



LAFAYETTE PREPARATORY ACADEMY

St. Louis, MO | Est. 2013

Family Handbook 2019-2020

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The Handbook is subject to Board policy. The Lafayette Preparatory Academy Board of Directors reserves the right to change Board policy, as well as this Handbook. Board-approved changes to the Handbook or Board policy do not void Parent and Student Agreement to the provisions of the Handbook.

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MISSION STATEMENT

Growing Minds. Building Community

Lafayette Preparatory Academy is a community that prepares all students for academic and collegiate success, equipping them to enter the world as active, responsible, and involved citizens and leaders.

VISION STATEMENT

Lafayette Preparatory Academy (LPA) will achieve the status of a top-tier school, innovating and leading the way toward transforming the learning landscape. All LPA students can and will achieve ambitious academic and personal outcomes. Their successes will have long-term impact on our communities.

In order to build and strengthen our communities, LPA students will grow to be future ready. Our staff and students will build a community of problem-solvers ready to step into the workforce of the future and lead the way. Upon graduation from LPA's Middle School, students will have their choices of academically successful and challenging high schools within the region.

A BRIEF HISTORY

The founders of LPA, an independent public charter school, envisioned a school focused on academic excellence for the purpose of building up our community. As such, we are continually evolving toward that end. Our organization lives by the same principles we value in students:

- Flexibility and responsiveness to the larger context, each situation, and individuals
- A desire to venture into the unknown: willingness to take risks
- Valuing the journey/process and the lessons learned along the way as much or more than the destination/product
- Mistakes are the best lessons
- A belief in the infinite possibility for growth and improvement: we are never “there”
- Putting our best forward
- Commitment to the whole picture: the broader context our decisions and solutions affect Our organization as a whole and the individuals within and affected by it, operate with the same mindsets and understandings.

LPA METHOD

Question. Collaborate. Create

Question: we start every process with questions; every answer opens up more questions

Collaborate: pulling in other students, teachers, experts in the field and the wealth of knowledge available in cyberspace, we collaborate toward building greater ideas than one could build alone

Create: the creation encouraged at LPA is not an endpoint, but a starting point for further innovation and reflection

We will be guided by ***nine core competencies*** for individuals in today's economy. These competencies reflect the conviction that academic mastery of skills is only part of what makes a student successful.

- *Intellectual:* An LPA intellectual will truly love learning, be confident and curious about the world, and seek knowledge in a variety of subjects and situations.
- *Community Citizen:* An LPA citizen is able to assess and negotiate a variety of contexts and environments and move comfortably within each at an age-appropriate level. She has a strong sense of ownership in her family and the St. Louis community.
- *Effective Communicator:* An LPA communicator can communicate effectively utilizing varied methods in a variety of contexts.
- *Problem Solver:* An LPA problem solver thinks critically and creatively about challenges ranging from personal to global challenges, develops and evaluates several possible solutions, makes decisions, and accepts the consequences of his decisions.
- *Teammate:* An LPA teammate recognizes that she is a member of many broader communities and knows the best solutions are found through collaboration.
- *Leader:* An LPA leader leads not only with words, but also with actions. He chooses appropriate leadership roles, mobilizes others, and acts as a role model for younger students.
- *Goal-setter:* An LPA goal-setter knows how to set goals, work towards them, and advocate for herself.
- *Optimist:* An LPA optimist understands that active citizens can make the world a better place. He knows that all can and will learn, and feels empowered to overcome hardship.
- *Artist:* An LPA artist is comfortable expressing herself creatively and understands that solutions to challenges are sometimes discovered through the vehicle of creativity.
- *Advocate:* An LPA advocate recognizes and communicates opportunities to help self and others.

EDUCATIONAL PHILOSOPHY

In carrying out its responsibilities, the Board of Directors is guided by the desire to use the resources of its community, staff and students to provide the highest quality education

possible. In reaching decisions the Board attempts in every case to act in the best interests of LPA's students at all times.

Lafayette Preparatory Academy's *K-8 distinctives* include:

- College Preparation Curriculum
- Enthusiastic, Joyful Goal-Driven Culture
- Differentiated, Student-Driven Learning
- Inquiry-Based and Project-Based Learning
- Ensuring Each Student is "Known"
- Relentless Focus on Literacy
- Environment Characterized by Structure, Rigor, Investment, and Support
- Cultural Learning
- Capitalize on Moments of Readiness
- Service Learning
- Enhanced Emphasis on Family Involvement
- Opportunities for Creativity
- Raising the Bar

STUDENT PLEDGE

Elementary School

I am an LPA leader
I know I make a difference
I will be safe and responsible, kind and strong
I make mistakes so I can learn
I learn so I can succeed
I succeed so I can help others
I am me, and proud to be

We hope you will join us on Friday mornings at 8:10 am for Elementary School Assembly!

Middle School

Stand together, by your side.
LPA, the Lion pride.

Lions care for one another,
Honor and respect each other.
Shape the future, take the lead
Proving that we can succeed.
Courageous and responsible.
Lions know it's possible.
Integrity and earning trust,
The younger pack looks up to us.
LPA, where we belong;
<clap> our pride is strong. ROAR!

ACADEMIC INTEGRITY

The expectation for LPA students is to adhere to the highest standards of academic and scholarly performance. Cheating on schoolwork and/or plagiarism (misrepresenting another person's work as your own) are serious academic offenses. This will result in serious consequences as outlined in the Discipline Policy.

ADMINISTERING MEDICATION AT SCHOOL

LPA recognizes that some students may require medication for chronic or short-term illness/injury during the school day to enable them to remain in school and participate in their education. LPA encourages medication dosage schedules that require acceptance of medication before or after school, not on school property, and not during school hours. For proper administration of student medication at school, the following procedures must be followed:

It is the school's policy that students shall not have any medication, even over the counter (OTC's), in their own possession. Therefore, all medication must be kept in the Main Office. (This includes cough drops, Tums, aspirin, etc.)

- 1) All prescription medications must have a physician's order or the pharmacy label containing the following information:
 - a) student name
 - b) medication name
 - c) dosage
 - d) time medication is to be given
 - e) how the medicine is to be administered, and any special instructions

- 2) It is the parent's responsibility to maintain an adequate supply of medication at the school for the duration of the student's dosage requirements. Generally, the student is responsible for coming to the Main Office to take scheduled medication. However, younger students (K-4) may be assisted, as necessary, in order to ensure they receive medications at the proper time.
- 3) All non-prescription medications, including over-the-counter (OTC) drugs, must be in their original container, with the student's name affixed to the label and accompanied by written and signed instructions from the parent/guardian. NO phone instructions or tablets in a "Ziploc or plastic sandwich bag" will be accepted. All instructions for nonprescription medications must include:
 - a) student name
 - b) medication name
 - c) dosage
 - d) time medication is to be given
 - e) how the medicine is to be administered, and any special instructions
- 4) When sending over-the-counter medication, a parent/guardian must complete an *Authorization for Medication* form, which may be obtained from the Main Office, prior to the medication being distributed to the child while at school.
- 5) It is against state law to transfer medications from one bottle to another; therefore, please bring medications in an appropriately labeled container prepared by your pharmacist with the number of tablets stated on the pharmacy label.
- 6) It may be a good idea to ask your pharmacist to put your prescription in two separate containers: one for school, and one for home.
- 7) Parents/guardians must personally bring medications into the school. Please do NOT send them in with your child.
- 8) These rules apply to all medications, including creams such as Neosporin, Calamine Lotion, etc., as well as cough suppressants and cough drops. Please remember that no alcohol-based medications that are to be taken internally will be accepted.
- 9) Only designated school personnel may administer medications in the school.
- 10) Certain medications in tablet form, such as: stimulants, sedatives, barbiturates (anti-convulsant), narcotic analgesics and psychotropic drugs must be counted when brought to the school.
- 11) Any non-prescription medication instructions, which differ from the manufacturer's recommended dosage(s), must have a physician's prescription.
- 12) Medications will not be administered in an amount exceeding the recommended daily dosage listed in the Physician's Desk Reference.
- 13) When your child participates in field trips, his/her medication(s) will be transported in the original container(s). Please send a container with either the pharmacist or manufacturer label or all of the above criteria with one (1) day's supply of

medication for the trip. Your child may not be allowed to participate in the field trip if the school does not have an appropriate-sized container.

14) If your child needs half a tablet, please break the tablet before the medication comes to school; or, if the tablet needs to be crushed, please bring a “pill crusher” to the school. These can usually be obtained at your local pharmacy.

15) PARENTS OR GUARDIANS MUST PICK UP ALL MEDICATIONS AT THE END OF THE SCHOOL YEAR WITHIN FIVE (5) DAYS OF THE LAST DAY OF SCHOOL. ALL MEDICATIONS NOT PICKED UP WILL BE DISPOSED OF ON THE 6TH DAY FOLLOWING THE LAST DAY OF SCHOOL.

AFTER CARE

After care is provided by Lafayette Preparatory Academy, as an elective service. This takes place beyond regular school hours. After care participants are subject to the policies and procedures as outlined in this handbook.

Beyond School programming is also available, as described in a separate section.

After care is available to LPA students from 3:00 pm – 6:00 pm, Monday – Friday.

In order to accommodate students from the same families who attend both the elementary and middle school schedules, we offer three options for Aftercare scheduling. Note: Enrollment is for the full 5 days; there are not options for fewer than 5 days.

Session 1: 3:00pm – 4:15pm

Session 2: 4:15pm – 6:00pm

Full Session: Any combination of sessions 1 and 2 (i.e. 3:00pm – 4:30pm)

Enrollment in LPA Aftercare

Space in Aftercare is limited by a mandated student:teacher ratio. In order to secure a spot in Aftercare, the family must submit the appropriate and complete paperwork to the front office, providing and sustaining a valid credit card on file. Aftercare is available on a first-come, first-served basis and requires enrollment and approval. Accounts must be current in order to be enrolled in the Aftercare program. Once the appropriate documents are submitted, each family will be notified if they have or have not secured a spot in Aftercare.

Because space is limited, LPA will create a waitlist for students who apply after the maximum enrollment has been reached. The waitlist will be ordered by the date on which complete paperwork and a credit card on file were received. Once a space opens up, we will contact the first person on the waitlist to make that spot available to the student.

LPA Aftercare Fees and Payments

Aftercare fees will be withdrawn on the first of each month.

If the credit card on file is not able to be charged the amount due, the student will be withdrawn from Aftercare and the spot will be made available to another student. Any additional aftercare fees not paid at time of service will be charged to the credit card on file the following Friday. A convenience fee of \$25 will be added to any missed payments. No refunds are issued for days missed. Changes or cancellations must be made in writing to the front office 2 weeks prior to the change taking effect.

The number of days a student attends Aftercare each week may vary based on the month, depending on how many days we are out of school. Families are required to pay full tuition regardless of the number of days actually attended. For your convenience, your account will be charged the same amount each month.

Reduced Rate

Reduced rate aftercare fees will be offered to qualifying students. Please indicate on your form if you are applying for the reduced fee. Reduced rates will be granted based on eligibility for free and reduced priced meals, which is determined using the US Department of Agriculture's Income Eligibility Guidelines (IEGs).

Pricing

Due to staffing requirements, we do not offer a drop-in option for aftercare. Any student who is not picked up by their normal time (3:15pm for elementary students or 4:15pm for middle school students) will be charged a rate of \$18/day, and the family will be required to conference with an administrator about being late for pick-up. Any family who has not picked up by the normal pick-up time will be expected to pay the fee the same day the fee is charged.

Students not picked up by 6:00 pm will be charged \$5/minute until they have been picked up. Any fee not paid at pick-up will be added to the monthly bill.

Expectations in Aftercare

Aftercare at LPA is an optional offering and provides greater support and flexibility for LPA parents. Aftercare participants are subject to the policies and procedures as outlined in the Family Handbook. Safety is a top priority. It is expected that all students uphold LPA values and follows directions. If this expectation is not being met, staff will contact the family about these concerns. Should the behaviors continue, the student will be withdrawn from

Aftercare. If a student is removed for behavioral concerns, there will be no refund of pre-paid charges.

ALLERGIES POLICY

The purpose of this policy is to provide a safe environment for students with life-threatening or other serious food allergies; promote understanding of student allergies in the school and community; establish guidelines for prevention and response protocols; and initiate adult training and age-level-appropriate student education intended to promote compliance with the policy.

Management of student allergies is consistent with generally applicable law, as well as law that may apply to individual students due to the nature and severity of the allergy, and/or other circumstances unique to the student.

Except as otherwise required by law or by needs unique to an individual student, student allergies are managed through a team approach. The team shall include persons who have knowledge of the student and/or the student's allergy and any related medical conditions. The team will include the student (if age appropriate), the student's parent or guardian, and LPA staff. Depending upon the specific circumstances, it may be appropriate for additional healthcare personnel, LPA personnel, or representatives of the parents or LPA to be present at one or more meetings of the team.

This policy establishes levels of allergen restriction. However, nothing in this policy is intended to suggest that any facility or activity will be entirely free from any specific allergen.

Definitions

References to and/or prohibitions against "peanuts and tree nuts" and/or "substances containing peanuts or tree nuts" include products that actually contain peanuts or tree nuts, whether in whole or processed form. Such references and/or prohibitions are not intended to include products that may have been produced in a facility where peanuts or tree nuts may have been processed or otherwise may have been present. However, nothing in this policy shall prevent individualized exclusion of products that have been produced in a facility where peanuts or tree nuts have been processed or otherwise may have been present if a student's medical condition and the law so require.

Tree nuts include, but are not limited to the following: almonds, beechnuts, Brazil nuts, bush nuts, butternuts, cashews, chestnuts, chinquapin, coconut, filberts, ginkgo nuts, hazelnuts,

hickory nuts, lychee nuts, macadamia nuts, nangai nuts, pecans, pili nuts, pine nuts, pistachios, shea nuts, and walnuts.

Responding to the Student's Allergy

Upon receiving notification from a student's parent or guardian that the student has a life threatening or other serious food allergy, LPA will request that the following information be provided to LPA by the parents and the student's physician, preferably an allergist:

(1) Food Allergy Action Plan, (2) Food Allergy Reference Form, (3) Request for Administration of Medication at School Form (if applicable), (4) Consent for Student to Self-Administer Medication (if applicable), (5) Medical Statement for Student Requiring Special Meals (if applicable), (6) Statement regarding whether the student wears or should wear a Medical Alert Bracelet.

Upon receiving sufficient documentation from the parents and from the student's physician regarding the existence and management of a life threatening or other serious allergy, LPA will implement the following procedures:

- 1) The Director of Special Education or her designee will convene a meeting of the student's healthcare or other applicable multi-disciplinary team to develop an individualized healthcare plan (IHP) and/or such other plan as may be required by law.
- 2) This healthcare or other multi-disciplinary team may include but shall not be limited to the parents, student (as may be age-appropriate), a school administrator or designee, classroom teacher(s), food services representative, counselor, school nurse, school and/or student's physician, emergency services representative, and such other persons as may be appropriate to the individual student's needs.
- 3) Once the IHP or other plan has been developed, relevant and appropriate information from the IHP or other plan will be distributed to all staff who supervise the student and to all other staff who may be involved in implementation of or compliance with the plan.
- 4) The Director of Special Education or her designee will distribute the student's Food Allergy Action Plan (FAAP) to all staff who provide instruction to or direct supervision for the student, and to all other staff who are involved in implementation of or compliance with the plan.
- 5) A copy of the FAAP will be located in each classroom where the child receives instruction or participates in school-sponsored activities, and in other locations within the building where the child may be present, including but not limited to the cafeteria.
- 6) A copy of the FAAP will accompany the student to activities away from school, including but not limited to academic and athletic contests, field trips, camps, and

other school-sponsored activities. The copy of the FAAP shall be in the possession of the coach, sponsor, teacher, or other designated supervisor.

- 7) The Director of Special Education or her designee will provide specific training for the staff who instruct or directly supervise the student, which will include the importance of allergen avoidance strategies, label reading and ingredients to avoid, cross contamination, recognition of symptoms, discussion of the FAAP, and use of Epi-Pens and other emergency medication or intervention devices.
- 8) The Head of School will review appropriate cleaning techniques with food service, custodial, all teachers who allow food to be consumed within the student's classroom, and others who may be present when students on school property or during a school activity consume food.
- 9) The Head of School will consider and implement allergen restricted zones within the lunchroom, individual classrooms, and specific school activities, as warranted.
- 10) LPA will notify all staff within each affected student's building regarding the location of Epi-Pens and other emergency medication or intervention devices.

Individual Modifications and Accommodations

LPA provides reasonable modifications and accommodations for individual students as may be appropriate to the nature and severity of the allergy and the student's specific needs. In making determinations regarding such modifications and accommodations, LPA also considers physician orders, the age of the student, and other information provided by the parents, the student's healthcare providers and LPA staff.

Possible modifications/accommodations may include, but are not limited to the following:

- 1) Permitting or encouraging the student to carry an Epi-Pen or other emergency medication or intervention devices, in addition to having additional medication or devices at one or more locations in the building.
- 2) Creating allergen-restricted zones within classroom(s) in which the student is scheduled to attend classes or participate in other activities.
- 3) Providing appropriate notices to parents of all classmates regarding the scope of allergen restriction within LPA's buildings, classrooms, lunchroom, and/or school activities.
- 4) Educating peers through classroom/grade level presentations.

Failure to Comply with the Food Allergy Management Policy, Regulation, or Procedures

The purpose of the policy is to provide a safe environment for students with life threatening and other serious allergies. Accordingly, all students, staff, parents, patrons, and others are required to comply in full with the provisions of this policy.

All persons subject to this policy must be aware that failure to comply with the requirements of the policy will be addressed through the following: (1) evaluation, remediation, and/or discipline of staff; (2) application of the Student Discipline Code; and/or (3) the authority of LPA to exclude from LPA premises and/or business transactions any persons or entities who fail to comply with LPA policy and/or the standards of conduct necessary to provide for student safety.

ANIMALS AND PETS

All animals and pets are prohibited inside LPA, on school grounds, and at school sponsored events and activities. This prohibition does not extend to service animals, as applicable state and federal law defines that term. This prohibition also does not extend to school-sponsored animals brought in for educational purposes. The prohibition against pets includes time before and after the regular school day, and pets should not be brought to school during parent drop-off or parent pick-up. Failure to follow the regulations will result in restriction of building access privileges and could affect your student's ability to attend LPA.

If an animal is required as part of a class project or educational activity, the student, parent, and teacher must obtain permission from the Head of School prior to the animal being brought onto school grounds.

ASSESSMENT

The district uses assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Head of School or designee creates procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board regularly reviews student performance data and uses this information to evaluate the effectiveness of LPA's instructional programs, making adjustments as necessary.

LPA complies with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program.

LEA Assessment Plan

The Executive Director or designee ensures that LPA has a written LEA Assessment Plan that tests competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the LEA Assessment Plan are to facilitate and provide information for the following:

- 1) Student Achievement – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
- 2) Instructional Change – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - a) Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - b) Help the professional staff formulate and recommend instructional policy.
 - c) Help the Board of Education adopt instructional policies.
- 3) School and District Evaluation – To provide indicators of the progress of the LEA toward established goals.
- 4) Accreditation – To ensure the LEA maintains accreditation through the approval and renewal of the Lafayette Preparatory Academy charter.

