

DAYS/HOURS BY QUARTER		
Q1	T-60	S-45
Q2	T-37	S-32.5
Q3	T-41	S-40
Q4	T-47	S-44

TOTAL S-162.5/1218.75 T-185/1387.5

Category of Events	
	School Resumes
	Holiday
	Professional Development Day
	School Closed

St. Louis Voices Academy leverages media arts and storytelling to develop students' agency to excel academically, author their own futures, and make



Parent/Teacher/Student Compact

The mission of St. Louis Voices Academy is to leverage media arts and storytelling to equip students with the agency to excel academically, author their futures and make meaningful contributions in their communities.

Teacher Compact:

I will do my personal best to:

- Provide a safe and caring learning environment where each child will learn to be responsible for his/her own behavior and learning;
- Take into account the individual strength in children;
- Keep parents informed of their child's progress;
- Communicate to the parents my expectations for the student and the parent;
- Attend school functions;
- Review/record/return all work assigned

Teacher Signature _____ **Date** _____

Parent Compact :

I will do my personal best to:

- Monitor the completion/submission of my child's homework according to the teacher's guidelines;
- Review PowerSchool on a regular basis;
- Attend at least one parent/teacher conference either at the regularly scheduled time or at a convenient time to be arranged between parent and teacher;
- Communicate expectations for my child's education to the teacher and notify the teacher of any significant events or changes in my child's life;
- Ensure that my child has internet access at home or another location to complete work and engage with school instructors.

Parent Signature _____ **Date** _____

Student Compact:

I will do my personal best to:

- Attend school regularly;
- Complete/Submit work on time;
- Follow the Metro Habits and teacher expectations;
- Respect my teachers, fellow students and other people at school and in the community;
- Keep my parents informed of school activities, projects, etc.

Student Signature _____ **Date** _____

