



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

Family Handbook

2022-2023

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EXECUTIVE DIRECTOR

Kimberly Townsend

Executive Director's Welcome Letter

Dear TLS Families,

Welcome to The Leadership School!

I hope you are enjoying a wonderful summer. I also hope you are relaxed, recharged and ready to start a new school year. 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.

Student Placement

A great deal of time, effort and thought has gone into the process of student placement for the 2022-2023 school year.

Careful consideration was given to input from staff and families as well as student learning styles. Classrooms have been balanced academically and socially. Our class lists are structured to provide equitable class sizes at each grade level. Moving students is difficult without causing imbalances and inequities. Thank you so much for being positive with your child and helping him or her understand that it is impossible to place all students with a preferred best friend or teacher. ALL of our staff works hard to make school a positive experience for ALL students. 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
Executive Director/Founder
The Leadership School

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The Leadership School Mission and Vision

School Mission:

The Leadership 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.

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.

School Calendar



The Leadership School
STUDENT LEADERSHIP AT THE CENTER OF LEARNING

2022-23 School Year Calendar

Board Approved 06/28/2022

July 2022		January 2023											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
31													

4: Independence Day/School Closed
5: 11-month Employees Start Date

3: No School/Staff PD
4: Classes Resume
13: Q2 Ends
16: MLK Day/School Closed
17: Q3 Begins
T - 20; S - 19

August 2022		February 2023											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28				

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

17: Early Release Day/Staff PD
20: Presidents' Day/School Closed
T - 19; S - 18.5

September 2022		March 2023											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	

5: Labor Day/School Closed
16: Early Release Day/Staff PD

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

October 2022		April 2023											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						

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)

4: Spring Open House 6pm
21: Early Release Day/Staff PD
T - 20; S - 19.5

November 2022		May 2023											
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5							
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28	29	30	31			

11: Early Release Day/Staff PD

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 - 19; S - 18.5

December 2022		June 2023											
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	

9: Early Release Day/Staff PD

19-20: Student-Led Conferences
Dec 22-Jan 3: Winter Break/School Closed

5-30: Summer Leadership Camp
19 - Juneteenth/School Closed
T - 14; S - 13.5

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 6pm

November

November 11: Professional Development (early release)

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

November 29: Family University- Portfolio Night 6pm

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 6pm

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 Last Day of School

Academics

At The Leadership School (TLS), 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 opened-ended inquiry question for students to explore. When students investigate this question, they aren't 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:

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

Logistics

Attendance

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 (314-409-2308) to report your child’s absence. Please give the child’s name, teacher’s name and the reason for the absence.

Tardiness

In addition to attending school each day, it’s 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 a disruption to classroom instruction and create a challenge for teachers as they begin their day. A student is considered tardy if they arrive anytime after 8:15am. If your child will be tardy, please be sure to call the school office to let a staff member know. Tardy students must be escorted by an adult to the reception area to get a tardy slip.

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 8:00am. Breakfast will be available for all students free of charge.

Arrival Times

- Before care: Doors open at 7:30am
- Breakfast: 7:55am
- Morning Meeting/Instruction: 8:15am

Dismissal

School day ends at 3:45pm. The Leadership School strives to dismiss students in a safe and orderly manner.

Dismissal Times

- Closing Circle begins at: 3:30pm
- The school day ends at 3:45pm
- After care: 4:00pm to 6:00pm

Dismissal Procedures

All car riders and after care students will be dismissed at 3:40pm 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 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 to 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 photo ID and sign the child out there. Please be sure anyone picking up your child has a photo ID. If students are not picked up by 4:00pm they will be taken to after care 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 **3:30 and 3:45**. If a parent or guardian needs to pick up their child before 3:30, 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 note is not received, your child will be sent home in the usual manner.

Field Trips

Throughout the year students may participate in a learning experience outside of the school building. In addition, other trips will be organized throughout the year. Parents will receive notice and permission slips, along with important information about the trips. Please feel free to volunteer as chaperones. The school nurse can provide more information on administration of medication for students on field trips; a staff member trained in that administration will accompany classes on trips.

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 where 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 before mentioned 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 Director of Student and Community Affairs at: dneil@tlsstl.org

Dress Down Days

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

Supplies

All student school supplies .

Office Hours

The school office is open from 8:00am to 4:30pm daily.

Before and After School Program

The Leadership School will provide the before and after school program inclusive of early release days. The earliest drop off time in the morning is 7:30am. After school care is 3:45pm-6:00pm.

Emergency Response and Procedures

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

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

Inclement Weather

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

Evacuation Routes

TBD

Health and Nutrition

School Meals

Warford Classic Foods 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.

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. All students, regardless of socio-economic status, have breakfast available each morning between 7:50am and 8:15am free of cost. We encourage all of our parents to take advantage of this program and help set your children up for a positive and healthy day at school. If you'd like for your child to eat breakfast, arrive by 8:15 am to allow adequate time to eat before class.

Lunch

Lunch is served daily between 11:30 and 12:40. Lunch is free of charge to all students regardless of household income. There is no need to complete the lunch form.

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.)

Student Health

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 of your 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 haven't 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.

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.

Social Emotional Supports

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, specials 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 specials 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 Response to Intervention Model (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.

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 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 back to Tier 1 (grade-level curricula) without additional interventions needed.

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).

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)

Culture

Leader In Me

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. LIM will help students develop competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

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 both 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.

Houses/Pods

Classes are divided into pods randomly because students develop social skills best by interacting with peers from different backgrounds, cultural norms, life experiences, and interests.

students and staff are sorted into one of four houses and earn points for their house by exemplifying positive character traits. not only reinforced positive behaviors but also given students a sense of belonging. designed a set of student behavior

expectations from the Tiered Systems of Support, including ways to demonstrate kindness, motivation and responsibility in the classroom, cafeteria and hallway. When staff see students exemplifying these behaviors, they give out tickets that go toward house point totals. That community or kinship is symbolized at assemblies, when the student body unites to hear school-wide announcements. Students wear the same uniform, setting an atmosphere of in-group belonging, while displaying their various purposes through announcements for clubs, events, and other school happenings.

Family Engagement

Communication to families

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

- Weekly parent emails from 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 the Director of Community Affairs:

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 the Director of Student and Community Affairs at: dneil@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 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.

Staffing Chart

Dr. Kimberly Townsend- Executive Director
Kerry VonBehren- Director of Teacher & Learning
Denitria Neil- Director Student & Community Affairs
Rashad Sullivan- School Operations Manager
Deborah Wright- Administrative Assistant
Erin Kiely- Counselor
-Nurse
-Teachers:
 KG- Jacquelyn Randle
 First- Taryn Hutcherson
 First- Janie Loughridge
 Second- Jill Browning
 Second- Denise Embery
-Special School District:
 Gloria Perry- Teacher
 Sherese Madison- Paraprofessional
-Specials (Music, Art, PE): Center Of Creative Arts (COCA)

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 to suspend or expel such students from school.

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