LPA has broad-based involvement of staff and others with appropriate expertise in the development of the LEA assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort is made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Content Assessment

LPA administers a variety of assessments to all students to determine whether additional content instruction and/or retention are needed, as required by law.

The assessments are a recognized method, or combination of methods, of assessing a student's academic abilities. The Executive Director and Head of School or designee has determined which methods of assessment the district utilizes.

- Reading is assessed using NWEA, Fountas and Pinnell and teacher-created and/or compiled assessments. Results of assessments are expressed as reading at a particular grade level, at a particular percentile, and /or within achievement levels- High, High-Average, Average, Low-Average or Low; and/or by a percentage; and/or using the 4,3,2,1 grading scale.
- Math is assessed using NWEA, Singapore Math, Open Up Math, and teacher created and/or compiled assessments. Results of assessments are expressed at a

particular percentile, and /or within achievement levels- High, High-Average, Average, Low-Average or Low; and/or by a percentage; and/or using the 4,3,2,1 grading scale.

- Science is assessed using teacher created and/or compiled assessments. In addition, the NWEA is used in Middle School. Results of assessments are expressed at a particular percentile, and /or within achievement levels- High, High-Average, Average, Low-Average or Low; and/or by a percentage; and/or using the 4,3,2,1 grading scale.
- Social Studies is assessed using teacher created and/or compiled assessments. Results of assessments are expressed using a percentage and/or the 4,3,2,1 grading scale.
- Writing is assessed using the LPA writing rubrics based off the 6+1 Traits of Good Writing. Results of assessments are expressed by a percentage and/or using the 4 point rubric.

English Proficiency Assessments

The district annually assesses the English reading, writing and oral language skills of district students with Limited English Proficiency (LEP). The district utilizes two assessment instruments for English Learners (ELs). The WIDA Screener is a one-time English language proficiency assessment given to incoming students that have documented that another language is spoken in the home. The purpose of the WIDA Screener is to help educators make decisions about whether a student is a candidate for English language support services.

We assess student progress annually using the ACCESS for ELLs 2.0. This assessment is aligned with the WIDA English Language Development Standards. It assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Statewide Assessments

The district implements the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education.

The LPA Board of Education authorizes the Head of School to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments is provided at the beginning of the school year to each student and the parent/guardian or other person

responsible for every student under 18 years of age. The policy is also kept in the district office and is available for viewing by the public during business hours of the district office.

The Missouri Assessment Program was created to monitor the progress of students in meeting state standards as set forth by the Missouri State Board of Education. All Missouri public school districts and charter schools must administer the MAP to their students. Federal law requires students be assessed in the areas of reading or language arts, mathematics and science. The MAP test is also given to meet the federal requirements. Under both state and federal law, all students, including students with disabilities, are required to take some version of the MAP test.

MAP tests are not optional. Failing to take the test is in violation of federal and state law, as well as district policy. Level of participation in taking these tests, as well as performance, are considerations in the District's annual review. All parents are encouraged to assist their child in successfully completing these exams. Tips for parents and students with regard to these tests will be provided by the teacher.

Dyslexia

LPA follows the policies and procedures outlined in Bryce's Law (Section 161.825 RSMo). The decision process established by the district for identification, intervention, and placement concerning dyslexia is in accordance with federal and state guidelines. LPA's screening tool aligns with Dyslexia Task Force recommendations and all components were created using norm-referenced instruments.

Each student in grades 1-3 is screened within the first 30 days of the first day of enrollment for that school year. Kindergarten students' initial screening will occur no later than January 31st. A student in grades 4-8 who is experiencing consistent difficulty in district assessments or state assessments is also screened. A student may also be referred for screening by a classroom teacher or parent.

ATTENDANCE POLICY

It is expected that all students will attend regularly. Parents/legal guardians should call the Main Office by 9:30 am if the student will be absent.

All absences, tardies and early releases will be recorded in LPA's Student Information System, which will initiate an automatic email to the family notifying them of the absence. The email will be sent by noon, so if a student arrives late, records may not have been

updated by the time the automatic email is sent to the family, but will be updated within 12 hours of the student's arrival.

Categories of Absences

All absences are categorized based on the circumstance for the absence. The categories defined below indicate how absences are reported to the Department of Elementary and Secondary Education.

- 1) Excused Absences - Parent/Guardian notification to the the front office: phone call, note or email is required for all excused absences.
 - a) Illness *** A student is not permitted to return until 24 hours after having vomited the last time or having a fever below 100°
 - b) Bereavement
 - c) Religious observances
 - d) Professional appointments
 - i) Please schedule doctor, dental, and other appointments after school hours, if possible, to ensure your child's regular attendance
 - ii) If a student has a prearranged absence for doctor or dental appointment, it is the student's/parent's responsibility to request assignments prior to the prearranged absence
 - e) Court appearance
 - f) Quarantine or hospital confinement
 - g) Circumstances that constitute a reasonable cause for absence from school, determined at the discretion of the Head of School.
- 2) Unexcused Absences - An absence that does fall within the areas listed under Excused Absences
 - a) Oversleeping, running parental errands, babysitting are not usually considered excused absences
 - b) Any student who is absent without parental notification (no parent/guardian office notification, phone call, note or email)

Absence Notification

Notify the school between 7:30 am and 9:30 am the morning of the absence by:

- Visiting the main office, in person,
- Calling the Main Office @ 314-880-4458,
- Sending an email to TaNisha.Pirtle@lafayetteprep.org,
- Or providing a written note giving the student's name, date, and reason for absence when the student returns, if the parent has not notified the school

Process for Chronic Absenteeism

The following steps will be taken with regard to excessive student absences:

- 3 unexcused absences/trimester – letter sent home
- 5 unexcused absences/trimester – letter sent home; phone call made to parent/guardian
- 8 unexcused absences/trimester – letter sent home; conference with the Dean of Students, the student, and the parents; and possible referral to the Missouri Department of Social Services and/or Family Court-Juvenile Division. (Does not apply to medically documented extended absences). Examined on a case-by-case basis; may result in immediate withdrawal from LPA.
- 5 consecutive days of unexcused absence – conference with the Dean of Students and possible referral to the Missouri Department of Social Services and/or Family Court-Juvenile Division. Examined on a case-by-case basis; may result in immediate withdrawal from LPA.
- Excessive absences may result in loss of academic credit (see Promotion and Retention Policy).

Truancy

Truancy occurs when a child is absent from school without a legitimate, verifiable reason such as illness, doctor's appointment, funeral, etc. If a child has more than 8 unexcused absences/ trimester as defined above, he or she will be referred to Missouri Department of Social Services and/or Family Court-Juvenile Division. In order for an absence to be excused, documentation must be provided to the school. Children under age 18 must attend school – it's the law.

St. Louis City's Truancy Ordinance says that a parent, guardian, or other person who has control or custody of a child between the ages of 7 and 16 must have that child enrolled and attending school daily. To knowingly permit a child to be absent from school without a legitimate, documented excuse is against the law. Lafayette Preparatory Academy is mandated to report any student that has more than 10 unexcused absences/semester to the St. Louis Family Court-Juvenile Division. Any person convicted of a violation of this law can be fined \$25.00 for each day the child is truant.

Make-up Assignments for Absences

When possible, a student shall be permitted to make up work missed as a result of excused absence/s (if requested by the student and/or parent), unless the work was a whole class activity. Under those circumstances, no penalty shall be imposed on the student's grade; rather, an alternate assignment of the same difficulty level may be given by the teacher.

Students and/or parents/guardians must contact their student's teachers for assignments they anticipate missing due to a planned absence, prior to the planned absence. For unplanned absences, it shall be the student and/or parent's/guardian's responsibility to request make-up work, either prior to his or her return or immediately upon his or her return. The student will make up tests related to absences during the time the teacher has set aside for make-up tests. Students are expected to make up missed work for each day missed within as many days as were missed.

Late Policy

Elementary School (grades K-4):

Front doors are closed at 8:00 am. If your child arrives after 8:00 am, he or she is considered late. Parents must proceed to the Main Office to sign the late arrival log.

Middle School (grade 5-8):

Front doors are locked at 8:30 am. If your child arrives to the school after 8:30 am, she or he is considered late. Ring the bell, and proceed to the Main Office to check in. Once the student has arrived at school, she/he has multiple classes to which she/he must arrive on time. Arriving late to a class will be marked as a tardy.

Check-In Process:

- Parent signs in the student. Late students cannot sign themselves in. If the parent does not sign in the student, there will not be record of the student's arrival.
- An Office Administrator provides the child with a late slip. The child walks himself or herself to class and provides his or her teacher the late slip.
- Student enters the room quietly, making an effort not to disrupt the learning of others.

Excessive late arrivals may be counted as one day of absence, for the purposes of calculating truancy and reporting educational neglect, when necessary.

The following steps will be taken with regard to excessive late arrivals to school: *Per Trimester

- 2 – 3 late arrivals – verbal reminder
- 4 – 5 late arrivals – written reminder
- 6 or more late arrivals – conference with Dean of Students

Early Dismissals

Requests for early dismissal should be rare and made as early as possible. Please call the Main Office by 9:30 am if your student will be leaving early. Students must be "checked

out” and picked up in the Main Office. Please limit this; students should be in school, if at all possible.

Excessive early dismissals may be counted as one day of absence, for the purposes of calculating truancy and reporting educational neglect, when necessary.

Tardy Policy

In Middle School, students will pass between classes. Teachers will indicate that class has begun by closing their doors (when available) at the start of class. Students arriving to class after the door has been closed, will be marked tardy. All tardies will be counted unless the student has an excused note from a teacher/staff member giving permission to be late to class. Tardies are accumulated and recorded per class.

The following steps will be taken with regard to tardies:

- 1st recorded tardy - verbal reminder
- 2nd recorded tardy - verbal reminder and parent notification from teacher
- 3rd recorded tardy - student conference with administrator
- 4th recorded tardy - recess detention and parent notification from administrator
- 5th recorded tardy - parent meeting with potential for in-school suspension assigned
- 6th and future recorded tardies - parent meeting and in-school suspension assigned

ATTENDANCE RECORDS

LPA maintains a comprehensive system of attendance records for each student. Each teacher is responsible for the accurate reporting of daily attendance in the classroom. The Office Administrator is responsible for supplying information to parents/guardians about student absences per school policy, when requested. All requests for records will be honored within two weeks of the request.

BEYOND SCHOOL

Beyond School is an AmeriCorps program, provided by Mission St. Louis and offered to students in grades 3-8 at LPA. Beyond School is an extension of the classroom and is offered as an elective service that takes place after school hours.

Beyond School offers one-on-one after school tutoring, enrichment classes, personalized reading programs, individual weekly check ins and social-emotional growth. They incorporate mentoring and experience opportunities through community service and field trips.

Enrollment in Beyond School

Enrollment in Beyond School is limited. Families must submit complete required paperwork to the Main Office. Beyond School is available on a first-come, first-served basis and requires enrollment and approval by Beyond School. Families will be notified by email whether they have or have not received a spot.

Because space is limited, Beyond School will create a waitlist for students who apply after maximum enrollment has been reached. The waitlist will be ordered by the date on which complete paperwork was received. Once a space opens up, they will contact the first person on the waitlist to make that spot available to the student. Families will then have 5 business days to notify Beyond School that they do, indeed, want to enroll in the program.

Pricing

Beyond School is offered free of charge to families of students in grades 3-8 at LPA.

Expectations in Beyond School

Beyond School is an optional offering. Participants are subject to the policies and procedures as outlined in the Beyond School Handbook as well as the LPA Family Handbook. Safety is a top priority. It is expected that all students uphold LPA values and follows directions. If this expectation is not being met, Beyond School staff will contact the family about these concerns. Should the behaviors continue, the student will be withdrawn from Beyond School.

BOARD OF DIRECTORS

- Hedda Hall (President) - hedda.hall@lafayetteprep.org
- Michael Miller (Treasurer) - michael.miller@lafayetteprep.org
- Allison Barudin - allison.dodds.@lafayetteprep.org
- Paul Brown - paul.brown@lafayetteprep.org
- Tina Grimes - tina.grimes@lafayetteprep.org
- Jeff Lea - jeff.lea@lafayetteprep.org
- Michelle Neals - michelleneals@lafayetteprep.org

Board of Directors Meetings

Board meetings are held the fourth Wednesday of every month, at 6:30 pm at Lafayette Preparatory Academy. Please check the calendar to ensure the time and location have not changed temporarily. The agenda and location are posted in the school at least 24 hours in

advance of each meeting. Each Board meeting has a public forum on the agenda where the public is able to provide input to the Board.

CLUBS

After school clubs are a community-led offering for LPA students. The clubs vary each year and each session. With the support of our students, staff and families, we aim to provide varied opportunities to meet the extracurricular needs of many students. We encourage students to lead clubs that are of interest to them, and require them to find an adult sponsor to supervise and manage the club. Parents and staff are encouraged to sponsor clubs led by students and/or develop clubs to offer, as well.

The cost varies by club. LPA will distribute information about clubs in advance. Students with no balance due on their accounts are enrolled in clubs through a lottery system. The system accepts all applications for clubs and (assuming more applications are received than spots are available) randomly draws names to determine which students will be enrolled in the club. LPA then creates a waitlist for the club with the remaining names of club applicants.

Payment for the club is due upon enrollment. LPA offers a limited number of scholarships for each club. If you are interested in enrolling in a club and would like to be considered for a scholarship, please complete the Club Scholarship application (available at the Main Office) and submit to the Main Office.

Any student violating school policies and guidelines will be withdrawn from the club for which he or she enrolled. If a parent is late for pickup from the club, the student will also be withdrawn from the club. If a student is withdrawn from the club, fees will not be reimbursed.

CURRICULUM - ELEMENTARY SCHOOL

Literacy and Communication Arts

LPA utilizes a balanced-literacy approach to reading and writing. Teachers incorporate whole group, small-group and individualized learning opportunities including guided reading, reader's workshop, and writer's workshop. Throughout their reading and writing classes, students build comprehension skills and communication skills. Phonemic awareness and phonics instruction form the building blocks for our great readers. As students progress through the Elementary program, they build upon foundational literacy skills through book

clubs, novel studies, grammar and vocabulary lessons, literature circles and writing using the 6+1 Traits of writing. Programs such as Benchmark Phonics, Making Meaning, Being a Writer, Heggerty and Handwriting without Tears provide the base of LPA's literacy curriculum. LPA students are encouraged to explore literature and writing through the lens of multiple perspectives to most deeply comprehend the material and develop skills to be extended into many different contexts. Each child is assessed through Fountas & Pinnell and NWEA to determine their areas of strength and growth.

Mathematics

The award-winning, highly rigorous math program Singapore Math is the core of LPA's elementary mathematics curriculum. Math concepts and skills are taught using a 3-step process: concrete, pictorial, and abstract. By building each skill using this process, students explore mathematical concepts tangibly (concrete) and build out to the abstract (traditional algorithms). After Kindergarten, students will have a strong number sense and the skills needed to begin to understand complex tasks such as multiplication and division. By the end of our Elementary program, students will be able to work with advanced whole number concepts, compute degrees of angles and complex area and perimeter problems, and work with fractions and decimals.

Science

Our Science curriculum is designed at LPA by our teachers and Head of School. The program is project-oriented and developed from the Next Generation Science Standards and Missouri Learning Standards. LPA also utilizes the Institute for School Partnership at Washington University's mySci units of study. The mySci curriculum develops scientific thinkers by engaging elementary students in science, technology, engineering and math (STEM) through interactive learning experiences and creative curriculum. Each grade starts with a unit on Scientific Inquiry- where students learn what it means to be a scientist and use scientific tools in each grade level. From there, students explore matter and its interactions, motion, forces and interactions, energy, waves, molecules and organisms, ecosystems, heredity, earth and space, earth and human activity, and engineering design.

Social Studies

Like Science, our Social Studies curriculum is designed in-house. Because LPA is a school with community as its cornerstone, our Social Studies curriculum focuses on community and utilizes the National Themes of Social Studies. Kindergarten students begin by learning about their classroom, families, and school as communities. In First grade, students learn about St. Louis as a community past and present. Second graders learn about the regions of The United States. In Third Grade, our students study world communities, while Fourth Graders journey to the past in a year-long study of ancient civilizations (communities). These themes build on each other, as students explore many different communities from the

many perspectives of the people living within and affected by those communities. The program develops students' abilities to think critically, challenge the idea that there is only one way to view histories, and explore history and culture through a variety of lenses.

Physical Education and Health

Maintaining a healthy mind and body is critical for success for every child. At LPA, our students take Physical Education for 30 to 40 minutes, four to five times each week. They also enjoy one or two recesses to play and run! Students learn skills (such as running, jumping, dribbling), engage in fitness activities, and practice teamwork and good sportsmanship. Every spring, the entire LPA community engages with the curriculum *Our Whole Lives* to explore human development through the lens of changing bodies, growing up and sexual health.

Art

Students take Art two to three times each week, learning many techniques celebrated throughout history and around the world, making connections between art and other disciplines. Because LPA intentionally develops critical thinking and innovation in students, LPA embraces the development of creativity as an essential and critical component of developing each student's abilities. Rather than a single class in the school, art and the development of creativity is woven throughout the school's educational philosophy, encouraging students to innovate in all areas of their studies.

Technology

Students take Technology class throughout elementary school. Technology is also taught in conjunction with core classes such as Science and Social Studies. The beginning of LPA's Technology program allows students to become familiar with concepts such as clicking and dragging with a mouse and a trackpad, using the keyboard, and creating a user profile. The Technology program expands as students grow to include typing, creating a presentation, utilizing the Google Drive, computer coding, and various ways the internet that be a tool for students. LPA's Technology program brings in skills students are ready to develop as they utilize technology more and more in everyday life.

CURRICULUM - MIDDLE SCHOOL

Literacy and Communication Arts

As a continuation of the elementary English Language Arts (ELA) program, students will continue to focus on literacy as the cornerstone from which all learning emerges. Teachers implement rigorous lessons, in which students are actively engaged in the processes of reading literature and informational texts, writing, speaking, listening, acquiring and

utilizing language and vocabulary. Within the structure of Reading Workshop, students learn strategies to comprehend and make meaningful response to a variety of literary genres. In small groups, students collaborate to explore classical and modern novels, short stories, and nonfiction. Teachers also incorporate read-alouds, independent reading and shared reading. Students analyze the world through both literature, nonfiction and primary texts. Students regularly engage in literature circles, as they collaborate toward deeper understanding, solving problems and building comprehension skills. The literacy program develops not only independent reading skills, but cultivates critical thinking and collaboration, extending the learning outside of school.

Within the structure of Writing Workshop, students compose authentic pieces of writing in a variety of genres (argumentative, informative/ explanatory, narrative, poetry) with emphasis on technique, audience, task, purpose, and conventions of Standard English. The writing program incorporates guided writing groups, independent writing and shared writing to develop students' ability to communicate through varied writing structures.

Mathematics

In Middle school, fifth grade students continue with the award-winning, highly rigorous math program Singapore Math. In grade 6-8, students begin working with the Open Up Math program. At this point, students will be placed in the appropriate math courses to meet their needs. Some students will have the opportunity to follow a more rigorous path taking Pre-Algebra in 7th grade and Algebra in 8th grade. This will ensure they are on par with the gifted education track in the area by taking Geometry in 9th grade. By the time they leave LPA, all students will be ready for high school math courses. LPA students develop the ability to explain, analyze, compare and contrast strategies in order to justify and apply mathematical thinking.

Science

The Science curriculum is designed at LPA by teachers and the Instructional Team. Science will guide students through multiple layers of discovery which build upon skills and experiments performed throughout our Elementary program, enhancing inquiry skills and research methods. The science program will prepare students to be scientifically literate and to think more critically. To do so, a student will learn that science is a way of understanding the world by:

- Asking questions
- Testing ideas through prediction and experimentation
- Observing and analyzing relevant data
- Synthesizing current results with the work of past scientists
- Communicating findings and further refining ideas
- Exploring the implications of science on social, economic, and political systems

In middle school, students are expected to acknowledge there is no fixed procedure called 'the scientific method, but some investigations involve systematic observations, carefully collected and relevant evidence, logical reasoning, and imagination in developing hypotheses and other explanation.

Social Studies

The elementary curriculum focuses on community as the foundation for middle school studies. Rooted in literacy from various points of view, middle school students will examine Missouri and U.S. History through varied perspectives. Building upon their knowledge about communities, students will observe patterns of human activity throughout history and analyze and evaluate how modern-day society has been impacted by history. The program develops students' abilities to think critically, challenge the idea that there is only one way to view histories, and explore history and culture through a variety of lenses.

Investigations

Investigations is an interdisciplinary block designed to engage students in an opportunity to innovate and explore content and understandings through inquiry, creativity and problem-solving. Throughout their time at LPA, students are guided through inquiry-based studies to build deeper understanding incorporating multiple content areas. While core content will continue to be a critical component of learning at LPA, the Investigations block in Middle School will encourage students to explore concepts and problems through innovative lenses. Students will have the opportunity to participate in the design of their learning, pulling in concepts from each area to support a robust, dynamic learning experience. During this block, students will lead their learning, as the social studies, science and technology teachers support and facilitate the learning. Further, each trimester we will offer other special exploration areas such as drama, speech, debate, architecture, agriculture, etc.

Physical Education and Health

Maintaining a healthy mind and body is critical for success for every child. At LPA, students take Physical Education for 60 minutes, two times each week. They also enjoy 25 minutes of free time (previously known as recess). Students learn skills (such a running, jumping, dribbling) and practice teamwork, engage in fitness activities, and good sportsmanship. In addition, every spring, the entire LPA community engages with the curriculum Our Whole Lives to explore human development through the lens of changing bodies, growing up and sexual health.

Art

Students at LPA take Art twice each week, learning many techniques celebrated throughout history and around the world. Students make connections between art and literacy, history,

science, problem-solving and innovation. They routinely exhibit their work through projects and performances. Because LPA intentionally develops critical thinking and innovation in students, LPA embraces the development of creativity as an essential and critical component of developing each student's abilities. Rather than a single class in the school, art and the development of creativity is woven throughout the school's educational philosophy, encouraging students to innovate in all areas of their studies.

Technology

While technology will continue to be an integrated part of learning at LPA, in middle school students will apply the knowledge gained in technology classes in elementary school within their middle school Investigations course. Each week, the technology teacher will push in to Investigations to provide specific support for innovations, as related to the technology field.

DISCIPLINE GUIDELINES

Introduction

Ensuring students, staff and families feel safe within a positive, welcoming community is one of LPA's highest priorities. Our approach centers on teaching appropriate conduct for the purpose of building a healthy school community and ensuring that all feel safe. In order to achieve this, LPA makes great efforts to teach students, staff and families the skills and strategies necessary to achieve our goals.

Our approach to school culture relies on partnership with students, staff and families to provide the necessary supports, systems, and restorative and consequential measures to ensure each individual and the collective community feels safe within our school community. Supports, systems and restorative measures are not considered discipline; therefore, this discipline policy outlines the consequential measures, not the supports, systems and restorative measures that are most often the frontline of our efforts. For more information on supports, systems and restorative measures, see Student Support and Intervention.

LPA has the obligation and authority to control student conduct that is prejudicial to good order, maintaining discipline, or the carrying out of the pedagogical mission of the school, as provided by state law. School officials are obligated and authorized to hold students accountable for conduct in school, on school property, during school-sponsored activities and for conduct away from school or in non-school activities that affect school discipline.

Students may forfeit their right to attend LPA by engaging in conduct prohibited by school policy. Disciplinary consequences include, but are not limited to, detention, withdrawal of

school privileges (participation in aftercare, athletics, intramurals, student clubs and activities, and school social events); removal for up to ten (10) school days by the Head of School; and long-term suspension (11-180 days) by the Executive Director/designee or expulsion from school by the Board of Directors.

Standards of Student Conduct

All students attending LPA are expected to display the highest standards of behavior. Students must understand the importance of maintaining an atmosphere where orderly learning is possible, and must act accordingly. Students are encouraged and taught to:

- Exercise self-control;
- Demonstrate a positive attitude;
- Respect the rights and feelings of others;
- Be problem-solvers;
- Take responsibility for school property; and
- Support and participate in the learning process.

Supervision of Students

All school personnel responsible for the care and supervision of students are authorized to hold every student strictly accountable for any disorderly conduct in school or on any property of the school, and in any vehicle when that vehicle is used to transport students for the school during school-sponsored activities or during intermission or recess periods.

Scope of Authority

The provisions of the Discipline Guidelines apply in all situations in which students are involved, including:

- Activities on school property;
- Travel in any vehicle when that vehicle is used to transport students for the School;
- Off-site school-sponsored activities;
- While walking to or from school, waiting for or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
- Student behavior off school grounds that directly interferes with the operation of the school or endangers the safety of other students or faculty.

In addition, LPA will seek restitution in all instances where school property is damaged, destroyed, or stolen.

Student Accountability

All students attending LPA will be expected to accept the obligation and responsibility to attend school on a regular basis and adhere to policies outlined by LPA. Those students who

choose not to fulfill their responsibilities at school will be held accountable for their conduct. Consequences for individual acts of misconduct are calculated to teach preferred conduct, to provide a safe and positive environment, and to deter future misconduct in which students can maximize their learning potential.

Students' Responsibility for Items in Their Possession

Students are responsible for any contraband found in their possession. Contraband is defined as drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Missouri and Federal law, school board policy, or the Discipline Guidelines and Policies. For purposes of the Discipline Guidelines and Policies, items are deemed to be within a student's possession if the items are found in any of the following places: student's clothing (e.g., pockets, jackets, shoes, socks, etc.), student's purse/book bag, student's desk, student's cubby/locker, and/or student's automobile located on school property.

It is each student's responsibility to check his/her person and personal belongings for possible contraband before entering school property or any vehicle when that vehicle is used to transport students for the school and school sponsored activities.

DISCIPLINE RUBRIC - ELEMENTARY SCHOOL

LPA has developed discipline guidelines and a rubric that identifies inappropriate and unacceptable behaviors and the corresponding consequences for engaging in these behaviors. The rubric is designed as a guide for LPA administrators. Consequences are listed as options, and will be considered on a case-by-case basis. Consequences may be modified to developmentally appropriate levels on a student-by-student basis. The Head of School and Executive Director shall at all times have the discretion to impose a lesser or more disciplinary consequence, as he/she deems necessary after considering the totality of the circumstances.

Level 1 Elementary School

Behavior	Definition
Academic Dishonesty	Cheating on tests, copying assignments or papers, signing parent/guardian or teacher's signature on a document. *= A required redo of the assignment
Antagonizing	A verbal or physical act intended to aggravate and/or provoke a hostile reaction.

Conspiracy to Commit a Level I	An agreement and/or concerted effort by two or more persons to commit a Class I Offense
Disruptive Behavior in the Classroom, School or During School Activity	Verbal, written, pictorial or symbolic language or gestures in violation of district policy or considered inappropriate in educational settings. This includes behaviors which materially and substantially disrupts classroom work, school activities or school functions (e.g., shouting out, inappropriate language, throwing items not directed @ someone/something misbehaving in classrooms, leaving seat without permission, hallway misbehavior, misbehavior in restroom, on buses, etc.)
Misuse of Electronic Devices	Any misuse of computers or inappropriate computer and/or network practices. *Computer privileges will be automatically suspended
Non-Compliant Behavior	A student's refusal to comply with a reasonable request from school personnel or outside volunteers, or disobeying any general classroom and/or school rule/expectation. Blatant and/or persistent behavior becomes a Class II Offense
Obscene Literature or Material - Possession, Exhibition, and/or Distribution of	Possessing, exhibiting, or distributing materials that offend common decency or morals
Public Display of Affection	Acts of physical intimacy in the view of others (i.e. kissing, fondling, etc.)
Tardiness	Any unexcused lateness to class beyond the scheduled time that the class begins

Process and Consequences - Level 1 Elementary School

Classroom Managed Event/s - Level 1:

- Teacher will provide clear directive to interrupt behavior.
- Teacher will conference with the student/s to understand what has happened.
- Teacher will review/reteach expectations.
- Teacher will employ one or more logical/related consequence/s (defined below) for behavior.

- Teacher will document (not sending to discipline office, unless severity warrants immediate referral to discipline office) and discuss with the parent of the student exhibiting the behavior and those directly affected by the behavior (if severity warrants).

1st Referral to Discipline Office - Level 1:

- If the teacher determines that administrative support is needed (progresses beyond classroom managed situation), teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal or “assistance”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Dean of Students (or designee) will employ one or more logical/related consequences (defined below) for behavior.
- Dean of Students (or designee) will conference with the student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of student exhibiting the behavior.
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.

2nd+ Referral to Discipline Office - Level 1:

Follow the “1st Referral to Discipline Office - Level 1” with the following addition:

- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.

Level 2 Elementary School

Behavior	Definition
Abusive, Obscene, Offensive or Profane Language and/or Gestures - Use of	The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures which is offensive to modesty or decency. Any slurs, innuendos, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or natural origin, gender identity, sexual orientation, or disability, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment.
Aggressive Behavior	Behaving in such a way that intends to cause injury to a student, teacher, or other staff member (e.g., hitting, kicking, biting, pushing, etc.)

Cigarette Lighters and/or Matches - Possession of	The use or possession of a cigarette lighter, matches, or other device that can be utilized to start a fire, while not in the possession of cigarettes or tobacco products
Conspiracy to Commit a Level 2	An agreement and/or concerted effort by two or more persons to commit a Class II Offense
Dangerous Behavior	Behaving in such a way that could cause injury to a student, teacher, or other staff member (e.g., throwing items @ someone / something, running in the building, horse playing, wrestling, inappropriate use of equipment or materials, hitting, kicking, biting, etc.)
Gambling	Participation in games of chance for money and/or other things of value
Persistent or Blatant Antagonizing	A persistent or blatant verbal or physical act intended to aggravate and/or provoke a hostile reaction.
Persistent or Blatant Disruptive Behavior in the Classroom, School or During School Activity	Persistent or blatant verbal, written, pictorial or symbolic language or gestures in violation of district policy or considered inappropriate in educational settings. This includes behaviors which materially and substantially disrupts classroom work, school activities or school functions (e.g., shouting out, inappropriate language, throwing items not directed @ someone/something, misbehaving in classrooms, leaving seat without permission, hallway misbehavior, misbehavior in restroom, on buses, etc.)
Persistent or Blatant Non-Compliant Behavior	A student's persistent or blatant refusal to comply with a reasonable request from school personnel or outside volunteers, or disobeying any general classroom and/or school rule/expectation.
Unauthorized Entry	Allowing or assisting any individual(s) to enter the school or grounds other than through designated entrances and with approval of school personnel, without the intent to do or the effect of doing harm.

Process and Consequences - Level 2 Elementary School

Classroom Managed Event/s - Level 2:

- Teacher will provide clear directive to interrupt behavior.
- Teacher will conference with the student/s to understand what has happened.
- Teacher will review/reteach expectations.
- Teacher will employ one or more logical/related consequence/s (defined below) for behavior.
- Teacher will document (not sending to discipline office, unless severity warrants immediate referral to discipline office) and discuss with the parent of the student exhibiting the behavior and those directly affected by the behavior (if severity warrants).

1st Referral to the Discipline Office - Level 2

- If the teacher determines that administrative support is needed (progresses beyond or is more severe than a classroom managed situation), teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Dean of Students (or designee) will employ one or more logical/related consequences for behavior.
- Dean of Students (or designee) will conference with student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of student exhibiting the behavior and those directly affected by the behavior (if severity warrants).
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.

2nd Referral to Discipline Office - Level 2:

Follow the “1st Referral to Discipline Office - Level 2” with the following addition:

- Dean of Students (or designee) may also assign one of the following consequences
 - 1-2 day In-School Suspension
 - 1-2 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Dean of Students to develop the plan for success moving forward.

3rd+ Referral to Discipline Office - Level 2:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- The Dean of Students will notify the Head of School that this is the third referral.
- Head of School (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Head of School (or designee) may employ one or more logical/related consequences for behavior.
- Head of School (or designee) may also assign one of the following consequences
 - 1-5 day In-School Suspension
 - 1-5 day Out-of-School Suspension
- Head of School (or designee) will conference with the student **and parent** to review/reteach expectations.
- Head of School (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

Level 3 - Elementary School

Behavior	Definition
Bullying	Any ongoing bullying (including cyberbullying) or antagonizing activity as defined by LPA policies
Chronic Misconduct	The combination of more than four (4) office referrals for Class I and/or Class II Offenses during an academic school year
Conspiracy to Commit a Class III Offense	An agreement and/or concerted effort by two or more persons to commit a Class III Offense
Extortion	Obtaining money, other articles of value, or information from someone by coercion or intimidation
Inciting to Fight and/or Contributing to	A student provoking another student with the intentional purpose of disrupting any school function or classroom. This offense includes, but is not limited to verbal or physical harassment and allowing unauthorized entry with the intent to do harm. *

a Disruptive Situation	Consequences may also include referral to law enforcement authorities and/or long-term suspension (11-180 school days) or expulsion
Simulated Weapon - Possession and/or Use of	The possession, concealment, or display of a simulated weapon including, but not limited to, toy guns and/or cap guns
Theft	Taking something that does not belong to you, knowingly receiving or possessing stolen property, or possession of stolen property is included in this offense
Tobacco - Possession and/or Use of	The use or possession of tobacco or tobacco products by students in the school building, on school grounds, and at school-sponsored activities is prohibited by law; all vaporizing products will NOT be classified as tobacco, but as a controlled substance.
Vandalism	Willful or malicious damage to any school building or property, or damage to the property of an employee or another student. This includes damage to neighborhood property when on a field trip or on any school activity away from the school

Process and Consequences - Level 3 - Elementary School

Level 3 events are managed by LPA administration.

1st Referral to Discipline Office - Level 3:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened. If bullying is involved, the Bullying Investigation process will be followed.
- Dean of Students (or designee) may employ one or more logical/related consequences for behavior.
- Dean of Students (or designee) may also assign one of the following consequences
 - 1-2 day In-School Suspension
 - 1-2 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.

- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Dean of Students to develop the plan for success moving forward.

2nd Referral to Discipline Office - Level 3:

Follow the “1st Referral to Discipline Office - Level 3” with the following addition:

- Dean of Students (or designee) may also assign one of the following consequences
 - 1-3 day In-School Suspension
 - 1-3 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.

3rd+ Referral to Discipline Office - Level 3:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- The Dean of Students will notify the Head of School that this is the third referral.
- Head of School (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Head of School (or designee) may employ one or more logical/related consequences for behavior.
- Head of School (or designee) may also assign one of the following consequences
 - 3-10 day In-School Suspension
 - 3-10 day Out-of-School Suspension
- Head of School (or designee) will conference with the student **and parent** to review/reteach expectations.
- Head of School (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

Level 4 Elementary School

Behavior	Definition
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Arson	Starting a fire or causing an explosion with the intent to damage the personal property and/or buildings (e.g., setting papers/books on fire, placing lighted matches or burning paper in trash container, exploding fireworks/bombs, setting property or buildings on fire, etc.)
* Assault of Another Student or School Personnel	Participation in any actual act or intentional touching or striking of another student or school personnel causing physical harm, or an attempt to do the same or placing a person in apprehension of immediate physical injury. Note: This offense includes, but is not limited to, biting, spitting, kicking, stepping on, stabbing/slashing, pushing/ throwing students against a locker, wall, or to the ground, cutting another student's hair, and/or urinating on another student.
Conspiracy to Commit a Class IV Offense	An agreement and/or concerted effort by two or more persons to commit a Class IV Offense
* Controlled and/or Non-Controlled Substance - Possession and /or Consumption of	Possession of, or using controlled and non-controlled substances at school, on school property, or during ANY school activity. In no case will the student be allowed to attend school or classes under the influence of drugs or alcohol.
* Controlled and/or Non-Controlled or Substance - Possession of, with Intent to Sell/Distribute	Possession, distribution, attempt to distribute, or possession with intent to distribute a non-controlled or controlled substance. This includes the possession of a controlled substance that by virtue of the quantity, packaging or other circumstances demonstrates intent or effort to sell or distribute at school, on school property, or during ANY school activity.
Drug Paraphernalia - Possession of Identifiable Drug Paraphernalia	Possession of items used to pack, weigh, store, or contain a controlled substance at school, on school property, or during ANY school activity. In all instances, the item(s) will be confiscated
Explosives - Possession, Use, and/or Sale of	The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives including fireworks.

False Alarms	Pulling a fire alarm when there is no fire or smoke and/or making false bomb reports or intentionally dialing 911 without reasonable justification
Fighting	Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action
* Firearm - Possession and/or Use of	Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. In compliance with the "Gun Free Schools Act" (Federal) and 160.261 R.S.Mo. any student who is determined to have brought a weapon (as defined below) to school in violation of this policy shall be suspended for a period of not less than one (1) year or expelled and will be referred to the appropriate legal authorities. The Executive Director may modify such suspension on a case-by-case basis.
Sexual Harassment	Actual or simulated conduct including but not limited to, fondling, touching, indecent exposure, or the engagement in any heterosexual or homosexual act or depiction at school, on school property, or during ANY school activity. Sexual jokes or comments, requests for sexual favors, and other unwelcome verbal conduct of a sexual nature on school property, during school functions, or at school- sponsored activities are prohibited
Sexual Misconduct	An actual and intentional touching or fondling, which would constitute sexual contact. This offense also includes any heterosexual or homosexual act. A student's consent or voluntary participation in any sexual act or form of sexual misconduct is irrelevant, and all students found to have engaged in sexual misconduct will receive the same consequences
Threatening Another Student or School Personnel	Verbal or physical threat to do violence to another student or school personnel
Toxic Substances - Possession and/or Use of	Use of intoxicants, which cause a loss of control or inebriation (e.g., glue, solvent, etc.) at school, on school property, or during ANY school activity
* Weapon Other than a Firearm - Possession and/or Use of	Possession and/or use of an instrument, device, or projectile that could reasonably be used to attack or defend against another person; or any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person.

Process and Consequences - Level 4 Elementary School

Level 4 events are managed by LPA Head of School and/or Executive Director, the St. Louis Police Department (if necessary) and/or the LPA Board of Directors (if necessary).

Referrals to St. Louis Police Department

- Alcohol, drugs, controlled and non-controlled substances, explosives, firearms and weapons will be confiscated from the students and turned over to local law enforcement agencies.
- Actions with an asterisk (*) will be automatically be referred to the St. Louis Police Department.
- Other actions may be referred to the St. Louis Police Department.
- If reported to the St. Louis Police Department, the Head of School will follow the St. Louis Police Department's recommendations for action.

General Process

- Teacher will call the Main Office and ask for immediate student removal, "assistance," or "support". Afterwards, the teacher will send a referral through SIS to the discipline office.
- Head of School (or designee) will utilize the Level 4 Investigation process to determine the facts of the situation.
- Head of School will prepare an Investigation Report.
- Head of School (or designee) will conference with the student and parent to share findings of the investigation, the conclusion of the investigation and next steps.
- Head of School (or designee) will contact the parent/guardian of those directly affected by the behavior (if severity warrants).
- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the parent/guardian of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

1st Referral Consequences - Level 4:

Follow the "General Process" with the following addition:

- 1-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

2nd Referral to Discipline Office:

Follow the “General Process” with the following addition:

- 5-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

3rd Referral to Discipline Office:

Follow the “General Process” with the following addition:

- 11-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

DISCIPLINE RUBRIC - MIDDLE SCHOOL

LPA has developed discipline guidelines and a rubric that identifies inappropriate and unacceptable behaviors and the corresponding consequences for engaging in these behaviors. The rubric is designed as a guide for LPA administrators. Consequences are listed as options, and will be considered on a case-by-case basis. Consequences may be modified to developmentally appropriate levels on a student-by-student basis. The Head of School and Executive Director shall at all times have the discretion to impose a lesser or more disciplinary consequence, as he/she deems necessary after considering the totality of the circumstances.

Level 1 Middle School

Behavior	Definition
Academic Dishonesty	Cheating on tests, copying assignments or papers, signing parent/guardian or teacher’s signature on a document. *= A required redo of the assignment
Antagonizing	A verbal or physical act intended to aggravate and/or provoke a hostile reaction

Conspiracy to Commit a Level I	An agreement and/or concerted effort by two or more persons to commit a Class I Offense
Disruptive Behavior in the Classroom, School or During School Activity	Verbal, written, pictorial or symbolic language or gestures in violation of district policy or considered inappropriate in educational settings. This includes behaviors which materially and substantially disrupts classroom work, school activities or school functions (e.g., shouting out, inappropriate language, throwing items not directed @ someone/something, misbehaving in classrooms, leaving seat without permission, hallway misbehavior, misbehavior in restroom, on buses, etc.)
Misuse of Electronic Devices	Any misuse of computers or inappropriate computer and/or network practices. *Computer privileges will be automatically suspended
Non-Compliant Behavior	A student's refusal to comply with a reasonable request from school personnel or outside volunteers, or disobeying any general classroom and/or school rule/expectation. Blatant and/or persistent behavior becomes a Class II Offense
Public Display of Affection	Acts of physical intimacy in the view of others (i.e. kissing, fondling, etc.)
Tardiness	Any unexcused lateness to class beyond the scheduled time that the class begins

Process and Consequences - Level 1 Middle School

Classroom Managed Event/s - Level 1:

- Teacher will provide clear directive to interrupt behavior.
- Teacher will conference with the student/s to understand what has happened.
- Teacher will review/reteach expectations.
- Teacher will employ one or more logical/related consequence/s (defined below) for behavior.
- Teacher will document (not sending to discipline office, unless severity warrants immediate referral to discipline office) and discuss with the parent of the student exhibiting the behavior and those directly affected by the behavior (if severity warrants).

1st Referral to Discipline Office - Level 1:

- If the teacher determines that administrative support is needed (progresses beyond classroom managed situation), teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal or “assistance”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Dean of Students (or designee) will employ one or more logical/related consequences (defined below) for behavior.
- Dean of Students (or designee) will conference with the student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of student exhibiting the behavior.
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.

2nd+ Referral to Discipline Office - Level 1:

Follow the “1st Referral to Discipline Office - Level 1” with the following addition:

- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.

Level 2 Middle School

Behavior	Definition
Abusive, Obscene, Offensive or Profane Language and/or Gestures - Use of	The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures which is offensive to modesty or decency. Any slurs, innuendos, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or natural origin, gender identity, sexual orientation, or disability, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment.
Cigarette Lighters and/or Matches - Possession of	The use or possession of a cigarette lighter, matches, or other device that can be utilized to start a fire, while not in the possession of cigarettes or tobacco products
Conspiracy to Commit a Level 2	An agreement and/or concerted effort by two or more persons to commit a Class II Offense

Dangerous Behavior	Behaving in such a way that could cause injury to a student, teacher, or other staff member (e.g., throwing items @ someone / something, running in the building, horse playing, wrestling, inappropriate use of equipment or materials, etc.)
Gambling	Participation in games of chance for money and/or other things of value
Obscene Literature or Material - Possession, Exhibition, and/or Distribution of	Possessing, exhibiting, or distributing materials that offend common decency or morals
Unauthorized Entry	Allowing or assisting any individual(s) to enter the school or grounds other than through designated entrances and with approval of school personnel

Process and Consequences - Level 2 Middle School

Classroom Managed Event/s - Level 2:

- Teacher will provide clear directive to interrupt behavior.
- Teacher will conference with the student/s to understand what has happened.
- Teacher will review/reteach expectations.
- Teacher will employ one or more logical/related consequence/s (defined below) for behavior.
- Teacher will document (not sending to discipline office, unless severity warrants immediate referral to discipline office) and discuss with the parent of the student exhibiting the behavior and those directly affected by the behavior (if severity warrants).

1st Referral to the Discipline Office - Level 2

- If the teacher determines that administrative support is needed (progresses beyond or is more severe than a classroom managed situation), teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.

- Dean of Students (or designee) will employ one or more logical/related consequences for behavior.
- Dean of Students (or designee) may also assign one of the following consequences
 - 1-3 day In-School Suspension
 - 1-3 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the parent/guardian of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Dean of Students to develop the plan for success moving forward.

2nd Referral to Discipline Office - Level 2:

Follow the “1st Referral to Discipline Office - Level 2” with the following addition:

- Dean of Students (or designee) may also assign one of the following consequences
 - 1-5 day In-School Suspension
 - 1-5 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.

3rd+ Referral to Discipline Office - Level 2:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- The Dean of Students will notify the Head of School that this is the third referral.
- Head of School (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Head of School (or designee) may employ one or more logical/related consequences for behavior.
- Head of School (or designee) may also assign one of the following consequences
 - 5-10 day In-School Suspension
 - 5-10 day Out-of-School Suspension
- Head of School (or designee) will conference with the student **and parent** to review/reteach expectations.
- Head of School (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).

- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the parent/guardian of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

Level 3 Middle School

Behavior	Definition
Aggressive Behavior	Behaving in such a way that intends to cause injury to a student, teacher, or other staff member (e.g., hitting, kicking, biting, pushing, etc.)
Bullying	Any ongoing bullying (including cyberbullying) or antagonizing activity as defined by LPA policies
Chronic Misconduct	The combination of more than four (4) office referrals for Class I and/or Class II Offenses during an academic school year
Conspiracy to Commit a Class III Offense	An agreement and/or concerted effort by two or more persons to commit a Class III Offense
Extortion	Obtaining money, other articles of value, or information from someone by coercion or intimidation
Inciting to Fight and/or Contributing to a Disruptive Situation	A student provoking another student with the intentional purpose of disrupting any school function or classroom. This offense includes, but is not limited to verbal or physical harassment and allowing unauthorized entry with the intent to do harm. * Consequences may also include referral to law enforcement authorities and/or long-term suspension (11-180 school days) or expulsion

Simulated Weapon - Possession and/or Use of	The possession, concealment, or display of a simulated weapon including, but not limited to, toy guns and/or cap guns
Theft	Taking something that does not belong to you; Knowingly receiving or possessing stolen property or possession of stolen property is included in this offense
Tobacco - Possession and/or Use of	The use or possession of tobacco or tobacco products by students in the school building, on school grounds, and at school-sponsored activities is prohibited by law; all vaporizing products will NOT be classified as tobacco, but as a controlled substance.
Vandalism	Willful or malicious damage to any school building or property, or damage to the property of an employee or another student. This includes damage to neighborhood property when on a field trip or on any school activity away from the school

Process and Consequences - Level 3 Middle School

Level 3 events are managed by LPA administration.

1st Referral to Discipline Office - Level 3:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- Dean of Students (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened. If bullying is involved, the Bullying Investigation process will be followed.
- Dean of Students (or designee) may employ one or more logical/related consequences for behavior.
- Dean of Students (or designee) may also assign one of the following consequences
 - 1-3 day In-School Suspension
 - 1-3 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student to review/reteach expectations.
- Dean of Students (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Dean of Students (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.

- Upon return from suspension, the student will meet with the Dean of Students to develop the plan for success moving forward.

2nd Referral to Discipline Office - Level 3:

Follow the “1st Referral to Discipline Office - Level 3” with the following addition:

- Dean of Students (or designee) may also assign one of the following consequences
 - 3-5 day In-School Suspension
 - 3-5 day Out-of-School Suspension
- Dean of Students (or designee) will conference with the student **and parent** to review/reteach expectations.

3rd+ Referral to Discipline Office - Level 3:

- Teacher will send a referral through SIS to the discipline office. For immediate support, the teacher will call the Main Office and ask for immediate student removal, “assistance,” or “support”. Otherwise, the administrator will arrive when able.
- The Dean of Students will notify the Head of School that this is the third referral.
- Head of School (or designee) will conference with the student/s and teacher/s (if necessary) to understand what has happened.
- Head of School (or designee) may employ one or more logical/related consequences for behavior.
- Head of School (or designee) may also assign one of the following consequences
 - 5-10 day In-School Suspension
 - 5-10 day Out-of-School Suspension
- Head of School (or designee) will conference with the student **and parent** to review/reteach expectations.
- Head of School (or designee) will contact parent/guardian of those directly affected by the behavior (if severity warrants).
- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

Level 4 Middle School

Behavior	Definition
Arson	Starting a fire or causing an explosion with the intent to damage the personal property and/or buildings (e.g., setting papers/books on fire, placing lighted matches or burning paper in trash container, exploding fireworks/bombs, setting property or buildings on fire, etc.)
* Assault of Another Student or School Personnel	Participation in any actual act or intentional touching or striking of another student or school personnel causing physical harm, or an attempt to do the same or placing a person in apprehension of immediate physical injury. Note: This offense includes, but is not limited to, biting, spitting, kicking, stepping on, stabbing/slashing, pushing/ throwing students against a locker, wall, or to the ground, cutting another student's hair, and/or urinating on another student.
Conspiracy to Commit a Class IV Offense	An agreement and/or concerted effort by two or more persons to commit a Class IV Offense
* Controlled and/or Non-Controlled Substance - Possession and /or Consumption of	Possession of, or using controlled and non-controlled substances at school, on school property, or during ANY school activity. In no case will the student be allowed to attend school or classes under the influence of drugs or alcohol.
* Controlled and/or Non-Controlled or	Possession, distribution, attempt to distribute, or possession with intent to distribute a non-controlled or controlled substance. This includes the possession of a controlled substance that by virtue of the quantity, packaging or other

Substance - Possession of, with Intent to Sell/Distribute	circumstances demonstrates intent or effort to sell or distribute at school, on school property, or during ANY school activity.
Drug Paraphernalia - Possession of Identifiable Drug Paraphernalia	Possession of items used to pack, weigh, store, or contain a controlled substance at school, on school property, or during ANY school activity. In all instances, the item(s) will be confiscated
Explosives - Possession, Use, and/or Sale of	The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives including fireworks.
False Alarms	Pulling a fire alarm when there is no fire or smoke and/or making false bomb reports or intentionally dialing 911 without reasonable justification
Fighting	Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action
* Firearm - Possession and/or Use of	Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. In compliance with the "Gun Free Schools Act" (Federal) and 160.261 R.S.Mo. any student who is determined to have brought a weapon (as defined below) to school in violation of this policy shall be suspended for a period of not less than one (1) year or expelled and will be referred to the appropriate legal authorities. The Executive Director may modify such suspension on a case-by-case basis.
Sexual Harassment	Actual or simulated conduct including but not limited to, fondling, touching, indecent exposure, or the engagement in any heterosexual or homosexual act or depiction at school, on school property, or during ANY school activity. Sexual jokes or comments, requests for sexual favors, and other unwelcome verbal conduct of a sexual nature on school property, during school functions, or at school- sponsored activities are prohibited
Sexual Misconduct	An actual and intentional touching or fondling, which would constitute sexual contact. This offense also includes any heterosexual or

	homosexual act. A student's consent or voluntary participation in any sexual act or form of sexual misconduct is irrelevant, and all students found to have engaged in sexual misconduct will receive the same consequences
Threatening Another Student or School Personnel	Verbal or physical threat to do violence to another student or school personnel
Toxic Substances - Possession and/or Use of	Use of intoxicants, which cause a loss of control or inebriation (e.g., glue, solvent, etc.) at school, on school property, or during ANY school activity
* Weapon Other than a Firearm - Possession and/or Use of	Possession and/or use of an instrument, device, or projectile that could reasonably be used to attack or defend against another person; or any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person.

Process and Consequences - Level 4 Middle School

Level 4 events are managed by LPA Head of School and/or Executive Director, the St. Louis Police Department (if necessary) and/or the LPA Board of Directors (if necessary).

Referrals to St. Louis Police Department

- Alcohol, drugs, controlled and non-controlled substances, explosives, firearms and weapons will be confiscated from the students and turned over to local law enforcement agencies.
- Actions with an asterisk (*) will be automatically be referred to the St. Louis Police Department.
- Other actions may be referred to the St. Louis Police Department.
- If reported to the St. Louis Police Department, the Head of School will follow the St. Louis Police Department's recommendations for action.

General Process

- Teacher will call the Main Office and ask for immediate student removal, "assistance," or "support". Afterwards, the teacher will send a referral through SIS to the discipline office.
- Head of School (or designee) will utilize the Level 4 Investigation process to determine the facts of the situation.
- Head of School will prepare an Investigation Report.

- Head of School (or designee) will conference with the student and parent to share findings of the investigation, the conclusion of the investigation and next steps.
- Head of School (or designee) will contact the parent/guardian of those directly affected by the behavior (if severity warrants).
- Head of School (or designee) will follow up with teacher and classmates, if necessary.
- If the student is suspended out of school, the Dean of Students will send written communication to the family of the suspended student regarding the suspension.
- Upon return from suspension, the student will meet with the Head of School to develop the plan for success moving forward.

1st Referral Consequences - Level 4:

Follow the “General Process” with the following addition:

- 1-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

2nd Referral to Discipline Office:

Follow the “General Process” with the following addition:

- 5-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

3rd Referral to Discipline Office:

Follow the “General Process” with the following addition:

- 11-180 day Out-of-School suspension, and
- Referral to law enforcement (if applicable),
- Referral to disciplinary hearing
- Expulsion

DISCIPLINE - SUPPLEMENTARY INFORMATION

Level 4 Supplemental Definitions

Controlled Substance: Prescription medication, alcohol, vaporizing products or drugs

Explosive: An explosive is defined as any explosive, incendiary, or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury, or substantial

property damage; or any device designed or adapted for delivering or shooting a weapon (e.g., fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, etc.)

Firearm: For these purposes, the term "weapon" shall mean a "firearm" as defined under 18 U.S.C. 921:

- Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant;
- The frame or receiver of any weapon described above;
- Any firearm muffler or firearm silencer;
- Any explosive; incendiary, or poison gas;
- Any combination of parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may readily be assembled.

Logical/related consequences for behavior

- Student reparations/restoration with those impacted
- Confiscation of item
- Loss of privileges
- Think Sheet
- Behavior conference
- Make-up lost minutes during free time
- Detention - lunch, recess or after school

Non- Controlled Substance: Over-the-counter medication

Weapon: may include but is not limited to the following:

- Knife (e.g., pocket, pen, anything with a blade.)
- Projectile weapon (e.g., pellet gun, BB gun, slingshot, bow, crossbow, etc.)
- Blackjack
- Brass knuckles
- Pepper spray
- Mace
- Laser pointer
- Normal school supplies, household items, or other materials (e.g., scissors, nail file, chains, etc.), which are used for attack, defense, to threaten, intimidate, or inflict physical injury or harm to another person

Explanations of Consequences

Behavior Conference: meeting with the appropriate administrator, support personnel or teacher to discuss behavior, sources of behavior, strategies for exhibiting appropriate behavior, support needed and effect of behavior on self and others.

Confiscation of item: the taking of an inappropriate, banned, distracting or illegal items. Some items will be returned directly to the student or the parent. Others will be retained for records or turned over to the Saint Louis Police Department, depending on the nature of the item.

Dean of Students, Head of School and/or Executive Director Conference: The Dean of Students, Head of School and/or Executive Director will meet with the student and/or parent/guardian to discuss particular student misconduct and to develop a plan of action to prevent future occurrences. The administrative decision shall be final unless overturned through the long-term suspension appeal process (explained below).

Detention/s - lunch, recess or after school: being temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an out-of-school suspension.

Expulsion: the exclusion from school for more than one hundred eighty (180) school days. The student will not be allowed to attend school or school-sponsored activities or come upon school premises.

Disciplinary Hearing: an administrative proceeding with the Executive Director or his/her designee, only in the case of a long-term suspension, to determine additional consequences for a student's commission of Level III and Level IV Offenses. In the case of an expulsion or appeal of a long-term suspension, the Board holds the hearing.

In-School Suspension: the interruption of classroom attendance and separation from regular school participation by the Dean of Students (or designee) for a period of time not to exceed five (5) consecutive days for each offense.

Long-term Suspension: the exclusion from school for a period of eleven (11) to one hundred eighty (180) school days. A long-term suspension is always preceded by an Out-of-School suspension. The student will not be allowed to attend school or school-sponsored activities or come upon school premises during the suspension period.

Loss of Privileges: This includes, but is not limited to a student losing the option of using certain materials, transitioning without supervision, utilizing certain spaces or equipment.

Such a loss of privileges is at the discretion of teachers and administrators. After notice to the parents/guardians, a student may be also withdrawn from school privileges (participation in aftercare or before care, athletics, intramurals, student clubs and activities, and school social events) for a duration to be determined by the Dean of Students.

Make-Up Minutes During Free Time: includes, but is not limited to a student completing tasks required by the teacher during recess, choice time or after school. Such a consequence is at the discretion of teachers.

Misconduct: any violation of policies, expectations, and regulations established by the Board of Education.

Modification to dress, as needed: Students will be expected to make adjustments to clothing that violates dress code, is offensive, or is inappropriate. If available, the school will offer options. Otherwise, the parent/guardian is expected to come to school and provide an appropriate option.

Out-of-School Suspension: the removal of a student from school by the Head of School or his/her designee for a period of time not to exceed ten (10) consecutive school days for each offense. Parents/guardians will be notified prior to imposition of suspension. The student will not be allowed to attend school or school-sponsored activities or come upon school premises during the suspension period.

Parent Contact: any communication, in either written or verbal form, between parents/guardians and school officials to discuss the current academic, behavioral, social or emotional status of a student.

Probation: After notice to, or a conference with, the student and parents/guardians, a student may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance, and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the Trimester or the end of school year.

Reparations/Restoration: repairing, restoring, replacing, or paying for damaged, vandalized, lost, or stolen school property. Damage to school culture/environment will take the form of rebuilding the community and restoring relationships. Should such work be outside of regular school hours, transportation will be the sole responsibility of the parents/guardians.

Think Sheet: an opportunity to reflect on one's actions and the impact on self and others. Typically, a think sheet will also provide prompts to lead the student to strategies that will help the student make the right choices in the future

Withdrawal of Computer Privileges or Forfeiture of Access to Computer: Any student found responsible for misuse or inappropriate network practices may have privileges suspended for a specific period. This will preclude students from having access to the School Mainframe, Internet or any other network services.

Procedures for Suspensions and Expulsions

Out-of-School Suspension (10 School Days or Less)

The Dean of Students, Head of School or his/her designee, subject to the appropriate due process procedures and state statutes, may summarily suspend any student for up to ten (10) school days for violation of the Discipline Guidelines and Policies. Any suspension shall be immediately reported to the Executive Director. The Executive Director, or her designee, may revoke the suspension at any time.

Prior to imposing the suspension, the Dean of Students, Head of School or his/her designee must follow the following procedures:

- Inform the student, verbally or in writing, of the charges against him/her and give him/her the opportunity to admit or deny the allegations.
- If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the incident before any consequences are imposed.
- If he/she deems it necessary, the Head of School or his/her designee may conduct a further investigation into the matter before imposing a disciplinary suspension.
- The suspended student's parent/guardian shall be notified of the suspension within twenty-four (24) hours of the decision.

For purposes of this policy, the Head of School may designate the Dean Of Students to act on the Head of School's behalf, subject to the Head of School's supervision. In some cases, the Head of School may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.

Emergency Suspension

Any student who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and a student's opportunity to present his/her version of the facts shall be provided as

soon as practicable thereafter. The Head of School or his/her designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the student as soon as possible thereafter. A student subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the student's transportation and safety.

Long-term Suspensions (11-180 School Days)

The Executive Director, or her designee, may suspend students from school for a period of eleven (11) to one hundred eighty (180) days after the student and his/her parents/guardians have been afforded a disciplinary hearing. The Executive Director shall make known publicly the procedures for the hearing. For purposes of this policy, the Executive Director may designate an administrator to act on the Executive Director's behalf, subject to the Executive Director's supervision.

In all disciplinary hearings, the following procedures will be adhered to:

- The student shall be given oral or written notice of the charges against him/her.
- If the student denies the charges, he/she shall be given an oral or written explanation of the facts, which form the basis for the proposed suspension.
- The student shall be given an opportunity to present his/her version of the incident before any consequences are imposed. A student has the right to bring forward witnesses on his/her behalf.
- Prompt notification will be given to the student's parents/guardians of the administrator's actions, the reasons for such action and the right to appeal the decision of the disciplinary hearing before the Board.
- Students do not have the right to be represented by legal counsel at a disciplinary hearing; however, a parent or legal guardian may be present.

If determined appropriate, notice of long-term suspension shall be provided at the conclusion of the disciplinary hearing or made by certified mail, addressed to the student's parents/guardians at their last address shown in school records.

Right to Appeal a Long-Term Suspension

After the disciplinary hearing, parents/guardians may appeal the decision of the Executive Director (or his/her designee) to the Board. The appeal must be in writing and filed with the Executive Director within seven (7) calendar days of notice of the long-term suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

If the student and/or parent/guardian gives notice that he/she wishes to appeal the long-term suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless the Executive Director determines that the student's presence poses a continuing

danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the Board disciplinary hearing shall follow as soon as is practicable (167.171(4), R.S.Mo.).

In the event of an appeal, the Executive Director shall promptly transmit to the Board of Directors a full written report of the facts relating to the long-term suspension, the action taken by the Executive Director and the reasons therefore.

Expulsions

The Board of Directors is the only governing body within the School that may expel a student for conduct prejudicial to good order and discipline in the school or that tends to impair the morale and good conduct of the students. Prior to expelling a student, the parents/guardians must be given notice of the expulsion hearing before the Board. The parents/ guardians, or student if eighteen years or older, may waive the expulsion hearing. However, the Board must make a good faith effort to notify parents/guardians.

In all Board hearings for expulsions, the following procedures will be adhered to:

- The parents/guardians will be notified in writing of:
 - The charges against the student;
 - Their right to a Board hearing;
 - The date, time and place of the hearing;
 - Their right to counsel; and
 - Their procedural right to call witnesses, enter exhibits and cross-examine adverse witnesses.
- All such notifications will be addressed to the student's parents/guardians and mailed by certified mail to the student's parents/ guardians at the last address shown on student records.
- Prior to the Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the Executive Director and advised of the nature of their testimony. In addition, the student and student's parents/guardians will be provided with copies of the documents to be introduced at the hearing by the Executive Director.
- The hearings will be closed unless specified by the Board. The hearing will be open only with parental consent. At the hearing, the Executive Director or counsel for the Executive Director will present the charges and testimony and evidence to support such charges. The student, his/her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits and to cross-examine witnesses called in support of the charges.
- At the conclusion of the hearing, the Board of Directors shall deliberate in executive session and shall render a decision to dismiss the charges, suspend the student for a

specified period or expel the student from the School. Written notice of the decision will be submitted to the Executive Director. The Executive Director or its counsel, by direction of the Board of Directors, shall promptly prepare and transmit to the parents/guardians written notice of the decision.

Prohibition From Being On School Property During Suspension And Expulsion

During any period of suspension (i.e. short and long-term) or expulsion, students are prohibited from being on school property at all times. In addition, students are prohibited from attending and/or participating in any school-sponsored activities on or off school property.

Further, students on suspension for any of the offenses listed under school policy or state law shall have as a condition of his/her suspension the requirement that the student is not allowed, while on suspension, to be within one thousand (1,000) feet of school property unless the student:

- is under the direct supervision of his/her parent/guardian and the Executive Director has authorized the student to be on the school property;
- is under the direct supervision of another adult designated by the student's parent/guardian, in advance, in writing, to the Executive Director and the Executive Director has authorized the student to be on the school property;
- is in an alternative school that is located within one thousand (1,000) feet of LPA; or
- resides within one thousand (1,000) feet of LPA, in which case he/she may be on the property of his/her residence without direct adult supervision.

Any student violating the condition of suspension required pursuant to this section may be subject to expulsion or further suspension pursuant to School policy. In making such determination, the School shall consider whether the student poses a threat to the safety of any student or school employee and whether the student's unsupervised presence within one thousand (1,000) feet of the school is disruptive of the school's disciplinary policy. Removal of any student with a disability is subject to state and federal procedural rights.

Discipline Of Students With Special Needs

Students with special needs (i.e., disabilities, IEPs or Section 504 Plans) must be disciplined in accordance with federal and state law, as well as school policy.

Due process procedures applicable to removal, suspension, or expulsion of students with special needs from public schools under state law shall be afforded to qualified students in accordance with Board of Directors Policy on Student Suspension and Expulsion. For a copy of those policies and procedures, contact the Director of Special Education.

DRESS AND APPEARANCE CODE

Lafayette Preparatory Academy students are required to wear uniforms daily unless otherwise specified by the Head of School.

The following code establishes the standards believed necessary to enhance an appropriate academic atmosphere. While Lafayette Preparatory Academy does not dictate what is a suitable appearance outside the school setting, a student's appearance should be neat, clean and appropriate during the school day and while on school grounds. LPA will not tolerate clothing or grooming that is distracting or offensive to others. Students should be attired according to the dress code during the school day from the time they arrive for school, until dismissed, while on school property and whenever they are representing the School at on- or off- campus events. Uniforms are to be worn daily, except on special occasions specified by the Head of School. A note from a student's parent/guardian must accompany the student if there is a reason for not wearing a uniform.

Uniform Guidelines

- Tops:** Solid red, navy or light blue polos are the standard uniform.
Students may also wear long sleeved-polos, jackets or sweatshirts (without hoods) of the same colors. Only solid red, navy or light blue tops are allowed. LPA "spirit wear" such as field day shirts are permitted, even in alternative colors.
- Bottoms:** Solid navy or khaki pants, shorts, skirts or skorts are the standard uniform.
Students may also wear a jumper with a polo or a white blouse. Jumpers may be solid navy, khaki or red and blue plaid. The white blouse is only permitted with the plaid jumper or skirt and may not be worn with navy or khaki pants, shorts, jumpers, skirts or skorts.
- Shoes:** no scuff, close-toed, close-heeled, non-distracting shoes (no lights, wheels or heels)
- Accessories:** must be small and non-distracting
hats and hoods may not be worn

Please note that black, grey and white are NOT uniform colors and should not be worn. The exception being a white blouse under the plaid jumper.

Dress Down Days

Students will be permitted to "Dress Down" on occasion, as permitted by the Head of School.

- Students may "Dress Down" on Fridays

- Students may “Dress Down” in celebration of their birthday.
 - If a student’s birthday falls on the weekend, they may choose to dress down the day they will celebrate at school.
 - If a student’s birthday falls in the summer months, they may choose to dress down for their 1/2 birthday.
- Dress down attire should, in general, still meet the general guidelines for dress as described in “more information”. (see below)

Professional Days

Students will be encouraged to dress up for “Professional Days” on occasion, to promote college and career readiness, as designated by the Head of School.

- On Professional Days, students are encouraged to wear “business attire”
 - Tops
 - Button-up shirts
 - Turtlenecks/Sweaters
 - Sports Coats
 - Bottoms
 - Dresses/Skirts to the knee (no denim)
 - Dress pants/khakis (no corduroys, cargos)
 - Shoes
 - Athletic shoes are still encouraged, especially for PE and recess
 - Closed toe and closed heel
 - Low heeled dress shoes/boots (below 2”) are permitted on professional days
 - Accessories
 - Ties are allowed

More Information- applicable to all styles of dress (unless otherwise indicated)

Tops

- Shirts must have sleeves
- Shirts must cover the back, abdomen and chest (Shoulders and midriffs need to be covered, No backless shirts)
- Shirts must be long enough to cover the waistband of chosen bottom, but may not be so long as to cover the chosen bottom entirely
- Must have a modest neckline
- No tight-fitting tops
- No sheer tops with visible camis or undergarments

Bottoms

- All bottom wear must be worn at waist level.

- The length of shirts, shorts, skorts, skirts and jumpers shall be no shorter than is necessary to sufficiently cover all appropriate areas during all school-related activities as determined by the Head of School. The minimum inseam shall not be less than 4” in elementary school and 5” in middle school.
- Students shall not roll up one or both legs of the pants.

Shoes

- Athletic shoes, predominantly one color
- No “heelies”
- No light-up shoes
- No heels

Accessories

- Scarves are permissible; durags and bonnets are not permissible.
- Wearing jewelry is discouraged, as the school cannot be held responsible for its loss.
- Any piece of jewelry found to be distracting must be removed.
- No buttons or pins may be worn on uniforms, but may be placed on coats or book bags
- Belts are not required, unless pants/shorts/skirts fall below the waist without one
- No buttons or pins may be worn
- No hats or hoods (may be worn inside)
- Leggings, tights and socks are permitted under other garments (but not required) and need not be solid uniform colors
 - Leggings and tights may be worn under shorts, skirts, skorts, dresses, pants

General

- The following items are prohibited- see-through, or extremely tight-fitting garments including, but not limited to: tube tops, halter-tops, tank tops of any kind, pajama/lounge pants, slippers, torn or altered clothing that is revealing or suggestive.
- Undergarments may not be visible.
- Apparel or accessories that display any of the following: Obscene words, threatening pictures or designs, sexually explicit or suggestive remarks, promotion of alcohol, tobacco, drugs and/or weapons. Items that are vulgar, obscene, libelous, or denigrate others based on race, color, creed, religion, gender, sexual orientation, national origin, political affiliate, age, military status, or disability are prohibited.

What Not to Wear

The following are examples of dress or grooming that are not permitted – other examples may be added at a later date at the discretion of the Head of School

- Excessively tight or revealing clothing – tops and bottoms
- Bare midriffs
- Clothes which show visible cleavage
- Visible undergarments

- Clothing made of sheer fabrics
- Clothing with frays, holes, rips, or tears (even if it is designed to look that way)
- Leggings, unless under other clothing
- Attire with inappropriate or offensive writing
- Pajamas/slippers
- Hats or headgear in the buildings, except for religious reasons

Personal Hygiene

- Hair must be kept out of eyes.
- Student must maintain a level of hygiene that does not create a distraction to other students.
- Students are encouraged to wear antiperspirant following odor changes most commonly associated with the beginning of puberty (sometime between the ages of 8 and 12).
- Students are discouraged from wearing perfumes and cologne

Exemptions

Religious Exemptions

- This policy is not intended to substantially interfere with a student's bona fide religious beliefs. If a student wishes to seek an exemption to this policy based on religious belief, the student's parent or guardian should submit a written statement to the Dean of Students explaining the religious belief and how it is adversely affected by complying with the school uniform Dress and Appearance Code.
- If the Dean of Students believes a religious exemption is appropriate based on the written statement, she may grant the exemption. If the Dean of Students has reason to believe that the student does not qualify for this exemption, she shall notify the Executive Director and Board. The Executive Director and Board shall consider the request and possible denial by the Dean of Students and may seek legal advice. After consideration by the Board, the Executive Director shall decide whether to allow the exemption.
- During this review process, the student requesting an exemption will be permitted to remain in school and not be required to comply with the school uniform Dress and Appearance Code.

Other Exemptions

- Exemptions for students with special needs will be considered on a case by case basis by the Head of School (or designee).

Other information

Parents are encouraged to see that all uniform items are clearly labeled with child's name.

Parents are encouraged to have a spare uniform available at school, to be used in the event student needs a change of clothes.

If the purchasing of uniforms presents major hardship for your family, please contact the Main Office for more information for support available.

DROP-OFF and PICK-UP PROCEDURES

Your child's safety is of the utmost importance to LPA. Therefore, we want to make sure your student is present only during times when adult supervision is available.

All parents/guardians must provide (in writing) a list of authorized persons to whom their students may be released from school. Students **WILL NOT** be released to anyone not on the pick-up list. Please make sure the Main Office has the correct and most current information about authorized persons.

At any time, LPA staff may request to see a picture ID before releasing a student to any person.

Please refer to the building hours when considering when to drop your student(s) off at school. No students are allowed in the building until 7:00 am. An adult must wait with a child until the building opens at 7:00 am. All students must be picked up by 6:00 pm, unless enrolled in the Beyond School program (which has slightly longer hours).

Morning Drop-off Student Schedule

Elementary Student (K-4) Schedule

**** All drop-off for K-4 happens at the Lafayette Door*

Time	Where Do I Go?	Breakfast Served?
7:00 am – 7:15 am	Cafeteria	No
7:15 am – 7:45 am	Cafeteria	Yes
7:45 am – 8:00 am	To Classroom	No
Late Arrival after 8:00am	Main Office to sign in	No

Middle School Student (5-8) Schedule

*** Drop-off for grades 5-8 happens at Lafayette Door, except between 8am and 8:30 am.

From 8am-8:30am, students are to be dropped off at the Mississippi door.

Time	Where Do I Go?	Breakfast Served?
7:00 am – 7:15 am	Cafeteria	No
7:15 am – 8:00 am	Cafeteria	Yes
8:00 am – 8:25 am	To Before Care Classrooms	No
8:25-8:30	Locker Transition, Report to Advisory Classroom	No
Late Arrival after 8:30am	Main Office to sign in	No

Overall

- 7:00–7:45: All students go to the Cafeteria
- 7:15-7:45: Breakfast is served K-8 (breakfast is served 5-8 until 8:00)
- 7:45-8:00: All K-4 students report to homerooms; all grade 5-8 students stay in Cafeteria
- *** at 8:00 am, K-4 students are counted late if they are not in the classroom
- 8:00-8:25: Grade 5-8 students are in classrooms designated as “before care”
- 8:25: Grade 5-8 students report to homerooms
- *** at 8:30 am, grade 5-8 students are counted late if they are not in the classroom

Morning Drop-Off Procedures

Drop-Off: Drive-up

- Drive east on Lafayette. Please **do not u-turn** in front of the building. Position your car to face east by using an appropriate route.
- Pull up to the front door by the Main Office.
- Once your student exits the vehicle, she or he should go directly into the building. We encourage your student to exit on the side closest to the building.
- **DO NOT EXIT THE DROP OFF LINE UNTIL YOU ARE THE FIRST IN LINE and PAST THE FRONT DOOR!** We want to ensure that all students are safe and that traffic flows smoothly. If people jump out of line prior to the appropriate spot, safety hazards are created.
- *If the Lafayette door is not available on a particular day, due to construction, students will most likely be directed to walk to the door on Preston. Cars may not*

drive them to the door; students will be dropped off on Lafayette and will walk to the Preston door.

Drop-Off: Walk-In /Morning Parking

- **DO NOT PARK ON MISSISSIPPI Avenue, LAFAYETTE Avenue (southside), or PRESTON between 7am and 8am!**
- **Please do not to park in front of residents' homes for lengthy amounts of time.**
- Park at an open space around Lafayette Square Park.
- Enter the building at the Lafayette Door (all K-4).
 - Grades 5-8 would enter at Mississippi between 8am and 8:30.
- *If the Lafayette door is not available on a particular day, due to construction, families will most likely be directed to walk to the door on Preston.*

***** IF YOU ARRIVE AFTER 8:00 AM (K-4) or 8:30 AM (5-8), YOUR STUDENT IS MARKED LATE. Parents/Guardians must sign in students at the MAIN OFFICE. The student and parent/guardian must wait for a staff member to become available to write a pass for the student to go to class.**

Afternoon Pick-up Schedule and Procedures

Park around Lafayette Square Park. PLEASE DO NOT PARK ON PRESTON. Please do not to park in front of residents' homes for lengthy amounts of time.

Schedule

Time	Who?	Where Do I Go?
12:45 pm	Kindergarten Early Release	Main Office (Lafayette Door)
8:00 am – 3:00 pm	K-4 Early Release	Main Office (Lafayette Door)
8:30 am - 4:00 pm	Grades 5-8 Early Release	Main Office (Lafayette Door)
3:00 pm – 3:15 pm	K-4 Not Enrolled in After Care	Classroom (Lafayette Door)
3:15 pm – 6:00 pm	K-4 Enrolled in After Care	After Care Space (Lafayette Door)
4:00 pm – 4:15 pm	Grades 5-8 Not Enrolled in After Care	Outside at Mississippi Door
4:15 pm – 6:00 pm	Grades 5-8 Enrolled in After Care	After Care Space (Lafayette Door)

Due to staffing requirements, we do not offer a drop-in option for aftercare. Any student who is not picked up by their normal time (3:15pm for elementary students or 4:15pm for middle school students) will be charged a rate of **\$18/day**, and the family will be required to conference with an administrator about being late for pick-up. Any family who has not picked up by the normal pick-up time will be expected to pay the fee the same day the fee is charged.

Students not picked up by 6:00 pm will be charged **\$5/minute** until they have been picked up.

Kindergarten Early Release (at 12:45)

- 12:45 pm – 1:00 pm
- Person authorized to pick up waits in the Main Office until the child is brought to the Main Office.
- *Note: this must be a regularly scheduled pick-up and cannot vary from day to day.*

Early Release

- Call to arrange for an early release by 9:30 am. In the case of an emergency, call at least 1 hour prior to the release.
- Person authorized to pick up waits in the Main Office until the child is brought to the Main Office.
- Person authorized to pick up signs student out in the Early Release Log.

Not enrolled in aftercare

- 3:00 pm – 3:15 pm: K-4 Pick-up (Use Lafayette Door)
- 4:00 pm - 4:15 pm: Grades 5-8 Students will be outside of Mississippi Door
- K-4 parents, proceed to your child's classroom; 5-8 parents wait outside.
- Show your ID to staff, if requested.
- Check out with your child's teacher, ensuring they see your child is with you.

Enrolled in aftercare/club

- Enter at the Lafayette Door
- Ring the bell; wait to be buzzed in. Show your ID to staff, if requested.
- Proceed to the after care or club space, unless otherwise directed, and sign your student out for the day.

***If a student must be picked up by a person not listed as one authorized to pick him or her up, advance notice must be provided to the school, in writing and in person by the parent/guardian.

If you are going to be late, please inform the After Care Staff. If you do not pick up your student by 6:00 pm, local law enforcement officers may be called to pick up your student, and Missouri Division of Family Services may be notified.

All vehicles need to follow expectations and restrictions. Vehicles are not to block other vehicles, double-park, u-turn in the middle of the street and may only use designated areas and routes for dropping off and/or picking up students at school.

DYSLEXIA POLICY

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding

abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Identification

Students considered at risk for Dyslexia will be identified through a Characteristics of Dyslexia Screener. LPA utilizes the Missouri Dyslexia Task Force's recommendations for screening. Each student in grades 1-3 is screened within the first 30 days of the first day of enrollment for that school year. Kindergarten students' initial screening will occur no later than January 31st. A student in grades 4-8 who is experiencing consistent difficulty in district assessments or state assessments is also screened. A student may also be referred for screening by a classroom teacher or parent.

Screening and Placement

LPA conducts an initial brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development. Screeners identify students who are considered to be at risk for characteristics of Dyslexia. LPA's screening tool aligns with the Dyslexia Task Force recommendations. All components utilize evidence-based, norm-referenced instruments. Administration, scoring and interpretation is completed in accordance with the directions, norms and cut points provided with the instrument. The universal screening process alone is not sufficient to identify students with Dyslexia, however they can reveal specific weaknesses that are consistent with Dyslexia.

Screening occurs at the beginning of the year, mid-year, and end-of-year. If a student is not identified at risk for characteristics of Dyslexia at the beginning of the year, he or she is not screened mid- or end-of-year.

Students are considered at risk for Dyslexia if they have a specified number of skills in the "At Risk" category or a combination of skills considered "At Risk" or "Some Risk". All students who are identified "At Risk" are eligible to receive services, as described below.

Students can be exempt from screening if they have an existing diagnosis of Dyslexia, have a sensory impairment (visual/auditory), have severe intellectual disabilities, or are English Learners.

Parent Notification

Parents/Guardians will be notified of screening results within 30 days of screening by letter and during parent-teacher conferences. Such notification will also indicate whether or not a student is scheduled to receive services. After receiving the notification, parents may opt out of receiving services within 10 business days of the notice being sent home in written format.

Services

Students identified as "At Risk" of Dyslexia will receive a Reading Success Plan (RSP). This plan will include goals for improvement on specific individualized skills. Students will receive support and work on the goals outlined in the RSP in Academic Intervention

Groups, with individualized TA support, and/or with the Instructional Coach. Interventions utilized may include (but are not limited to):

- Phonemic Awareness Interventions
- Phonics Intervention
- Vocabulary Intervention
- Comprehension Intervention
- Fluency Intervention

Monitoring

Teachers and the Positive Support Team will monitor the effectiveness of interventions, set goals for each student, and make adjustments to the Reading Success Plans in Positive Support Team monthly meetings. Students identified as “At Risk” of Dyslexia will be screened again in January and May (if student hasn’t exited intervention) to determine if goals set in the RSP have been met.

Requirements for Exiting Intervention

In order to exit the Reading Success Plan process, students will meet goals outlined in the RSP and no longer meet criteria as “At Risk for Dyslexia in the next screening cycle. At the point, the Reading Success Plan will discontinue.

ENGLISH LEARNERS (EL) POLICY

LPA recognizes that students may arrive at school with limited English proficiency (LEP) and this should not be cause to separate students from the mainstream school environment. Lafayette Preparatory Academy will ensure that all enrolled EL students with limited English proficiency (LEP) achieve proficiency in English as quickly as possible. School staff will be prepared to accommodate these students in the most effective way possible. When necessary, the school will hire or contract out for LEP services and assistance. LPA has designated the Special Education Director as EL Coordinator.

Identification Process

In order to identify LEP students, Lafayette Preparatory Academy will include a section for all parents to indicate Primary Home Language on the enrollment form. Additionally, Lafayette Preparatory Academy teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has limited English proficiency and on communicating with students designated as EL students. Any student suspected of having limited English proficiency based on the response on the enrollment form or teacher observation will be given the W-APT (the WIDA-ACCESS Placement test) to determine if and what level of services, if any, is necessary.

Once a student is identified as an EL student, parents/guardians will be provided informed

parental notification as to why the child is in need of placement in a specialized language instruction program within thirty days after the beginning of the school year. If the child enters Lafayette Preparatory Academy during the school year, the parents/guardians will be notified within two weeks. Parents may choose to immediately remove the child from an EL program. Lafayette Preparatory Academy will notify the parents of any failure of the program to make progress on the annual measurable objectives within thirty days after this failure occurs.

Lafayette Preparatory Academy will implement a content-based English for Speakers of Other Languages (ESOL) approach to educating students with limited English proficiency. If possible, students will not be removed from the regular education classrooms, as the content will be delivered in a way that makes the content understandable for the student. All instruction will be in English, and the level of instruction – both verbal and written – will be modified appropriately for each EL student, and professional development will be provided to train staff in the most effective methods for such instruction.

LPA will provide the parents of students participating in the EL program with the following information:

- the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is or will be participating will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for the program if Title I, Part A funds are used for children in secondary schools;
- in the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973 (section 504);
- information pertaining to parental rights, including written guidance.

In addition, if a language instruction educational program has not made progress on the annual measurable achievement objectives under section 3122 of the ESEA, the eligible entity using the Title I, Part A funds LPA will provide separate notification to parents of a child identified for participation in, or participating in, that program to inform them of that failure not later than 30 days after the failure occurs.

The Special Education Director will serve as the EL Coordinator.

ENROLLMENT POLICY

Consistent with Missouri law R.S.MO 160.140, the school will be open to any child who is eligible for admission to St. Louis Public Schools and lives in St. Louis City (with consideration of the outlined preferences), through the end of open enrollment periods. LPA does not limit admission based on race, ethnicity, national origin, disability, gender, sex orientation or perceived sex orientation, gender identity, income level, proficiency in the English language or athletic ability.

Students applying for admission to LPA must be a St. Louis City resident or eligible to attend St. Louis Public Schools.

Enrollment is open to students, up to the following capacity:

- Kindergarten up to 23 students/classroom
- 1st-8th Grade up to 24 students/classroom

First Enrollment Period: October 1st – 2nd Thursday of March

Second Enrollment Period: Day after 2nd Thursday in March – June 1st

All documentation for enrollment must be submitted by 6:00 p.m. on the last day of the relevant enrollment period. If maximum capacity has not been reached (by totaling new applications and returning students) for the grade level for which the student aims to enroll, all students submitting complete enrollment forms for that grade level by the deadline will be admitted into the school at that time. If maximum capacity has been reached (by totaling new applications and returning students) for the grade level for which the student aims to enroll, LPA will use a lottery admissions process that assures all applicants during this enrollment period an equal chance of gaining admission, except that:

1. LPA gives preference for admission of children whose siblings attend the school.
2. LPA also gives preferential enrollment to children of LPA employees and Board members who live within the St. Louis Public School District.
3. LPA then gives preference, to be applied after current students' siblings and children of staff are admitted (under the first two preferences outlined) to students living within certain geographic catchment zones: 1st preference for admission of children who live within the first catchment zone, second preference for admission of children who live within the second catchment zone, and third preference for students living anywhere within St. Louis City.
 - a. 1st Catchment Zone = South of Convention Center Plaza and its westward expansion, west of the Mississippi River, north of Arsenal, east of Grand
 - b. 2nd Catchment Zone = South of Cass and its westward expansion, west of the Mississippi River, north of Chippewa, east of Kingshighway
 - c. 3rd Catchment Zone = within St. Louis City limits

Students who do not have a statutorily approved enrollment preference as outlined above and based on R.S.MO 160.410.2, will then be admitted through enrollment or lottery.

A lottery will be held on the Tuesday following the end of the relevant enrollment period, by grade level, until maximum capacity has been reached for the grade level for which the student submitted enrollment materials.

Accepted students will be notified by email within three days. Those students then have five business days (starting the day after notification) to respond to let Lafayette Preparatory Academy know they will indeed attend the school in the school year for which they applied. If the student does not claim the seat within five business days by letting LPA know they do intend to attend LPA, the seat will be offered to the next person on the list. Students who are not selected for enrollment through the lottery process will then be placed on a waiting list, in a number order determined through the lottery process. When a seat (or seats) becomes available, LPA fills the seat for that grade level in the order of the waiting list. This process is repeated as additional seats become available.

Open Enrollment: June 2nd – September 30th

Complete applications received during this window will be accepted on a first come, first-served basis until the grade for which the application is submitted is full. Families must confirm their intent to enroll immediately, during this time period.

Once a grade is full, the student will then be placed on a waiting list, in the next number spot on the waiting list. Students pulled off the waiting list will be notified by email. Those students then have two business days (starting the day after notification) to respond to let Lafayette Preparatory Academy know they will indeed attend the school in the school year for which they applied. If the student does not claim the seat within two business days by letting LPA know they do intend to attend LPA, the seat will be offered to the next person on the list.

Applications received after September 30th will be considered submitted for enrollment for the following school year, unless otherwise determined by the Head of School.

Families that remain on the waiting list between October 1st and October 30th may fill open seats if they become available. On October 30th, families are invited to reapply for the next school year. The waiting list will be de-activated on October 30th. Should a seat become available after October 30th, it will not be filled until the following school year.

Re-Enrollment at the Beginning of a New School Year

An active student in good standing at the end of a school year who completed the re-enrollment process is re-enrolled for the upcoming school year. If a student enrolls elsewhere, verbal or written notification gives LPA authority to fill that student's seat otherwise.

If there is no communication from or attendance by a student for the first 2 school days of the new school year (or anytime during the year), LPA is authorized to make the seat available to another student, at the Head of School's discretion.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Our district is required to inform you of certain information that you, according to The Every Student Succeeds Act of 2015, have the right to know:

1. LEAs must annually disseminate DESE's ESSA Complaint Procedures to parents of students and appropriate nonpublic school officials or representatives.
2. At the beginning of each school year, a participating LEA must notify the parents of each student attending a school that receives Title I.A funds that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child:
 - a. Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - c. Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
 - d. Whether your child is provided services by paraprofessionals and, if so, their qualifications.
3. A school that receives Title I.A funds must provide all parents notice their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. Within 30 days after the beginning of the school year, an LEA must inform parents their child has been identified for participation in a language instruction educational program.
5. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.
6. Testing Transparency – LEAs must make available to the public for each grade and each assessment required by the state, the following:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment (statutory cite);
 - d. the amount of time spent on the assessment;
 - e. the schedule for administering the assessment; and,
 - f. the time and format for disseminating results.

Complaint Procedure

An allegation that a requirement applicable to the district's Title I program has been violated and information supporting that allegation constitutes a complaint as defined by the Title I Policies. A complaint must be a signed written statement that denotes the allegation and the supporting information. The following guidelines are established for the presentation of

complaints concerning the Title I program:

- Parents/guardians shall schedule a conference with the involved teacher to discuss the nature of the complaint to attempt to resolve the problem.
- If the problem is not resolved to the satisfaction of the student and/or parents/guardians, the Head of School will schedule a conference to attempt to resolve the problem. The scheduling of this conference will take place within two weeks from the date of the parent request for a meeting with the Head of School.
- If the problem continues to be unresolved, a request may be submitted for a conference with the Executive Director or his/her designee. The Executive Director or his/her designee shall arrange a conference to consider the problem and inform participants of the action that will be taken. This conference will take place within 20 calendar days of receipt of the parent request to meet with the Executive Director or his/her designee. The request to meet with Executive Director or his/her designee and the issue of the complaint must be submitted in writing.

If the student and/or parents/guardians are not satisfied with the action of the Executive Director or his/her designee, they may submit a written request to appear before the Lafayette Preparatory Academy Board of Education. This written request must be submitted within 30 calendar days of the final conference with the Executive Director and/or his designee. The decision of the Board shall be final.

EVERY STUDENT SUCCEEDS ACT of 2015 (ESSA) COMPLAINT PROCEDURES

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

<i>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents</i>
<i>General Information</i> <i>1. What is a complaint under ESSA?</i> <i>2. Who may file a complaint?</i> <i>3. How can a complaint be filed?</i>

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V
Revised 4/17

² In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

<p><i>Complaints filed with LEA</i></p> <p>4. <i>How will a complaint filed with the LEA be investigated?</i></p> <p>5. <i>What happens if a complaint is not resolved at the local level (LEA)?</i></p>	<p><i>Complaints filed with the Department</i></p> <p>6. <i>How can a complaint be filed with the Department?</i></p> <p>7. <i>How will a complaint filed with the Department be investigated?</i></p> <p>8. <i>How are complaints related to equitable services to nonpublic school children handled differently?</i></p>
<p><i>Appeals</i></p> <p>9. <i>How will appeals to the Department be investigated?</i></p> <p>10. <i>What happens if the complaint is not resolved at the state level (the Department)?</i></p>	

- 1) What is a complaint?
 - a) *For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.*
- 2) Who may file a complaint?
 - a) *Any individual or organization may file a complaint.*
- 3) How can a complaint be filed?
 - a) *Complaints can be filed with the LEA or with the Department.*
- 4) How will a complaint filed with the LEA be investigated?
 - a) *Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures (see “Complaint Procedure”).*
- 5) What happens if a complaint is not resolved at the local level (LEA)?
 - a) *A complaint not resolved at the local level may be appealed to the Department.*
 - b) *Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.*
- 6) How can a complaint be filed with the Department?
 - a) *A complaint filed with the Department must be a written, signed statement that includes:*
 - i) *A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and*
 - ii) *The facts on which the statement is based and the specific requirement allegedly violated.*
- 7) How will a complaint filed with the Department be investigated?
 - a) *The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.*

- b) *The following activities will occur in the investigation:*
 - i) **Record.** *A written record of the investigation will be kept.*
 - ii) **Notification of LEA.** *The LEA will be notified of the complaint within five days of the complaint being filed.*
 - iii) **Resolution at LEA.** *The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.*
 - iv) **Report by LEA.** *Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.*
 - v) **Verification.** *Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).*
 - vi) **Appeal.** *The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.*
- 8) How are complaints related to equitable services to nonpublic school children handled differently?
 - a) *In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).*
- 9) How will appeals to the Department be investigated?
 - a) *The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.*
- 10) What happens if a complaint is not resolved at the state level (the Department)?
 - a) *The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.*

FIELD TRIPS

Field trips and excursions are available as a part of the student's learning. All such activities are carefully planned, organized, and approved by the Head of School. Parents will be notified where the child is going, at what time, and the approximate time of return.

Parents are often asked to volunteer to accompany classes on field trips to help supervise smaller groups of students. The number of parents who may accompany students is

sometimes limited by the destination, so volunteers are expected to coordinate with the teacher ahead of time. If you are able to help in this role (or even if you are just accompanying the trip in a non-supervisory role), please be aware that other children who are not part of the class trip, cannot and will not be with you.

A permission slip form must be signed by parents/guardians and returned to the student's teacher prior to each field trip. Teachers will keep a copy of these forms in their classrooms, and students with signed permission slip forms will be taken on the field trip. Students who do not have this form on file will not be allowed to participate in that school-sponsored field trip.

FINES and FEES

All fines and fees are to be paid in the Main Office. Payments on student accounts can be made from 7:00am – 5:30pm in the Main Office. Forms of payments include cash, check, credit card, or money order. Credit card payments are assessed a 4% service fee. When paying with a check, please print student's first and last name on the check.

Neglecting to pay fines and fees may limit a student's ability to participate in activities, clubs, after care, etc. Balances left unpaid for more than 30 days are subject to further collections from an outside agency.

FOOD: BREAKFAST AND LUNCH

Beginning the first day of school, breakfast and lunch will be served.

Prices for Students

Breakfast: Full price \$ 2.25

Breakfast: Reduced price \$.30 (subject to change: awaiting final rates from DESE)

Lunch: Full price \$4.00

Lunch: Reduced price \$.40 (subject to change: awaiting final rates from DESE)

Milk is included with the meal or can be purchased separately for \$0.50.

Parents who feel their child may qualify for free or reduced lunch prices at Lafayette Preparatory Academy should complete the appropriate application form and return it to the Main Office. Parents will be notified if their child is eligible for free or reduced lunches after they have submitted the application. Until the parent receives notification he/she should provide their child's lunch.

USDA Non-discrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by

USDA.

This institution is an equal opportunity provider.

Menus

Menus for breakfast and lunch will be provided to families the last week of the month (or when made available by the the Food Service Management Company).

LPA offers healthy meal choices, whole grain products, low fat milk, fruits and vegetables, and 100% fruit juices. Any brought lunches must contain items that follow these guidelines. Brought lunches and snacks that contain fast food, potato chips (except baked chips), candy, snack cakes, high fructose “sugar” drinks, soda, etc. will not be served. The items will be stored and returned home at the end of the day and your student will be served a school approved meal. The cost for the meal will be the family’s responsibility.

We designate one day per week as treat day. On the assigned day, each student may bring one treat to enjoy during lunch time.

Ordering

Breakfast and lunch do not have to be ordered ahead. Students who receive a meal in the Cafeteria will be charged for the meal at the time the meal is served.

Maintaining a credit on the account

Families are expected to maintain a credit on their lunch accounts. This can be done by estimating the cost of their meals for the month and paying in advance or simply adding money to the account to maintain a credit. Meal purchases will then be deducted from the credit. Students who do not have money on their accounts will be provided a meal, and notification of the past due account will be sent to the family. Past due accounts will be referred to the appropriate school personnel to assist the family with support that may be needed. If past due accounts are not paid, LPA will initiate a collections process.

LPA offers the Free and Reduced meal program for families whose income meets the requirements. Forms are available in Main Office. Families will be notified if they qualify for free or reduced price meals. Until you are notified, please send money for a full price meal.

Making Payments

Payments on student accounts can be made in the Main Office. Forms of payments include cash, check, credit card, or money order. Credit card payments are assessed a 4% service fee. When paying with a check, please print student’s first and last name on the check.

GRADING

K-2

Reports are created at mid-trimester (Progress Reports) and end of trimester (Report Cards). Reports are objective-based and will provide information about student growth and mastery over that particular trimester. Grade reporting is not cumulative from trimester to trimester. Progress Reports and Report Cards will only include information about work completed and/or progress made during that specific grading period.

Promotion and retention decisions will be based on the most recent Report Card grade for each objective (in addition to other criteria). This is to account for the fact that some objectives will be reported on in each trimester, and some objectives will only be reported on in one of the trimesters.

Progress Reports and Report Cards will utilize the following grading scale:

- 4- Exceeds Expectations
 - Indicates the student has gone well above the expectations for that objective
- 3- Meets Expectations
 - Indicates the student has met expectations and completed what was expected of him/her for that objective
- 2- Approaches Expectations
 - Indicates the student may be making progress but is still not meeting expectations
 - Indicates the student has not yet mastered the objective
- 1- Does Not Meet Expectations
 - Indicates that the student is well below expectations, or that a student is not making progress toward expectations
 - Indicates student has not mastered the objective

Grades 3-4

Reports are created at mid-trimester (Progress Reports) and end of trimester (Report Cards). Grades are determined using a points-based system, assigning a value to assignments and assessments.

LPA weights assessments more heavily than the assignments that make up the learning prior to assessment. This means that the grade is most representative of students' actual knowledge of content and skills. Assessments include more than just tests and quizzes. They can also include exit tickets (quick written response at the end of the day); science labs; essays; projects; oral presentations; oral quick checks; rubrics that incorporate study habits, collaborative skills, leadership, creativity, persistence, etc.

Grades are calculated with 10% of the grade coming from homework, 10% of classwork and 80% of the grade coming from assessments.

Each trimester's grade represents only the work completed in that trimester. The final grade represents an average of the three trimester grades. The final grade is the one considered when determining student promotion or retention.

Progress Reports and Report Cards will utilize the following grading scale:

- A- 100-90% mastery
- B- 89-80% mastery
- C- 79-70% mastery
- D- 60-69% mastery (not considered passing when considering retention)
- F- 59% or below (not considered passing when considering retention)

Grades 5-8

Reports are created at mid-trimester (Progress Reports) and end of trimester (Report Cards). Grades are determined using a points-based system, assigning a value to assignments and assessments.

LPA weights assessments more heavily than the formative assignments that make up the learning prior to assessment. This means that the grade is most representative of students actual knowledge of content and skills. Assessments include more than just tests and quizzes. They can also include exit tickets (quick written response at the end of the day); science labs; essays; projects; oral presentations; oral quick checks; rubrics that incorporate study habits, collaborative skills, leadership, creativity, persistence, etc.

Grades are calculated with 10% of the grade coming from homework, 10% of classwork and 80% of the grade coming from assessments.

Each trimester's grade represents only the work completed in that trimester. The final grade represents an average of the three trimester grades. The final grade is the one considered when determining student promotion or retention.

Progress Reports and Report Cards will utilize the following grading scale:

- A- 100-90% mastery
- B- 89-80% mastery
- C- 79-70% mastery
- D- 60-69% mastery (not considered passing when considering retention)
- F- 69% or below (not considered passing when considering retention)

Modified Grades

Because all students come to LPA at different ability levels and progress at different rates once they arrive, sometimes teachers will modify instruction and grades to meet the student where he or she is, and begin to make progress from that point. If this is the case, the student may receive modified grades, which are handled differently for the purposes of promotion and retention. LPA modifies grades so that students can be instructed at the appropriate level, and also see the benefits of their hard work and progress, even though they may not yet have caught up to the grade level.

For example, if a fourth grade student enters at a 2nd grade instructional reading level, the teacher will begin instruction at that level and develop a plan to help the student grow to read at grade level by the end of the year. On grade reports early in the year, the student

could still be receiving a passing grade when completing second grade work, with the notation this is a modified grade. If the student does not make significant progress to the point of being at grade level by the end of the year, it is possible that even with a passing grade, he or she could be retained in order to meet the goal of being on grade level.

HEARING SCREENINGS

State law requires that all children in grades Kindergarten, first, and second be screened for potential hearing loss. This process consists of an initial screening for all children in those grades during the months of September and October. Information about the need for follow-up screenings for children who fail the initial screenings will be provided to those parents. The school will provide parents of children who fail the screening with information about obtaining a further evaluation. Permission will be obtained prior to any evaluation occurring beyond the initial and follow-up.

HOMELESS STUDENTS

LPA recognizes that homelessness is a disruptive force in our society and should not be cause to separate students from the mainstream school environment. Therefore, LPA, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are those identified as such as defined in the Stewart B. McKinney Vento Homeless Assistance Act.

Identification

Homeless students will be identified by referrals from staff, students or families and by review of LPA's enrollment form. For purposes of LPA's policies, "homeless students" include students under age twenty-one (21) who lack a fixed, regular and adequate nighttime residence and includes students who have a primary nighttime residence that is:

1. A supervised shelter designed to provide temporary living accommodations,
2. An institution that provides a temporary residence for individuals intended to be institutionalized,
3. Transitional housing for less than one (1) full year, or
4. A public or private place not designed for, or ordinarily used as, a regular sleeping area for people, including, but not limited to cars, tents and abandoned buildings.

Enrollment/Placement

If a child is identified as homeless, LPA personnel will confer with the student's parent/guardian regarding whether he or she should be enrolled in the school of origin or the school of residency. The homeless student should continue his or her education in the school of origin, except when contrary to the parent or guardian's wishes or the student's best interest. The homeless coordinator will consider the views of the homeless student with

regard to enrollment/placement in the absence of a parent or guardian, and enrollment/placement decisions shall be made regardless of whether the homeless student lives with his or her parents/guardians or in a temporary placement.

The school selected shall ensure there are no barriers to enrollment, attendance and success of homeless children and youth. The school will immediately enroll the homeless student regardless of the availability of all of the forms normally required for enrollment, such as immunization records, previous academic records, proof of residency, or other documentation. LPA will require a parent or guardian of a homeless student to provide contact information.

If LPA sends the homeless student to a school other than the school of origin or the school requested by the parent or guardian, the homeless coordinator will provide to the parent, guardian, or student (if unaccompanied) a written explanation that includes the right to appeal. If an appeal is made through the complaint resolution process, the homeless student shall be immediately enrolled in the school in which enrollment is sought and the Homeless Liaison (Operations Manager) will carry out the dispute resolution process.

*** School of Origin is defined as the school that the student last attended when permanently housed or the school in which the student was last enrolled.

Services

Each homeless student shall be provided comparable services and rights as offered to other students enrolled at LPA. These services include, but are not limited to:

- Educational services for which the student qualifies
- Vocational and technical programs
- School meal programs
- Before- and after-care programs
- Extracurricular programs

Homeless students will not be separated in a separate program based on homelessness.

Transportation

If LPA is the school of origin and temporary housing is located in St. Louis City, LPA will provide transportation to and from LPA at the request of the parent, guardian or Homeless Coordinator, if it is determined to be in the best interest of the student. If the school of origin or location of temporary housing are in two different school districts, the districts will share the responsibility and cost for transporting the student.

Homeless Liaison

LPA has appointed the Operations Manager as the Homeless Liaison. The responsibilities of the Liaison will include but not be limited to:

- 1) Establishing practices designed to maximize the school enrollment and success of homeless students.
- 2) Ensuring those homeless students and their families have access to educational services administered by LPA.
- 3) Ensuring that referrals are made to health care, dental, mental health and other

- appropriate services.
- 4) Ensuring the school records of homeless students are transferred in a timely fashion.
 - 5) Ensuring homeless students are not isolated or stigmatized because of their status as homeless.
 - 6) Ensuring disputes over the placement of homeless students are resolved in a timely manner.

All school personnel, LPA service providers, and locally known homeless advocates will be informed of the identity of the Homeless Liaison and his/her duties.

Complaint Resolution

Any homeless student or his/her parent/guardian may file a complaint regarding placement or access to educational programs by initially making an informal complaint to the Coordinator of Homeless Programs. If the complaint is not resolved, the parent or guardian may submit a written complaint to the Coordinator of Homeless Programs. The written complaint must include the date filed, description of the complaint (including names of all involved), and a recap of action taken in response to the informal complaint. The Coordinator will issue a written decision including supporting evidence and reasoning to the complainant and Executive Director within five (5) school days. This will serve as notification to the Executive Director, regarding the formal complaint.

The complainant may appeal the Coordinator's decision within five (5) school days of the decision by filing a written appeal to the Executive Director that includes the date filed, description of the complaint (including names of all involved), and a recap of decision made by the Coordinator, in response to the formal written complaint. Within five (5) school days of receiving this appeal, the Executive Director will arrange for a meeting with the complainant at the earliest mutual convenience. Within (5) school days of the meeting or within five (5) school days of rejection of such meeting, the Executive Director will prepare and issue a written decision including supporting evidence and reasoning to the complainant and Board.

Thereafter, the complainant may appeal to the Board within five (5) school days of receipt of the Executive Director's decision by submitting a written appeal to the Board that includes the date filed, description of the complaint (including names of all involved), a recap of decision made by the Executive Director, and a request for a hearing before the Board at the next regularly scheduled Board meeting. Within 30 days after receiving the appeal, the Board will prepare and issue a written decision including supporting evidence and reasoning to the complainant and Executive Director. This is the final decision for LPA.

Thereafter, the complainant may forward the complaint to DESE's Director of Federal Grants.

HOMEWORK

Homework will be assigned as deemed necessary by the teacher at grade levels for which homework is appropriate. Homework is intended to support each student's needs for the

following purposes: advance spirit of learning, improve skills through practice, develop a home-to-school connection and develop long-term study habits and project organization/management skills.

Overall, we use the following guideline when considering how long students should spend on homework. This estimates the average time per night, actual times may vary.

- Kindergarten: 10 minutes/week + 20 minutes of *shared reading/night
- 1st grade: 20 minutes/week + 25 minutes of *shared reading/night
- 2nd grade: 30 minutes/week + 30 minutes of *shared reading/night

- 3rd grade: 15 minutes/night** + 30 minutes of reading/night
- 4th grade: 20 minutes/night** + 30 minutes of reading/night

- 5th grade: 30 minutes/night** + 30 minutes of reading/night
- 6th grade: 30 minutes/night** + 30 minutes of reading/night
- 7th grade: 45 minutes/night** + 30 minutes of reading/night
- 8th grade: 45 minutes/night** + 30 minutes of reading/night

In 3rd and 4th grades, students will complete a monthly book project. This project builds skill in managing long-term projects and encourages strong reading habits from students. The majority of this project will happen within the homework time frame.

In Middle School, students will complete a book report each trimester.

*Shared reading is an interactive reading experience when a child and adult read aloud to each other. The adult should model strong reading such as using expression and voices for characters.

**Time each week should be factored on 7 nights. ex: 3rd grade is an average of 15 minutes/night= 1 hour and 45 minutes

Remember that reading should happen every day, even weekends and holidays. Consistently reading outside of school is essential for building lifelong learners and strong thinkers. Interested in learning strategies? Feel free to reach out to our Instructional Coach.

By the time students are in third grade, homework should be completed with minimal support. The student should be the one doing the work. In saying that parents and guardians should not have to provide a lot of support, we are not suggesting the parent/guardian disengages from the process entirely. We encourage parents and guardians to talk with their students about the work and what they're learning in order to generate excitement and enthusiasm for the learning, to build shared understandings related to what they're learning, to allow kids to deepen their learning by "teaching" it to their parents, and to help parents understand what it is their kids are excelling in or might need extra support with.

If you find that your child is consistently spending longer than these estimates on

homework, talk to your teacher to discuss possible time management strategies for your student, to consider if the homework assigned to your child needs to be modified, or to discuss effective homework habits or other solutions to ensure that your child has balance in his or her life outside of school. It is not the intention to have students spend all of their free time doing homework.

We do recognize that some families want their kids to have more homework and encourage those families to discuss this with their teachers. We also acknowledge that a student may have more homework if he or she is behind grade level and working to get caught up. Either way, we encourage families to develop a balanced schedule that includes school obligations as well as pursuit of personal interests, free play and unstructured time.

IMMUNIZATION REQUIREMENTS

LPA will maintain an individual health record for each student, including an immunization history supplied by the parent/guardian. An annual complete immunization history will be required upon entrance to school. Satisfactory evidence of immunization is a statement, certificate or record from a physician or health facility that verifies the type of vaccine, and the month, day and year of administration. The parent/guardian will be informed that any needed immunizations must be obtained prior to enrollment and attending school.

In certain special situations, exemptions or "In Progress" statements may be needed:

- 1) If a student has received all immunizations that are age appropriate but has not completed the minimum required for school attendance, the parent/guardian must obtain an "In Progress" card from a physician or health department that identifies when the next dose is due. Failure to meet the next scheduled appointment constitutes non-compliance with the school immunization law and exclusion from school will be initiated immediately.
- 2) If the student cannot receive the needed immunization(s) for medical reasons, a medical exemption will be completed and signed by a physician and filed in the student's health record.
- 3) If the parent/guardian objects to immunizations for religious/personal reasons, an exemption must be signed by the parent/guardian and verified by the Dean of Students. This must be renewed annually. Protection against disease as a desirable measure for the protection of the student will continue to be emphasized.

In the event of an outbreak, students who are exempt from immunizations for any reason will be excluded from school for their own protection and that of other students, in accordance with State law. The only exception will be students exempted by a physician because they have already had the disease and have available laboratory confirmation of immunity.

LPA will notify the parent/guardian if a student will require any additional doses of a vaccine, giving the date by which the vaccine must be given to remain in compliance with the law. Failure to provide adequate proof of immunization by scheduled date shall result in immediate exclusion from school. Parents will be called to pick up students who come to

school without proper immunization documentation, and an exclusion letter will be sent home with the student.

LPA will prepare the immunization report for the Missouri Department of Health by the specified date. Any deficiencies will receive follow-up as recommended. Every effort will be made to return excluded students to school as soon as possible. The parent/guardian will be advised of resources available to obtain needed protection. The parent/guardian who does not make an effort to comply with the law in order to return students to school within ten days may be reported to the local juvenile authority for enforcing the truancy law.

An ongoing review of immunization records will be made to ensure that entering transfer students, students who are "In Progress," and those needing TD boosters during the school year have adequate protection. Students will be notified in the spring that TD boosters will be due during the next school year. The records of entering transfer students and those due for boosters will be flagged or a separate file or a line listing of these students will be maintained to facilitate compliance with the statute.

When a student withdraws from school, a copy of the immunization record will be provided for presentation to the new school as proof of immunization.

Students who have been excluded due to immunization noncompliance will report to the Main Office before reporting to class. If immunization records are still not adequate, the appropriate school administrator or his/her designee is to call the parent and send the student home.

KEY SCHOOL CONTACTS

Executive Director	Susan Marino: susan.marino@lafayetteprep.org
Head of School	Sarah Ranney: sarah.ranney@lafayetteprep.org
Dean of Students (K-4)	Brittani Wade: brittani.wade@lafayetteprep.org
Dean of Students (5-8)	David Bosch: david.bosch@lafayetteprep.org
Office Administrator	Ta’Nisha Pirtle: tanisha.pirtle@lafayetteprep.org
Office Administrator	Christene Sinasky: christene.sinasky@lafayetteprep.org
Facilities Manager	Wes Marino: wes.marino@lafayetteprep.org
Operations Manager	Ciera Major: ciera.major@lafayetteprep.org
Kindergarten Teacher	Sarah Galloway: sarah.galloway@lafayetteprep.org
Kindergarten Teacher	Devan Mason: devan.mason@lafayetteprep.org
First Grade Teacher	Amy Hertert: amy.hertert@lafayetteprep.org
First Grade Teacher	Kayomi Williams: kayomi.williams@lafayetteprep.org
Second Grade Teacher	Lisa Carlin: lisa.carlin@lafayetteprep.org
Second Grade Teacher	Sarah Demezier: sarah.demezier@lafayetteprep.org
Third Grade Teacher	Heather Johnson: heather.johnson@lafayetteprep.org
Third Grade Teacher	Erin Mikel: erin.mikel@lafayetteprep.org
Fourth Grade Teacher B	Emily Bosch: emily.robertson@lafayetteprep.org

Fourth Grade Teacher A	Alissa Gadouas: alissa.gadouas@lafayetteprep.org
Fourth Grade Teacher	Daniel Clark: daniel.clark@lafayetteprep.org
5/6 ELA Teacher	Emily Stobbe: emily.stobbe@lafayetteprep.org
5/6 Math Teacher	Meghan Bliss: meghan.bliss@lafayetteprep.org
5/6 Science Teacher	Olivia Pocost: olivia.pocost@lafayetteprep.org
5/6 Soc. St. Teacher	Lester Jones: lester.jones@lafayetteprep.org
7/8 ELA Teacher	Kat Mowczko: kat.mowczko@lafayetteprep.org
7/8 Math Teacher	Naya James: naya.james@lafayetteprep.org
7/8 Science Teacher	____@lafayetteprep.org
7/8 Soc. St. Teacher	Amy Stricker: amy.stricker@lafayetteprep.org
Special Education Dir.	Jodi Boyd: jodi.boyd@lafayetteprep.org
Special Ed. Teacher	Emily Dillon: emily.dillon@lafayetteprep.org
Special Ed. Teacher	Giovanina Gardiner: gianni.gardiner@lafayetteprep.org
Art Teacher	Aaron Wood: aaron.wood@lafayetteprep.org
Music Teacher	Joe Burress: joe.burress@lafayetteprep.org
PE Teacher	Daniel Baker: daniel.baker@lafayetteprep.org
PE Teacher	Allison Cousins: allison.cousins@lafayetteprep.org
Technology Teacher	Sarah Hunt: sarah.hunt@lafayetteprep.org
Teacher Assistant	D. Buckingham: dwayan.buckingham@lafayetteprep.org
Teacher Assistant	____@lafayetteprep.org
Teacher Assistant	Ebony Sanders: ebony.sanders@lafayetteprep.org
Instructional Coach	Jill McInnis: jill.mcinnis@lafayetteprep.org
Instructional Coach	Christy Murphy: christy.murphy@lafayetteprep.org
School Counselor	Natalie Gould: natalie.gould@lafayetteprep.org
School Counselor	Brianne Overton: brianne.overton@lafayetteprep.org
School Librarian	Roberta Williams: roberta.williams@lafayetteprep.org
Operations Asst.	Tyler McCann: tyler.mccann@lafayetteprep.org
Operations Asst.	Tony Atkins: tony.atkins@lafayetteprep.org

LOST AND FOUND

Students are responsible for their personal belongings. Any student who finds an item that does not belong to him should turn in the item to the Main Office immediately. Lost articles may be claimed in the office before or after school. LPA is not responsible for lost or stolen items.

Twice per trimester, all unclaimed items will be donated to a local charity.

MEDIA POLICY

The Lafayette Preparatory Academy Executive Director or his/her designee is the primary media contact for the school. All media inquiries regarding LPA, its staff, students, parents, community or relevant issues should be immediately referred to the Executive Director. Inquiries include those in person, by phone, email or via social media (website, Facebook, Twitter or other platforms).

MIGRANT STUDENTS

LPA is committed to the identification, needs assessment and enrollment of migrant students living within the communities to which it provides educational services. LPA's Coordinators of Programs for Homeless Students (Dean of Students) is also responsible for implementation and maintenance of LPA's program for migrant students.

Identification

For purposes of LPA's policies, the phrase "migratory student" shall mean students aged three (3) through twenty-one (21), who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers and who in the preceding thirty-six (36) months, in order to obtain, or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work has moved from one school district to another. LPA will identify migrant students by including a question on LPA's enrollment form.

Services

LPA personnel, including administrators and teachers, will be advised of the presence of eligible migrant students in the school to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of LPA's complaint resolution procedure for homeless students.

MISSOURI SAFE SCHOOLS ACT - NOTICE OF PROVISIONS, REQUIREMENTS, AND DEFINITIONS

In accord with applicable Missouri law, school administrators are required to report acts of school violence to teachers and other school personnel with a need to know. School personnel with a "need to know" refers to school personnel who are directly responsible for the student's education or otherwise interacts with the student on a professional basis while acting within the scope of their assigned duties.

School administrators will report to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be

one of the following felonies if committed on school property, including, but not limited to, actions on any vehicle in service on behalf of the School or while involved in school activities:

- First degree murder under section [565.020](#);
- Second degree murder under section [565.021](#);
- Kidnapping under section [565.110](#) as it existed prior to January 1, 2017, or kidnapping in the first degree under section [565.110](#);
- First degree assault under section [565.050](#);
- Rape in the first degree under section [566.030](#);
- Sodomy in the first degree under section [566.060](#);
- Burglary in the first degree under section [569.160](#);
- Burglary in the second degree under section [569.170](#);
- Robbery in the first degree under section [569.020](#) as it existed prior to January 1, 2017, or robbery in the first degree under section [570.023](#);
- Distribution of drugs under section [195.211](#) as it existed prior to January 1, 2017, or manufacture of a controlled substance under section [579.055](#);
- Distribution of drugs to a minor under section [195.212](#) as it existed prior to January 1, 2017, or delivery of a controlled substance under section [579.020](#);
- Arson in the first degree under section [569.040](#);
- Voluntary manslaughter under section [565.023](#);
- Involuntary manslaughter under section [565.024](#) as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section [565.024](#), or involuntary manslaughter in the second degree under section [565.027](#);
- Second degree assault under section [565.060](#) as it existed prior to January 1, 2017, or second degree assault under section [565.052](#);
- Rape in the second degree under section [566.031](#);
- Felonious restraint under section [565.120](#) as it existed prior to January 1, 2017, or kidnapping in the second degree under section [565.120](#);
- Property damage in the first degree under section [569.100](#);
- The possession of a weapon under [chapter 571](#);
- Child molestation in the first degree pursuant to section [566.067](#) as it existed prior to January 1, 2017, or child molestation in the first, second, or third degree pursuant to section [566.067](#), [566.068](#), or [566.069](#);
- Sodomy in the second degree pursuant to section [566.061](#);
- Sexual misconduct involving a child pursuant to section [566.083](#);
- Sexual abuse in the first degree pursuant to section [566.100](#);
- Harassment under section [565.090](#) as it existed prior to January 1, 2017, or harassment in the first degree under section [565.090](#); or
- Stalking under section [565.225](#) as it existed prior to January 1, 2017, or stalking in the first degree under section [565.225](#);

The appropriate law enforcement agency will be notified in all situations where a student's conduct violates state law or municipal ordinances. The School will fully cooperate in any investigation and encourages personnel to prosecute students who are involved in conduct that causes physical harm to them.

In addition, if the juvenile officer notifies the School that a petition has been filed alleging that a student has committed a serious offense against persons or property, teachers and other school personnel with a need to know will be notified of that information. Any information regarding serious offenses will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a student.

If a student's Individualized Education Plan (IEP) includes an indication that the student's condition includes violent behavior or a behavior disorder, that information will be provided to teachers and other school personnel with a need to know.

Mandatory Discipline for Certain Weapons Violations

If a student is determined to have brought any of the following weapons to school or upon school property in violation of this and other School policies, the student shall be suspended for a period of not less than one (1) calendar year or recommended for expulsion, except that the Executive Director may modify such suspension or recommendation for expulsion on a case-by-case basis: firearm, blackjack, concealable firearm, explosive weapon, firearm silencer, gas gun, knife, brass knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun or switchblade knife. For purposes of this section, a "knife" means a dagger, dirk, stiletto, or bladed-hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. In determining whether a student will be subject to a mandatory one (1) year suspension, a "knife" shall not include any ordinary pocketknife with a blade of four inches in length or less. However, an ordinary pocketknife with a blade of any length is a "weapon" as that term is used in this and other school policies and the possession, sale, use or transfer of a pocket knife on school property will subject a student to disciplinary action, including, but not limited to, suspension and/or expulsion.

Serious Violations of the School's Discipline Policy

All Class III and IV Offenses of the Discipline Guidelines and Policies are considered serious violations of the school's Discipline Policy.

Violent Acts

Pursuant to the Safe Schools Act, the phrase "act of school violence" or "violent behavior" means the exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including a school vehicle in service on behalf of the School or while involved in school activities. "Serious physical injury" is physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body. For example, assaulting a student, teacher or any other employee of the School and third degree assaults are considered violent acts.

Corporal Punishment

Corporal punishment means any act of physical force upon a student for the purpose of

punishment. No person employed by or volunteering on behalf of LPA shall administer or cause to be administered corporal punishment upon a student. A staff member may, however use reasonable physical force against a student without advance notice to the Executive Director if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the School. Staff will be trained in Nonviolent Physical Crisis Intervention and are expected to employ the techniques taught within the program. Further, staff is expected to adhere to the Seclusion, Isolation and Restraint Policy.

NON-DISCRIMINATION POLICY

The Board reaffirms its belief that every student regardless of race, creed, color, sex, culture, gender or gender identity, sexual orientation or perceived sexual orientation, or socioeconomic status or disabling condition be given equal opportunity for educational development. The Board is committed to providing an educational environment free from unlawful harassment. Specifically, LPA and its employees shall not participate in any harassment based on gender, race, nationality, sexual orientation or other basis impermissible under the law. Further, no student shall be allowed to participate in any harassment based on gender, race, nationality or other basis impermissible under the law. LPA has designated the Executive Director as the Title VII and Title IX Coordinator.

NOTICE OF PROVISION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

LPA is mandated to inform each parent/guardian or eligible student that Directory Information may be released by school officials, including print and electronic publications of the school. Such information is also considered a “public record,” which must be released upon demand to any person who requests it under the Missouri Sunshine Law. Directory Information is information designated by the school which, if disclosed, would not generally be considered harmful or an invasion of privacy. LPA designates the following items as Directory Information:

Directory Information

Student’s name; parent’s name; date of birth; grade level; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards received; artwork or coursework displayed by the school; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

If you do not want LPA to disclose Directory Information from your child’s education record without your prior written consent, you must opt-out on the Acknowledgement Page of this Handbook and complete the appropriate form available from the Main Office. You must provide the required paperwork to the Main Office not later than 10 days after the 1st day of school. For additional information, contact the school at 314-880-4458.

Additionally, parents and guardians have the opportunity to review their student's educational records within 45 days of making a written request. Such requests will be honored within the required time frame. At this review, LPA will not make copies or allow copies to be made of students' educational records.

With the exception of Directory Information, students' educational records will be released only as required by law or with written consent of the parent/guardian or eligible student.

PARENT AND FAMILY ENGAGEMENT POLICY - LEA

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

1. Parents shall be invited to the LPA Parent and Family Engagement meeting to review and revise the plan (via email, flyers, and backpack notices).
2. Parents shall be surveyed asking for input on the plan; parents can make responses via survey response or on paper submitted directly to the school.
3. LPA will maintain a Parent Advisory Committee for the purpose of soliciting input that can be incorporated into the parent and family engagement policy.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

1. The LPA Parent and Family Engagement Policy shall be included in the Family Handbook.
2. At Student Intakes, prior to the first day of school, the policy and the Parent Compact shall be discussed; parents shall be asked to agree to participate in the outlined items.
3. Parents shall be asked to sign the Handbook Acknowledgement Document in the Family Handbook, agreeing to this policy as well as others.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

1. The LPA Parent and Family Engagement Policy shall be distributed in the Family Handbook.
2. Each parent shall be given a copy of the Family Handbook at the beginning of the school year.
3. The Family Handbook shall be reviewed for parents during Student Orientation.
4. The Family Handbook shall be available on LPA's website.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement *Section 1116(a)(2)*

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan *Section 1116 (a)(2)(A)*

Describe how the LEA involves parents and family members in jointly developing the local

education agency plan

1. Parents shall be invited to the LPA Parent and Family Engagement meeting to review and revise the plan (via email, flyers, and backpack notices).
2. Parents shall be surveyed asking for input on the plan; parents can make responses via survey response or on paper submitted directly to the school.
3. LPA will maintain a Parent Advisory Committee for the purpose of soliciting input that can be incorporated into the parent and family engagement policy.

Check all that apply:

- ☒ No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- ☐ The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- ☐ The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*
- ☒

Describe coordination, technical assistance, and other support

1. LPA shall provide ongoing professional development to strengthen parent and family engagement efforts.
2. LPA shall seek to develop partnerships with area schools and organizations to increase family involvement with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
3. LPA shall provide materials and training to enable parents to work with children to support their academic achievement.
4. LPA shall develop appropriate roles for businesses, and community and faith-based organizations within LPA parent involvement activities. LPA shall form partnerships that engage these organizations with staff and families and seek to improve LPA's academic achievement.

Coordination & Integration

- ☒ The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☒ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☒ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)

Other Acts

- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary

- ☐ Perkins Basic Grant - Secondary
- ☒ State and Local Funds
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☒ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

1. LPA will coordinate and integrate the Parent and Family Engagement Policy with the Title I.A Schoolwide Plan by ensuring that parent input is included in the planning of both.
2. LPA will solicit parental input in all district-wide Title I, II and IV and Parent and Family Engagement to strengthen achievement efforts and in the educational decision-making process.
3. Services for students under Title I.A will be coordinated through many school systems to ensure each student's best path to success by coordinating the many resources and supports available via relevant Federal, State and local laws and programs:
 - a. Joint Planning Time
 - b. Shared Instructional Objectives
 - c. Data Team Meetings
 - d. Positive Support Team Meetings
 - e. Weekly PLC/Peer review
 - f. Shared Lesson Plans
 - g. Shared Data/Analysis
4. The school will remain in regular communication with families, providing ample opportunities for input and engagement.
5. LPA will coordinate and integrate the Parent and Family Engagement Policy with Title II.A by providing staff training on effectively engaging parents in improving student outcomes.
6. LPA will coordinate and integrate the Parent and Family Engagement Policy with the Individuals with Disabilities Education Act and Rehabilitation Act of 1973 by ensuring that parents of student with disabilities and special needs are engaged in their student's success. Further, LPA will ensure that necessary accommodations will be made for anyone needing them in order to participate.
7. LPA will coordinate and integrate the Parent and Family Engagement Policy with the McKinney-Vento Homeless Assistance Act by ensuring that families and students have the resources needed (and required by law) to participate and engage fully in their child's education.
8. LPA will distribute and share information about programs and services available to families through both electronic and paper methods (email, flyers, videos, etc.).
9. LPA will distribute and share information with parents that will help support student learning and promote academic achievement.
10. LPA will coordinate with a network of organizations to provide potential opportunities for parent and family engagement, beyond LPA.
11. LPA will provide School Orientation and Curriculum Nights for parents and students to assist in successful student transitions to school.
12. LPA will coordinate with local organizations to strengthen communication and enhance potential opportunities for parent and family engagement, including providing information to assist in successful student transitions to high school.
13. LPA will coordinate and integrate Parent and Family Engagement programs and activities with public preschool and literacy programs to facilitate transitions.
14. LPA will provide appropriate opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I law, section 1111, in an easy to read format and, to the extent practicable, in a language that parents understand.

Annual Evaluation

- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

1. LPA will conduct an annual Parent Satisfaction survey that will help to evaluate the effectiveness of the Parent and Family Engagement Policy. The survey will determine which elements of the Policy were supportive of their engagement, and which were not.
2. The school will review the effectiveness of parental activities related to literacy, numeracy, academic assistance and Parent and Family Engagement.
3. In order to assess the Parent and Family Engagement Policy's effectiveness, we will measure the following data to determine if parents are indeed engaged:
 - a. Family Survey
 - b. Homework Completion
 - c. Student Attendance
 - d. Parent Attendance at Parent-Teacher Conferences
 - e. # of Volunteer Hours
 - f. Parent Committee Work
 - g. Student Completion of Nightly Reading
 - h. Parent Participation in Social Events
 - i. Parent Advocacy for Student Support Services

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

1. LPA identifies barriers at Student Intakes (prior to first day of school), Parent-Teacher Conferences (if attended) and parent surveys.
2. LPA will identify barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) also by assessing which parents are engaged and which are not. This will be done with an evaluation of the following data:
 - a. Family Survey
 - b. Homework Completion
 - c. Student Attendance
 - d. Parent Attendance at Parent-Teacher Conferences
 - e. # of Volunteer Hours
 - f. Parent Committee Work
 - g. Student Completion of Nightly Reading
 - h. Parent Participation in Social Events
 - i. Parent Advocacy for Student Support Services
3. Once identified as less engaged, a personal contact will be made with the family to discuss needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Supports and resources will be discussed and shared in an attempt to improve parental engagement.
4. Small groups of less engaged families will also be attempted to be convened to discuss barriers to engagement and participation.
5. LPA also engages in ongoing research to determine typical barriers to participation.

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

1. LPA identifies needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, at Student Intakes (prior to first day of school), Parent-Teacher Conferences (if attended) and parent surveys.
2. LPA will identify needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers with an evaluation of the Family Survey.
3. Small groups will also be convened to discuss needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
4. LPA also engages in ongoing research to determine needs with relation to participation.

☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

1. LPA's first strategy to supporting successful school and family interactions is building relationships with each family, leaving lines of communication open so families feel welcome and valued at the school. This relationship building includes the following strategies:
 - a. Initial tour prior to enrollment
 - b. Student Orientation (prior to first day)
 - c. Leap Into Learning (Kindergarten only)
 - d. Student Intake with Homeroom Teacher prior to first day of school
 - e. 3 annual Parent-Teacher Conferences
 - f. Regular communication
 - g. A daily welcoming into the building
2. Within many of the aforementioned events and in surveys, families and parents are asked about strategies that would best help them to be involved.
3. LPA also engages in ongoing research and consults with successful schools to determine strategies for increased engagement and participation.

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*

- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools *(which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) Section 1116 (a)(2)(F)*

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District/LEA Comments

DESE Comments

PARENT AND FAMILY ENGAGEMENT POLICY - SCHOOL

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School, Parent And Family Engagement Policy [Hide](#)

6993 LAFAYETTE PREPARATORY ACADEMY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- ☒ Schoolwide
☐ Targeted

- ☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

1. The LPA Parent and Family Engagement Policy shall be included in the Family Handbook.
2. At Student Intakes, prior to the first day of school, the policy and the Parent Compact shall be discussed; parents shall be asked to agree to participate in the outlined items.
3. Parents shall be asked to sign the Handbook Acknowledgement Document in the Family Handbook, agreeing to this policy as well as others.

- ☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- ☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- ☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- ☒ The agenda reflects that the purpose of the meeting is
- ☒ To inform parents of their school's participation in the Title I.A program
 - ☒ To explain the requirements of Title I.A
 - ☒ To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- ☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- ☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- ☐ Transportation
 - ☐ Child care
 - ☐ Home visits
 - ☒ Funds will not be utilized for these purposes
- Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- ☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

In the first trimester, all staff and families will be encouraged to attend the Annual Title I Meeting at which we will inform parents of LPA's participation in the Title I program, explain the requirements of Title I.A and explain the rights of parents to be involved. At this meeting, information about the Title I program will be shared and people will be encouraged to attend the Title I, II and IV planning meeting in the Spring for the purpose of developing the Title I Plan. The full leadership team (including the Executive Director, Head of School, Dean of Students and Director of Special Education), a teacher representative from each of the schools (elementary and middle), a special education teacher and three parents will meet to review the previous year's plan, Comprehensive Needs Assessment, and priorities and strategies for the plan. The group will determine if priorities for the upcoming year should be changed and if additional adjustments should be made to the plan.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

1. Parents shall be invited to the LPA Parent and Family Engagement meeting to review and revise the plan (via email, flyers, and backpack notices).
2. Parents shall be surveyed asking for input on the plan; parents can make responses via survey response or on paper submitted directly to the school.
3. LPA will maintain a Parent Advisory Committee for the purpose of soliciting input that can be incorporated into the parent and family engagement policy.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

1. In the first trimester, all staff and families will be encouraged to attend the Annual Title I Meeting at which we will inform parents of LPA's participation in the Title I program, explain the requirements of Title I.A and explain the rights of parents to be involved. At this meeting, information about the Title I program will be shared and people will be encouraged to attend the Title I, II and IV planning meeting in the Spring for the purpose of developing the Title I Plan and determining if priorities for the upcoming year should be changes and if additional adjustments should be made to the plan.
2. Information about the Title I Plan is included in the Family Handbook, available in print. The full plan is available upon request.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

1. LPA's curriculum and academic assessments will be outlined in the Family Handbook, and available on the LPA website.
2. LPA's Curriculum and academic assessments will also be outlined during Family Tours (prior to enrollment) and Student Orientation (prior to first day of school).
3. LPA will begin making a series of web videos available to describe and explain the district curriculum, assessments, Missouri Learning Standards, and effective monitoring of their child's academic work and achievement.
4. MAP achievement levels for individual students are mailed to parents' homes.
5. MAP achievement levels for the school will be made public by the school and shared during board meetings.

- ☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- ☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- ☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- ☒ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

LOLA Dunning Level Plans

I, as a parent, will support my child's learning in the following ways:

- Establish routines to support student success in school:
 - o Establish an appropriate bedtime,
 - o Ensure my student is in school and on time every day possible (at least 95%),
 - o Limit the amount of television watched and screen-time overall,
 - o Check that homework is completed to the best of the student's abilities, and
 - o Support the student reading daily (see handbook for guidelines).
- Be an active participant in the student's learning experience by:
 - o Volunteering in my child's classroom/school,
 - o Communicating regularly with my student's teacher regarding academic, social and emotional progress,
 - o Encouraging my child to participate in extracurricular time activities,
 - o Sharing ideas for improvement with the school, and
 - o Staying informed about my child's education by reading all communications from the school and responding appropriately.

☒ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)*

Lafayette Preparatory Academy and its staff will;

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -
 - o Attract and retain appropriately certified principals and teachers,
 - o Provide instruction, materials and high-quality professional development which incorporates the latest research, and
 - o Maintain a safe and positive school climate.
- Hold annual parent-teacher conferences to;
 - o Discuss the child's progress/grades during each trimester,
 - o Discuss this compact as it relates to the child's achievement, and
 - o Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows;
 - o Provide three mid-trimester progress reports discussed at Parent-Teacher Conferences,
 - o Provide three report cards sent home via email and/or in backpacks at the end of each trimester.
- Be accessible to parents through;
 - o Phone calls or person-to-person meetings,
 - o Scheduled consultation before, during, or after school and
 - o Scheduled school or home visits.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows;
 - o Listen to children read, practice sight words or math fluency skills (or other activities as requested by the teacher),
 - o Help with classroom decorations, art projects, etc.,
 - o Present a program on your culture, career, a different country, etc., and
 - o Assist with programs or parties, educational trips, etc.
- Provide parents opportunities to volunteer and participate in the school overall, as follows;
 - o Title, I, II, IV Planning
 - o Parent and Family Engagement Planning
 - o Strategic Planning
 - o PTO
 - o Parent Advisory Committee
 - o Assist with School-Wide Events
 - o Assist in Recruiting of Staff and Students
 - o Assist in any area in which one has expertise: marketing, development, facility improvements, graphic design, legal, cultural learning, career development, etc.
- Provide communications to inform parents and families of student progress, school progress, volunteer needs and ways that parents can advance learning at home.

☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - ☒ Issuing frequent reports to parents on their children's progress
 - ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the

- ✓ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

1. LPA will gather feedback from parents to determine their specific understanding of the Missouri Learning Standards, district assessments, and school curriculum so the school can provide necessary resources and materials.
2. LPA's curriculum and academic assessments will be outlined in the Family Handbook and will be available on the LPA website.
3. LPA's curriculum and academic assessments will also be outlined during Family Tours (prior to enrollment) and Student Orientation (prior to first day of school).
4. LPA will begin making a series of web videos available online and in the LPA Library to describe and explain the district curriculum, assessments, