



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

Family Handbook 2023-2024

Dear TLS Families,

Welcome to The Leadership School! I am so delighted that you are part of our amazing learning community. I welcome and value your positive energy and dedication to excellence in education, and I look forward to working with you and your children.

All signs point to an incredible and productive school year. Our skilled and devoted staff is already planning and preparing for your child(ren). Our enthusiastic office team is registering new families, ordering needed materials, and updating student files. Our hard-working and conscientious architects and custodians have spent the entire summer thoroughly getting the facility ready. And our much-appreciated Family Ambassadors are gearing up to welcome families, provide volunteer opportunities, and offer other exciting events and programs. We are indeed a joyous and caring community with the common goals of nurturing responsible, caring students and promoting high-level learning. The Leadership School is eagerly looking forward to enriching your child's life. Thank you for understanding that it can take a few weeks for a child to acclimate to a new grade, peer group, and teacher.

Thank you to all who are helping prepare for the new school year. Your commitment to ensuring that The Leadership School remains a celebrated and successful school is awe-inspiring. I eagerly look forward to greeting students and families. It is an honor and privilege to serve as your Executive Director. Please stop by and say hello. Together, I know we will make this school year one of growth and achievement for all children.

In Leadership,
Dr. Kimberly Townsend
Founder & Executive Director
The Leadership School

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General Information

A. TLS Mission & Graduate Outcomes

Mission

Established in 2022, The Leadership School (TLS or School) exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

School Vision

Our students will lead transformational change for their communities and our world. They will be thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.

Graduate Outcomes

- TLS students will learn to leverage relationships by showing empathy for others and collaborating creatively together.
- TLS students will excel academically by mastering rigorous content and having an agency to navigate their learning experiences.
- TLS students will demonstrate leadership by knowing themselves and helping others.

Equity Vision Statement

- By helping all students to understand themselves and their individual learning styles, The Leadership School is committed to diversity and inclusion. It is our intention to provide the tools and resources needed for all students to thrive academically, physically, socially, and emotionally. We acknowledge the diversity of our student body in areas such as learning abilities, socioeconomic status, and gender. We believe in the equality of learning opportunities for all students regardless of these differences. We aspire for each student to embrace their academic journey and choose a path that is both challenging and fulfilling.

B. TLS Foundational Beliefs & Values

Our school couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership.



Sense of Belonging

We value the opinions and insights of young children.

Our students learn and grow in a relationship-oriented community that reflects and honors their ideas, experiences, and contributions.

Rigorous Academic Expectations

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

Authentic Leadership

We believe that a focus on “deeper learning” is the best route for all students to reach the highest levels of academic success and be able to design and live a successful life.

Our school L.E.A.D.s with *love*, *excellence*, *authenticity*, and *discipline*. These values underpin.

Love: We cultivate a sense of empathy through strong relationships, collaboration, and focusing on community above self.

Excellence: We always strive for our “good” to become “better,” and our “better” to become our “best,” in all areas, for all members of the community.

Authenticity: We ensure alignment of our learning to authentic work, hold ourselves to the highest levels of integrity, employ just and equitable practices and remain true to our mission at all times.

Discipline: In the face of adversity, we stay the course, persevere, and accomplish our personal and collective goals.

Student Experience

This section details school-wide beliefs, practices, and policies to support the Student Experience held by The Leadership School.

A. Sense of Belonging

The Pride of TLS

Similar to that of our mascot, we embrace communities of care where all members have a purpose, connection, and responsibilities. We can learn a lot from Lions and Lionesses!

1. Lions are very social animals; they form groups called pride with as many as forty individuals in a pride.
 - a. This means that building positive relationships with team members will help us all to grow as leaders.
2. The scope of a lion's authority is as far as its territory stretches. When non-pride lions invade, the alpha male asserts authority by roaring and sometimes engaging in a fight.
 - a. This means leaders should never ignore conflicts but should act upon the issues quickly. Leaders also need good strategies for resolving disputes.
3. When hunting, each lion takes up a specific position and role. As lions fan out to surround the prey, the younger and weaker lions drive prey to the center. Meanwhile, the other strong lions attack from the sides and front.
 - a. We need each other's contributions to handle challenging tasks. When staff, students, and families unite and collaborate, it becomes easier to achieve big objectives.



TLS Affirmations, Cheers, Chants, and Shout Outs

TLS has a variety of affirmations, cheers, and chants used on a daily basis to strengthen individual and collective belonging to the TLS Pride. Each day, members of the community have opportunities to celebrate one another through shoutouts.

Morning Meeting

All students start their day with a Morning Meeting where we set the tone for the day. All community members respectfully engage in the Morning Meeting and have opportunities for voice and leadership.

Morning Meetings include greeting, sharing, a group activity, and morning message.

Greeting: Students and teachers greet one another by name.

Sharing: Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).

Morning Message: Students read and interact with a short message written by their teacher. The teacher crafts the message to help students focus on the work they'll do in school that day.

Closing Circle

All students start their day with a Closing Circle-where we reflect on the day. All community members respectfully engage in the Closing Circle and have opportunities for voice and leadership.

The Closing Circle includes reflection, celebration, and closing.

Reflection: The teacher cues students to reflect on their learning for the day or to set goals for the next day.

Celebration: The whole group does a quick, lively song, chant, or cheer, celebrating the community's effort and accomplishments that day.

Closing: The group does a brief activity that ends the gathering and makes the transition to dismissal.

B. Rigorous Academic Expectations

At The Leadership School, we put students in the "driver's seat" of their own learning through rigorous core instruction, personalized learning labs, and individual learning plans.

Rigorous Core Instruction

TLS implements a high-quality curriculum as a foundation for ALL students.

Personalized Learning Labs

TLS teaches utilize blended learning with targeted instruction based on student needs.

Individual Learning Plans (ILP)

TLS students have an individual summary of strengths and areas for growth, with goal setting and action planning based on individual needs.

C. Authentic Leadership

Our Leadership Framework

TLS implements the “[Leader in Me](#)” Framework to actualize our focus for “deeper learning”. *Leader in Me* (LIM) is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

"Leader in Me provides elementary schools with a model and process that addresses common challenges that are unique to students during these formative years. Teachers, staff, and administrators at Leader in Me Schools are empowered to provide support in all of these areas by creating a learning environment that addresses whole-child education with five (5) Core Paradigms. These paradigms influence the behavior of staff, students, and their families."

| <i>Leader in Me Paradigms</i> | | |
|---|------------|--|
| Not This | | But This |
| Leadership is for the few | Leadership | Everyone can be a leader |
| A few people are gifted | Potential | Everyone has genius |
| To improve the school, the system needs to change | Change | Change starts with me |
| Educators control and direct student learning | Motivation | Educators empower students to lead their own learning. |
| Help students achieve academically | Education | Develop the whole person |

Student Leadership Roles

Students are given opportunities to authentically lead within the community. We envision that our students find their “voice” in the community through leadership by learning and applying leadership skills.

Building Leadership Opportunities:

- Ambassador: Leads tours, welcomes guests and visitors
- Equipment Manager: Organizing equipment for Recess.
- Friday Morning Meeting Facilitator: Leads our community (rotation)

- Affirmations: Leads our community (rotation)
- Student Dean: Leads our community (rotation)
- Pride Cart Manager: Leads our community (rotation)
- Lighthouse Team: Participate in Student Council

Classroom Leadership Opportunities:

- Greeter
- Substitute
- Lights
- Morning Meeting Facilitator: Leads “content” section of Morning Meeting
- Morning Meeting Announcer: Leads “News” section of Morning Meeting
- Attention Getter: Leads classroom in call and response.
- Announcer: Leads classroom with verbal reminders
- Timekeeper: Leads classroom urgency using timers
- Lunch Helper: Leads classroom at lunch.
- Materials Manager: Leads supply distribution and collection in the classroom.
- Librarian: Leads book check-in and check-out
- Pencil Sharpener:
- Door Holder:
- Line Leader & Caboose: Leads classroom through the hallway.
- Messenger:
- Well-Wisher: Celebrates peer birthdays.
- Safety Inspector:
- Kindness Recorder: Tracks observed instances of kindness.
- Safe Space Organizer: Ensures safe space is tidy and organized.
- Classroom Caregiver: Checks in with community members.
- Tie Machine

Leadership Fridays

Leadership Friday is the culmination of the LIM lessons learned during the week. Students will be grouped by their houses and gather at an all-school meeting. Here they will hear important announcements, reflect on the week’s leadership lessons, and report out by house their reflections and learnings. Leadership Fridays may include guest speakers and leaders in the community.

Community Impact Projects

Purpose: The Community Impact Project is an important component of the Leadership Social Studies programs. Students work together in small teams addressing a challenge or issue in their community they want to impact. Process: Students discuss research and propose creative ways they can make a difference.

D.Support

Classroom Safe Spaces

At TLS, all classrooms have a designated “safe space” to support student regulation within the classroom.

Class Dojo

Pride Bucks & Mart

All students have the opportunity to earn Pride Bucks for demonstrating positive behavior at school.

Students may use Pride Bucks to purchase school supplies, toys, or experiences from the Pride Mart.

E. Accountability

Conscious Discipline

At TLS we believe in the Conscious Discipline Framework, which is defined as a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one seamless curriculum.

Consequences

When an individual student’s behavior threatens their own safety or the safety of others, teachers can use consequences to help the student correct their behavior and ensure the safety of members in the classroom.

At TLS, we believe that consequences are not punitive, just to be punitive, and should be either natural, logical, or formal. Natural consequences are the inevitable result of a student’s own actions. Logical consequences happen as a result of a student’s action but are imposed by the teacher. They are reasonable and related to the problem. Formal consequences are typically part of a classroom management system. For instance, the use of “Pride Bucks”, Class Dojo points, Referrals, etc.

Referrals for Responsive Student Support

Campus & Community Policies

This section details school-wide policies held by The Leadership School.

A. Attendance Policy

Attendance at school each day is critical to our students' success. When students are not in school, they miss out on important instructional time. Please make every effort to ensure that your child comes to school every day. You will receive communication when students are absent. Meetings will be scheduled with families when students have more than 2 days of unexcused absences.

Attendance Procedures

Absentee-Call- in- If your child will be absent from school, please call the main office number (314-492-2301) to report your child's absence. Please give the child's name, the teacher's name, and the reason for the absence.

Tardiness

In addition to attending school each day, it is important that students arrive at school on time. Though we understand circumstances may arise, our students are more successful when they consistently come to school on time. Moreover, late-arriving students cause disruption to classroom instruction and create a challenge for teachers as they begin their day. **Students are considered tardy if they arrive any time after 8:15 am.** If your child is going to be tardy, please be sure to call the school office to let a staff member know. Students who arrive tardy must be escorted by an adult to the reception area to get a tardy slip.

B. Arrival & Dismissal

Arrival Times

- Doors open at 7:45 am
- Breakfast: 7:45 am
- Morning Meeting/Instruction: 8:15 am

Arrival

Instruction begins each day at **8:15 am**. To ensure that your child has enough time to make it to his or her classroom and get settled, we recommend that students are dropped off by 8:00 am.

Dismissal

The School day ends at 3:30 pm. The Leadership School strives to dismiss students in a safe and orderly manner. All students must be picked up by 3:45 pm unless they are enrolled in the after-school program with our vendor.

Dismissal Procedures

All car riders and aftercare students will be dismissed at 3:30 pm from their classrooms and will be seated in the multipurpose room.

Bus riders- Students will be dismissed from their classrooms by their teacher and line up according to their bus number. Students will be escorted to the bus by a designated teacher(s).

Kindergarten and 1st Grade Bus Riders- There must be someone 13 years of age or older to retrieve kindergarten students from the bus. If no one is present at the bus stop for drop off, the student will not be dropped off, and parents will be notified. As a courtesy, the bus drivers MAY try to loop around again. If the driver cannot loop back around, your child will ride the bus route with the driver and will arrive back at the school. You will be expected to pick up your child from the school.

Car riders- Students will wait in the multipurpose room until the buses have left. Families will be given a placard to display in their car's windshield. Staff members will escort the car riders out of the main entrance to the car lane. Once the child is safely in the car, parents will exit according to our traffic pattern and signage. Those picking up car riders MUST have the Parent Pick-up Car Placard on their dashboard in plain view for teachers and staff. This serves as permission to dismiss your child to that vehicle. If the person picking up the student does not have the placard, the parent/guardian will be asked to park, enter the main office, show a photo ID, and sign the child out there. Please be sure anyone picking up your child has a photo ID. Students not picked up by 4:00 pm will be taken to aftercare, where a fee may apply.

Early Dismissal

Early dismissal is any time a parent or guardian signs out a child before the end of the school day. In order to maintain the safety of all children, students will not be released to parents between **3:00 and 3:30 pm**. If a parent or guardian needs to pick up their child before 3:00 pm, they should go to the main office and sign the student out. The student will be escorted to the office for dismissal.

While it is not always possible, we encourage parents to schedule appointments during non-school-day hours so that students do not miss valuable learning time.

Teachers use the end of the day to review lessons, closing meeting, and plan for the following day, so it is important that students be present for this portion of the day.

Please keep this in mind when scheduling doctor and dentist appointments for your child. Please be sure to provide the school with a written note or email under the following circumstances:

- To give permission for a student to leave school early.
- To excuse a child from an activity for medical reasons.
- To give permission for a child's extended absence.
- To give permission for a child to leave with another student, parent, or family friend.

If your child is to go home from school in a manner that deviates from the normal routine, you must contact the school in writing that day. If a notification is not received, your child will be sent home in the usual manner.

Transportation Model Policy

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

SECTION 1. Car Riders

SECTION 1. The school's primary transportation method shall be parent or guardian drop off or pick up of students to and from school daily.

SECTION 1.2. To ensure the safety of all students, staff, and visitors, the school Leader or his/her designee shall establish procedures including, but not limited to, authorization processes for drop off, dismissal, and pickup, drop off and pick up times, routes, supervision, and load/unload processes. These procedures shall be published in the student handbook each year and updated periodically as needed for efficiency and safety.

SECTION 1.3. Parents, guardians, day-care buses/vans, and other authorized individuals dropping off or picking up students shall comply with all procedures set forth by the school Leader or his/her designee. The school Leader or his/her designee is authorized to take measures (including prohibiting access to the property) to address habitual non-compliance with the School's transportation policy and procedures that jeopardize the safety of students, staff, and visitors or impede the efficiency of arrival and dismissal processes.

SECTION 1.4. The school will accept or release students from the car rider area only to the care of a parent or guardian or other individual previously approved in writing by the parent or guardian.

SECTION 2. Busing

SECTION 2.1. When available, students may be transported to and from school in vehicles owned by the or other approved vehicles, including charter buses or vans, which are compliant with applicable laws and regulations related to transporting students.

SECTION 2.2. Students shall be required to follow all safety regulations required of passengers riding on school vehicles.

SECTION 2.3. Students or children under the age of 18 who are not enrolled at School shall not be permitted to ride in vehicles provided by the School.

SECTION 3. Walking and Biking.

SECTION 3.1. The School's Governing Board recognizes the benefits of exercise, including walking and biking. However, to ensure the safety of all students, TLS prohibits unaccompanied minors under the age of 18 from walking or biking to and from school where established crosswalks, crossing guards, or signage on streets within 1 mile of the school are not present.

C. Uniform / Dress Code

Dress Code

At TLS, we believe all students should come to school in a comfortable manner that allows them to be authentic in who they are while also making their school environment more conducive to learning and playing. School uniforms reduce economic and social barriers between young people. They also provide a sense of belonging and create the opportunity for all to be included. In conclusion, TLS students will wear a uniform, so they are more focused on expressing themselves through their personalities and school work rather than their outward appearance. Monday-Friday, students are required to wear a branded TLS polo shirt or branded TLS T-shirt. Branded sweatshirts are also available if students would like to wear an additional layer. Students must wear black, navy, or gray bottoms- shorts, skirts, jumpers, or pants. Students can wear closed-toed shoes of their choice.

There are certain days during the school year when we require our young leaders to dress in their formal TLS dress uniform. On Leadership Fridays, Portfolio Nights, and Special Events, students are required to wear a white button-down shirt or blouse

with a navy or gold tie, bow tie, or cross tie. Plaid skirts, jumpers, and ties in the aforementioned colors are also an option. All branded shirts, ties, and plaid bottoms must be purchased from the school. Questions about obtaining uniforms should be directed to our school counselor Miss Kiely at (ekiely@tlsstl.org).

Dress Down Days

Students will be able to earn dress-down days Monday - Thursday through earned House points.

D. Student Supplies

All student school supplies

E. Field Trips

During the school year, TLS will plan field trips for various academic enrichment purposes. Families will receive advance notice of such trips and are required to submit a permission slip in order for the student to participate. Students without permission will remain at the school. All participating students should bring a bag lunch for these events.

Family members may be needed to serve as chaperones on field trips; however, families should not feel obligated to serve in this capacity.

SECTION 4. Field Trips and Off-site Events

Section 4.1 For field trips and other off-site events where transportation is provided, the School shall procure the permission and medical release for students by parents or guardians and shall maintain records in accordance with the approved records retention schedule.

SECTION 4.2. Transportation for field trips and off-site events is subject to the requirements of this Policy.

SECTION 4.3 For school-sponsored events, such as field trips, priority of which transportation to be used should be in the following order:

1. System or school-owned buses
2. Alternate transportation

3. School employee's private vehicles
4. Parent's private vehicles

F. Family Communication

Communication to families

Teachers and staff members will communicate with families in the following ways:

- Weekly parent emails from the Executive Director
 - Quarterly teacher newsletters (class information about upcoming events)
 - Family Home Visits (staff will visit with families to learn more about student strengths and hear parents' hopes and dreams for their children)
 - Robocalls (Periodically, parents will receive robocall messages as reminders for upcoming events or in cases of school closure because of inclement weather)
- In addition to the above-listed forums for communication between home and school, parents can also:
- Attend monthly family engagement events.
 - Attend portfolio nights.
 - Participate in student-led conferences.
 - Feel free to contact their students' House Leader directly if a concern arises that cannot wait for a scheduled visit to the Director of Community Affairs:

Family Conferences

TLS hosts family conferences multiple times per year to facilitate open communication between parents and teachers regarding the student's progress and experience.

- Quarter 1: 10/26/2023 - 10/27/2023
- Quarter 2: 01/22/2024 - 02/01/2024
- Quarter 3: 04/04/2024 - 04/05/2024

Family Ambassador Program

The TLS Family Ambassador Program is a parent (family)-run volunteer organization. The FAP vision is to create a supportive and inclusive school community that promotes academic success for all TLS students. TLS will utilize the expertise, energy, and creativity of the neighborhood to make TLS an excellent, progressive, nurturing

school for neighborhood children. You can sign up for the Family Ambassador Program by emailing (familyambassador@tlsstl.org). Family Ambassador members have primary responsibility for the following:

- Assisting with student recruitment and enrollment
- Helping new families get acclimated to the school.
- Planning Family Engagement events
- Advising the Director of Student and Community Affairs on priorities and goals for meeting family needs
- Working with Board Committees on developing the local Comprehensive School Plan (school goals)
- Reviewing data in order to be informed about school needs and trends.
- Monitoring and assessing the implementation of the local Comprehensive School Plan

Family Listening Sessions

Listening sessions are opportunities for families to provide input on TLS issues that will be addressed as part of the TLS's new strategic plan.

Portfolio Nights

Portfolio Nights celebrate student work with Project exhibitions, club *performances*, data displays (Growth Goals, NWEA, mediations, etc.); and presentations on experiential learning trips.

Volunteering at School

TLS welcomes parent volunteers. According to TLS policies, field trip chaperones and volunteers who work directly with students for more than one day/event are required to complete the volunteer clearance process. Please contact the Director of Student and Community Affairs for more information.

G. Authorized Visitors

Accident or Medical Emergency

School Closing

Fire Alarms & Building Emergencies

Emergency Response and Procedures

(Parent notification SchoolMint is no longer available)

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

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

Inclement Weather

When weather conditions are poor, and roads are hazardous, the school may open late, close early, or close for the entire day, depending on the severity of the weather. During these situations, parents should monitor television and radio stations or check The Leadership School's website for updates. Information is usually available as early as 5:30 am or shortly after. In some cases, students will stay inside for recess when the weather is too cold or too hot. In those instances, students may play structured games or have indoor recess.

Evacuation Routes

TBD

Academic Policies

This section details school-wide academic policies held by The Leadership School.

Academics

At The Leadership School, our curricular choices are guided by our mission and vision for students. We will utilize best practices and research-based approaches in all aspects of our academic program. Our school day is developed in such a way that students benefit from proven models for literacy, mathematics, science, and social studies instruction while also engaging in personalized learning experiences. In addition to our rigorous academic program, students benefit from a proven leadership development curriculum that will teach them to set and accomplish personal goals, as well as learn to be better leaders and participants in their community.

Curriculum

English-Language Arts

In English-Language Arts (ELA), we focus on systematic foundations (in the early grades) and building reading comprehension as the core instructional strategies for ensuring that our students are masterful readers and writers who joyfully communicate about what they are reading and writing. Prioritizing comprehension through the use of high-quality text, deepening background knowledge, building vocabulary, and integrating writing will ensure that our students are prepared to master ELA goals.

Mathematics

High-quality mathematics instruction ensures that students become problem solvers. We believe all students can develop deep conceptual understanding and procedural fluency in mathematics. In doing so, we help our students grapple with real problems, think mathematically, and create solutions. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. Problem-Based Learning connects with Visual Learning to deep conceptual understanding.

Science

Our science instruction has three main components: inquiry, experimentation, and application of

core discipline approach. The curriculum provides the type of experiences, with real-world problems and scientific phenomena, that we want all students at The Leadership School to encounter from kindergarten through eighth grade.

Social Studies

In inquiry-based social studies, students learn through investigation, similar to the kind of investigations that happen in experiment-based science classes.

Investigations start with a question that students explore as they learn. Then, they gather evidence from different sources to help them answer the question. Finally, they come to conclusions and share their findings with others. Inquiry-based social studies begins with a complex and open-ended inquiry question for students to explore. When students investigate this question, they are not acting as record keepers but as social scientists seeking to understand the world and share this understanding with others. As they investigate, students build knowledge that is deep and lasting, because their learning connects to their curiosities and interests – and because it has a real-world purpose: They use it to inform others, improve their community, or help set goals for the future.

Personalized Learning/Self-Directed Learning

At The Leadership School, students are empowered to become self-directed learners — they set goals for their learning, reflect on their progress, and build habits and mindsets to help them succeed. They discover their passions and interests and make plans to achieve their personal goals. Through support from teachers, each student has a personalized learning experience that meets his/her individual needs.

Assessments

Academic growth in literacy and mathematics is measured through curriculum-embedded assessments and NWEA (a nationally normed assessment). Measurement of achievement in grade-level standards through the Missouri Assessment Program (MAP) begins in 3rd grade. Our system of assessments used to measure student mastery of deeper learning skills and academic content knowledge combines the following assessment styles:

- A. Performance items or tasks as part of traditional “sit-down” tests
- B. Curriculum-embedded tasks carried out in the classroom during the school year.
- C. Portfolios or collections of evidence that display a broad set of competencies.

D. Academic Arc of the Year

The academic calendar at TLS is divided into four quarters.

| | |
|---|---|
| Quarter 1: 8/21/2023 - 10/19/2023 <ul style="list-style-type: none"> • 9/15 Mid-Quarter Grades Due • 9/21 Progress Reports Out • 10/20 Q1 Grades Due • 10/24 Report Cards Printed | Quarter 2: 10/23/2023 - 1/12/2024 <ul style="list-style-type: none"> • 11/17 Mid-Quarter Grades Due • 11/30 Progress Reports Out • 1/12 Q2 Grades Due • 1/17 Report Cards Printed |
| Quarter 3: 1/16/2024 - 3/15/2024 <ul style="list-style-type: none"> • 2/16 Mid Quarter Grades Due • 2/22 Progress Reports Out • 3/15 Q3 Grades Due • 3/27 Report Cards Printed | Quarter 4: 3/25/2024 - 5/23/2024 <ul style="list-style-type: none"> • 4/19 Mid Quarter Grades Due • 4/25 Progress Reports Out • 5/17 Q4 Grades Due • 5/22 Report Cards Printed |

E. Classroom Expectations

Classwork & Participation

Students are expected to complete their assigned work on time. When they do not complete work by the assigned deadline, they may be required to complete it at another assigned time during or outside the school day. Families will be notified if completion becomes a problem.

Early Finisher Work

Students have access to early finisher work in the classroom to support learning extensions and fluency. This work includes a selection of 3-4 activities students can engage in if the main assignment is completed. These activities will support students' literacy or math skills.

Homework

TLS believes students deserve practice opportunities beyond the classroom. Thus, homework assignments are assigned weekly. Homework will be communicated on Class Dojo to families by 8:00 AM on the first day of the school week. Families can anticipate having mathematics and reading assignments. Homework is an extension of learning and will be graded for completion, not accuracy.

F. Grades, Progress Reports, & Report Cards

At TLS, student grades are used as a tool to inform parents of the progress their children are making. Grades are composed of teacher evaluation of academic skills, content mastery, and growth. Grades include feedback on the student's ability to work collaboratively with others and their individual working potential.

Progress Reports & ILPs

Families will receive their student's progress report halfway through each quarter. Progress reports include specific information about student progress in each subject including the grade the student is presently receiving in that course.

At the end of each quarter, parents will receive their child's ILP, including cumulative data on their child's performance and progress. The nature of the report is constructive and may include suggestions for improvement or positive reinforcement.

Report Cards

G. Classroom Assessment

Formative Assessments

Formative Assessments are designed to improve student learning during an instruction on a topic. Staff may use quizzes, checklists, or other brief assessments. Students will complete at least one assignment per week, with a minimum of 8 formative assessments per grading period.

Summative Assessments

Summative Assessments are designed to measure student learning after instruction on a topic. Staff may use tests, projects, writing assignments, or performance assessments. Students will complete at least 4 summative assessments per grading period.

H. School-Wide Assessments

Students will complete various school-wide assessments throughout the school year to measure academic growth and proficiency.

iReady

The iReady Assessment is an adaptive test that assesses a student's literacy and mathematics skills.

| Fall | Winter | Spring |
|---------------------|---------------------|--------------------|
| 08/28/23 - 09/08/23 | 01/03/24 - 01/12/24 | 05/06/24 - 5/17/24 |

NWEA

The NWEA Assessment is

| Fall | Winter | Spring |
|-------------------------|------------------------|-------------------------|
| 08/28/2023 - 09/14/2023 | 12/1/2023 - 12/15/2023 | 05/01/2024 - 05/17/2024 |

Special Education Services

Both Federal (IDEA) and local laws and regulations require that public schools provide a free and appropriate public education (FAPE) to students with disabilities. TLS complies with these regulations by partnering with the Special School District with the intent of providing an excellent and innovative education to students with disabilities through an Individualized Education Plan (IEP). What is available for students who do not have an IEP or qualification? Another resource or avenue for support?

All records pertaining to students with special needs should be shared with the school in order to provide seamless student services. Special education services include (but are not limited to): instructional support/intervention, counseling, behavior therapy, speech/language therapy, and occupational therapy. TLS operates using an inclusion model. In our model, students with disabilities participate in the general education classroom to the greatest extent appropriate.

Special Education Staff

The following participants make decisions for students receiving special education services:

- *Parents*: They provide information about their child, help make decisions about education plans, and partner with teachers and staff to help their children succeed.
- *General Education Teachers*: Teachers are responsible for delivering core instruction, delivering specialized instruction, implementing accommodations (including behavior plans), co-planning together, participating in IEP (and other special education-related) meetings, and collaborating with students, parents, and related service providers.
- *Local Education Agency Representative (LEA Rep)*: The LEA Representative is responsible for providing teachers with relevant student information (including IEP snapshots), scheduling/facilitating IEP meetings, monitoring student progress on IEP goals, supervising related service providers, and serving as a liaison to parents.

- *Special School District Staff*. Their role is to provide services outlined in the IEPs, participate in IEP meetings, collaborate with teachers (about IEPs), deliver training to teachers, complete their portions of IEP progress reports cards, and administer assessments when necessary and appropriate. Staff can observe students involved in the RTI process.
- Special School District staff include, but are not limited to:
 - Teachers
 - School Psychologist
 - Social Worker
 - Speech/Language Pathologist (SLP)
 - Occupational Therapist (OT)

Parent Grievance Policy

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.

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.

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.) – Director of Student & Community Affairs
3. **Appeals** – Executive Director
4. **Final Appeals**- Governing Board Grievance Committee

Decisions rendered by the Governing Board shall be considered final.

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

Discipline Policies

This section details school-wide discipline policies held by The Leadership School.

A. Student Behavior Expectations / Social Emotional Support

Behavior Expectations

We have wonderful students at TLS and staff members who are dedicated to ensuring students not only excel academically but also are able to thrive emotionally and physically. We create a nurturing environment for children and use developmentally appropriate classroom practices to minimize inappropriate behaviors. It is helpful to have guidelines to follow in the instance when a student displays inappropriate behaviors or actions that may harm or danger others.

Prevention

The first step in any effective behavior plan is preventing negative behaviors before they arise. To achieve this, TLS teachers plan engaging and meaningful activities for students, ensure students are supervised at all times, and make classroom and school-wide expectations clear to all students.

- Guidelines around student/teacher ratios are closely monitored and TLS will meet or exceed the adequate number of adults supervising students. In many cases, special teachers 'pushing in' to classrooms to provide instruction or student teachers working with classes facilitate this.
- Teachers or partner teachers escort students when transitioning from the classroom to their special classes, lunch, or recess.
- Substitute teachers will receive detailed lesson plans and behavior expectations so that they can effectively manage classroom behavior.

Intervention

When students display behaviors that are harmful or inappropriate, we will maintain a child-centered approach and provide the support the student needs to be successful. These could include time working with our school counselor, conference time with the teacher and House leader or Director of Student and Community Affairs, and implementation of a behavior intervention plan. The intervention plan could include adjustments to the environment or setting, reduced stimuli, use of adaptive materials (special seats, personalized materials, visual communication device or schedule, etc.) In cases when a behavior intervention plan developed within the classroom is not effective, a cross-disciplinary team of teachers and mental health staff members may meet to implement a response to intervention (RTI) plan for a student.

Resolution

As a school with all early-grade students, we are committed to the use of child-centered consequences that aim to teach children alternative and more positive behaviors rather than punish them for their actions. We seek to avoid severe consequences such as suspension, in-school suspension, and expulsion for students and instead use a cross-team approach, with parent conferences to get support from families to address difficult behaviors.

Response to Intervention (Academic & Behavior Interventions)

At TLS, our aim is to provide all students with the support needed for them to be successful. We are constantly observing students, assessing their strengths and growth areas, and either adjusting our instruction or providing them with alternative instruction.

The RTI is a three-tiered education model practiced in many of the most effective schools. All students are exposed to fundamental 'Tier 1' instruction that features a core academic curriculum, clear behavioral expectations, and academic screeners to assess students' academic achievement. When students are having difficulty, 'Tier 2' and 'Tier 3' interventions are implemented to provide students with academic and behavioral support to help them reach their fullest potential. The RTI process at TLS consists of four steps:

1. Data is collected on student progress, and teachers meet to review data, set goals, and determine interventions for students not meeting goals or for students who need enrichment/acceleration.
2. Students who are not meeting goals after data meetings are referred to the RTI process. ***What is the time frame or data collection process? What is the goal?***
3. The RTI team meets (including teachers, parents, enrichment teachers, and socio-emotional support staff members) to develop goals and relevant interventions that will be implemented over a four-week period.
4. The RTI team meets again after four weeks to review student progress. Based on the results, the RTI team can refer a student for SPED assessment (with parental consent), modify the goals, and recommend more intensive interventions for another four-week period, or, if the student is back on track, return the student to Tier 1 (grade-level curricula) without additional interventions needed.

Restricted Materials

Students are not permitted to bring toys, candy, gum, or other non-school-related items to school unless approved by the school. Students assume responsibility for any loss or damage to items brought from home.

Prohibited Materials

Toy weapons are strictly prohibited while at school.

B. Policies

Discipline Policy

The School's discipline policy sets out the rules of student behavior applicable to all students and the procedures for imposing discipline on students with chronic misbehavior or extreme disruption of the educational process. 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 utilize alternative strategies (e.g., referrals to outside agencies) rather than suspend or expel such students from school.

All Board policies for The Leadership School are posted on our website at www.theleadershipschoolstl.org

C. Suspensions

D. Expulsions

Miscellaneous Policies

This section details miscellaneous policies held by The Leadership School.

A. Non-Discrimination Statement

It is the policy of The Leadership School to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, marital status, public assistance, or any legally protected classification. The Leadership School will not tolerate any discrimination, and any such conduct is prohibited. The Leadership School also prohibits any form of discipline or retaliation for reporting incidents. The Leadership School is committed to a policy that no otherwise qualified person shall be excluded from participation in, be denied benefits of, or otherwise be subjected to unlawful discrimination in its admissions or under any School program or activity on the basis of ethnicity, race, color, religion, national origin, ancestry, marital status, gender, sexual orientation, age or disability.

B. Student Records & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The Leadership School has access to and maintains an information file on each student via an internal records system. Parents/Guardians may review their student's file upon request. School officials may access student records for educational purposes only, and pertinent student information may be shared in cases of medical emergency to protect student safety.

C. Mandated Reporting of Suspected Abuse & Neglect

All school personnel are mandated reporters of suspected child abuse and/or neglect and are expected to complete the requisite Mandated Reporter training annually. Mandated reporters are required to report suspected child abuse or neglect immediately when they have reasonable cause to believe that a child – a student under 18 years old –has been harmed or is in danger of being harmed, physically, sexually, emotionally, or through neglect. All school personnel will follow the required protocols for reporting suspected abuse or neglect.

Health and Nutrition

School Meals

Fresh Palate Eats will provide breakfast and lunch. Parents may send students with lunch and snacks, but please adhere to this guideline for the safety of our students with allergies. Please note that you can always check to see what the monthly breakfast and lunch meals will be by going to www.theleadershipschoolstl.org and searching for school menus. Families are encouraged to complete the application for Free or Reduced Priced Meals at the start of the school year.

Breakfast

Starting the day with a nutritious, well-rounded meal helps our students to be more engaged learners, stay focused in class, and have the energy to participate in academic and social activities. Students have breakfast available each morning between 7:45 am and 8:15 am. Students who arrive after 8:15am will be offered a cereal bar to eat in class.

Lunch

Lunch is served daily between 11:30 and 12:40.

Healthy Snacks

Please send only healthy, non-junk food snacks from home. This is very important. The food that students eat has a direct and important relationship to their ability to learn and thrive in school.

| |
|--|
| Snacks to avoid: |
| Soda or 'juice' with corn syrup, added sugar, or food coloring |
| Potato chips |
| Candy |
| Snacks high in sodium (Cheetos, Doritos, etc.) |
| Snacks high in sugar (donuts, etc.) |

Distribution of Medicine Model Policy

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

Section 1. School Distribution and Administration of Medication

Section 1.1. The school nurse (or another employee designated by the school Leader or his/her designee) may provide assistance with medication (this includes prescription or over-the-counter medication) only if all of the following requirements are met:

Section 1.1.1 Prescription drugs must be in the original container and bear the name of the student, the name of the physician, and the name of the pharmacy filling the prescription. Over-the-counter drugs must be maintained in the original container.

Section 1.1.2. The appropriate approval form for medication distribution must have been completed and signed by the parent or guardian for each medication.

Section 1.2.3. The school nurse or other designated employee shall keep a written report of medication taken by the student.

Section 1.2. The school reserves the right to refuse to administer certain types of medication (at the discretion of the school nurse or other employee authorized by the School Leader or his/her designee) when such administration could prove harmful to staff or students without proper training or direction of a physician.

Section 2. Student Possession and Self-Administration of Medication

Section 2.1. The school shall grant any student authorization for the possession and self-administration of medication to treat the student's chronic health condition, including but not limited to asthma or anaphylaxis if:

Section 2.1.1. A licensed physician prescribed or ordered such medication for use by the pupil and instructed such pupil in the correct and responsible use of such medication.

Section 2.1.2. The pupil has demonstrated to the pupil's licensed physician or the licensed physician's designee and the school nurse, if available, the skill level necessary to use the medication and any device necessary to administer such medication prescribed or ordered.

Section 2.1.3. The pupil's physician has approved and signed a written treatment plan for managing the pupil's chronic health condition, including asthma or anaphylaxis episodes, and for medication for use by the pupil. Such plan shall include a statement that the pupil is capable of self-administering the medication under the treatment plan.

Section 2.1.4. The pupil's parent or guardian has completed and submitted to the school any written documentation required by the school, including the treatment plan and the liability statement.

Section 2.1.5. The pupil's parent or guardian has signed a statement acknowledging that the school district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil or the administration of such medication by school staff. Such a statement shall not be construed to release the school district and its employees or agents from liability for negligence.

Section 2.2. Pupils authorized to possess and self-administer medication may possess and self-administer such medication while in school, at a school-sponsored activity, and in transit to or from school or school-sponsored activity.

Section 2.3. Such authorization shall only be effective for the school year in which it is granted. Such authorization shall be renewed by the student's parent or guardian each subsequent school year.

Section 2.4. Any current duplicate prescription medical, if provided by a student's parent or guardian or by the school, shall be kept at the school in a location at which the student or school staff has immediate access in the event of an asthma or anaphylaxis or other emergency.

Section 2.5. The written treatment plan, liability statement, and any other written documentation shall be kept on file at the school in a location easily accessible in the event of an emergency.

Immunizations Model Policy

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

SECTION 1. All students attending TLS are required to be in compliance with state law mandating immunization against specific diseases. Failure to comply with immunization requirements will result in exclusion from school until proof of compliance is provided. Homeless children will be granted a temporary twenty-four (24) hour grace period within which to submit proof of compliance.

SECTION 2. The school Leader shall institute procedures for the maintenance of health records, demonstrating the immunization status of every student enrolled or attending the School, and for the completion of all necessary reports in accordance with Missouri Department of Health and Senior Services' guidelines.

School Nurse Schedule

The Leadership School will have a nurse on site part-time. The school nurse will be present to see students who are ill as well as those requiring administration of medication. The school nurse will call parents immediately in cases where an injury has occurred. Please be sure all your contact phone numbers on file at the school are correct so that they are able to reach you.

Medical Records

Current immunization records should be presented at the time of registration. If you have not submitted forms, please do so right away.

Illness

Please notify us if your child has any symptoms of illness, especially contagious diseases and conditions like chicken pox, measles, tuberculosis, ringworm, lice, impetigo, or conjunctivitis (pink eye). The nurse will make an assessment and decide

if the student is able to remain in school, go home for the day, or stay at home until a doctor's note is received, based on the nature of the illness. What is the process/policy on illness that results in school removal/and or exclusions for medical reasons?

Medication

Medication can be issued to students with a current physician's authorization. If a student is required to take medication during school hours, only the nurse or designated employees can administer medicine in compliance with school health guidelines. Medicine should be delivered to the school nurse by parents in its original packaging labeled with the student's name. For their safety, students are not allowed to have medicine on their person or in their locker/cubby.

Medical Emergencies

In case of injury, limited first aid will be provided. The parent or guardian listed on the emergency form will be contacted immediately. If emergency treatment is required, an ambulance will be called, and a staff member will accompany the student and wait in the emergency room until the parent arrives. Please be sure to update your emergency contact information so that we are able to reach you if an accident occurs.

COVID Protocol

TLS will begin the 2022-23 school year with in-person learning following federal, state, and local recommendations. TLS will continue to monitor COVID-19 and other related data to ensure we make the best decisions possible to ensure the safety and well-being of our students and staff. However, COVID-19 mandates and recommendations are ever-changing as additional information is shared by our local and state health departments and state and national regulatory agencies which, in turn, will change our community's practices.

TLS is committed to your children and understands the tremendous responsibility we have to serve our community.

WHEN TO KEEP SICK CHILDREN HOME FROM SCHOOL

Information compiled from CDC (Centers for Disease Control); DHSS Deciding when to keep a sick child home from school is not always easy. Regular school attendance is important. But when a child is truly sick, they need to stay home in the care of an adult to get well and to prevent spreading illness to others. The following information may help you decide when to keep your child at home. This information does not take the place of consulting a medical provider. See below for "When to contact a medical provider."

COMMON COLD

The common cold is a contagious upper respiratory infection caused by cold viruses. Symptoms can last 7 to 14 days. A child with no fever, mild symptoms, and otherwise feeling well may be fine at school.

WHEN TO KEEP A CHILD HOME FROM SCHOOL:

A child with heavy cold symptoms such as deep or uncontrollable coughing or a significant lack of energy belongs at home, even without a fever.

FLU (INFLUENZA)

The flu is a highly contagious respiratory illness caused by influenza viruses and can cause mild to severe illness. A person with influenza can be contagious up to one week after symptoms appear.

WHEN TO KEEP A CHILD HOME FROM SCHOOL:

A child with flu-like illness (fever and cough) must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine. A fever is defined as a temperature of **100°F or higher**. If symptoms occur while at school, the student must be picked up as soon as possible to go home. Contact a medical provider with severe symptoms.

COUGH

A mild hacking cough often starts after the first few days of a common cold. A child with mild symptoms, no fever, and otherwise feeling well may be fine at school.

WHEN TO KEEP A CHILD HOME FROM SCHOOL:

A child with deep or uncontrollable coughing belongs at home, even if no fever. A child with a cough and fever should stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.

VOMITING/DIARRHEA

WHEN TO KEEP A CHILD HOME FROM SCHOOL:

Vomiting or diarrhea two or more times in the previous 24 hours unless determined to be caused by a non-communicable condition.

FEVER:

Fevers are a common symptom of viral and bacterial infection. Children are likely to be contagious to others when they have a fever.

WHEN TO KEEP A CHILD HOME FROM SCHOOL:

Any child with a fever of 100°F or higher should not attend school and should not return until they have been fever-free for 24 hours without the use of fever-reducing medicine.

IMPETIGO:

Impetigo is a contagious bacterial skin infection that usually begins with small fluid-filled blisters that cause a honey-colored crust on the skin after bursting. It is important to have these symptoms evaluated by a medical provider because untreated infection can lead to serious complications. 24 hours after starting prescribed antibiotics, impetigo is no longer contagious.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Students may attend school if drainage can be effectively kept covered and is not extensive.

PINK EYE:

(Conjunctivitis) is a common infectious disease of one or both eyes caused by several types of bacteria and viruses. The eye typically appears very red and feels irritated. There may be drainage of mucus and pus or clear liquid. Prescription medication may be needed to treat bacterial infections. Virus-caused pink eye will not need antibiotic treatment.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with the above symptoms should be kept at home until evaluated by a medical provider and return to school with or without treatment, depending on the diagnosis.

RASHES:

A rash may be one of the first signs of a contagious childhood illness such as chickenpox. Rashes may cover the entire body or be in only one area and are most contagious in the early stages.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Do not send a child with a rash to school until a medical provider has said it is safe to do so – especially with additional symptoms like itching, fever, or appearing ill.

SORE THROAT:

A child with a mild sore throat, no fever, and otherwise feeling well may be fine to attend school.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep a child at home and contact a medical provider for a severe sore throat and/or if white spots are seen in the back of the throat, with or without a fever.

STREP THROAT:

A significantly sore throat could be strep throat, a contagious illness. Other symptoms may include fever, white spots in the back of the throat, headache, and upset stomach. Untreated strep throat can lead to serious complications.

WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep your child home from school with the above symptoms and contact a medical provider. A child diagnosed with strep throat is no longer infectious and can return to school 24 hours after antibiotic treatment has been started.

WHEN TO CONTACT A MEDICAL PROVIDER:

In children, emergency warning signs for flu-like illness that need urgent medical attention include:

Fast breathing or trouble breathing

Bluish or gray skin color

Not drinking enough fluids

Severe or persistent vomiting

Not waking up or interacting

Being so irritable that the child does not want to be held.

Flu-like symptoms improve but then return with fever and worse cough.

Other reasons to contact a medical provider include but are not exclusive to:

When a child looks or acts really sick, with or without a fever.

Cold symptoms for longer than 10-14 days or getting sicker or there is a fever after the first few days.

Chronic coughing; uncontrollable coughing; wheezing

Rashes; eye drainage; earache; toothache

- D. Media Release**
- E. Enrollment**
- F. Transportation**
- G. Informal Family Grievance Process**
- H. Formal Family Grievance Process**
- I. Weather & Emergency Procedures**

Appendix Materials

A. TLS Affirmations, Chants, Cheers

The Lion Pride Chant

Leader: What kind of lion will you be today?

Student: A Leader

Leader: What kind of lion will you be today?

Student: A Leader

All: At TLS we lead with Love, Excellence, Authenticity, and Discipline

Daily Leader Affirmations

| | |
|----------------|-------------------------|
| I am a leader! | I am a leader! |
| I am Smart! | I control my feelings. |
| I am Kind! | I don't fear change. |
| I am Helpful! | I don't give up. |
| I am Brave! | I can do hard things. |
| I am Unique! | I can change the world. |
| I am a leader! | I am a leader! |



All School Clap

Leader: 5 claps

All: 5 claps

All: PRIDE!

Shout Out Call

Leader: I have a shout out

All: SHOUT OUT!

Celebration Chant

Leader: Give ___ a hand (clap), hand (clap), love (3 claps)!

School Calendar



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

2022-23 School Year Calendar

Board Approved 06/28/2022

4: Independence Day/School Closed

5: 11-month Employees Start Date

July 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | 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 | | | | | | |

3: No School/Staff PD

4: Classes Resume

13: Q2 Ends

16: MLK Day/School Closed

17: Q3 Begins

T - 20; S - 19

1: 10-month Employees Start Date

1:19: Staff PD & Teacher Work Days

16: Back to School Night 6pm

22: First Day of School/Q1 Begins

T - 23; S - 8

August 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 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 | | | |

17: Early Release Day/Staff PD

20: Presidents' Day/School Closed

T - 19; S - 18.5

5: Labor Day/School Closed

16: Early Release Day/Staff PD

T - 21; S - 20.5

September 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 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 | |

10: No School/Staff PD

20-24: Spring Break/School Closed

24: Q3 Ends; 27: Q4 Begins

30: Parent-Teacher Conferences (Evening)

31: Parent-Teacher Conferences (No School)

T - 18; S - 16

13: No School/Staff PD

14: Fall Break/School Closed

21: Q1 Ends; 24: Q2 Begins

27: Parent-Teacher Conferences (Evening)

28: Parent-Teacher Conferences (No School)

T - 20; S - 18

October 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | 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 | | | | | |

4: Spring Open House 6pm

21: Early Release Day/Staff PD

T - 20; S - 19.5

11: Early Release Day/Staff PD

23-25: Thanksgiving Break/School Closed

29: Portfolio Night 6pm

T - 19; S - 18.5

November 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | 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 | | | |

16: Year End Celebration 6pm

22-23: Student-Led Conferences

25: Q4 Ends/Last Day of School

26: Teacher Work Day

29: Memorial Day/School Closed

T - 20; S - 19

9: Early Release Day/Staff PD

19-20: Student-Led Conferences

Dec 22-Jan 3: Winter Break/School Closed

T - 14; S - 13.5

December 2022

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 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 |

5-30: Summer Leadership Camp

19 - Juneteenth/School Closed

January 2023

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 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 | | | | |

February 2023

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | 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 | | | | |

March 2023

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | 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 | |

April 2023

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | | 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 | | | | | | |

May 2023

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 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 | | | |

| |
|--------------------------------|
| No School for Students |
| School Closed |
| First/Last Day of School |
| Early Release Day for Students |
| Snow Days |
| Summer School |

| |
|-------------------------------------|
| Aug PD: 15 days |
| Q1: 43 days |
| Q2: 48 days |
| Q3: 43 days |
| Q4: 45 days |
| Total Teacher Days: 194 days |

| |
|---|
| Q1: 41.5 days |
| Q2: 45 days |
| Q3: 41.5 days |
| Q4: 42.5 days |
| Total Student Days: 170.5 day/1150.875 hours |

Important Dates

August

August 16: Family University- Back to School Night at 6 pm

August 22: First Day of School

September

September 5: Labor Day (no school)

September 16: Professional Development (early release)

September 20: Family University- Family Listening Session

October

October 13: Professional Development (no school)

October 14: Fall Weekend (no school)

October 18: Family University - 2023-24 Student Recruitment Kick Off/ Intent to Return

October 25: Fall Open House 6 pm

November

November 11: Professional Development (early release)

November 23, 24, & 25: Thanksgiving break (no school)

November 29: Family University- Portfolio Night 6 pm

December

December 9: Professional Development (early release)

December 13: Family University- Family Listening Session w/winter solstice party

December 19, 20: Student Involved Conferences 5p- 8:00p

December 21 to January 3: Winter Break (no school)

January

January 2: Observe New Year's Day (no school)

January 3: Professional Development Day (no school)

January 4: School Resumes

January 10: Winter Open House at 9 am and at 6 pm

January 16: MLK Day (no school)

January 24: Family University- TBD

February

February 6 to 10: School Counselor Appreciation Week

February 17: Professional Development (Early Release)

February 20: President's Day (no school)

February 21: Family University- TBD

March

March 10: Professional development (no school)

March 20-24: Spring Break

March 30: Parent Teacher Conference (Evening)

March 31: Parent Teacher Conference (No School)

April

April 4: Spring Open House 6 pm

April 18: Family University- Family Listening Session

April 21: Professional Development Day (no school)

May

May 1 to 5: Teacher Appreciation Week

May 16: Family University- Year End Celebration- What a Difference a Year Makes

May 19: End of Year Fair

May: 22,23 Student Led Conferences

May 25: Last Day of School

May 26: Teacher's Last Day of School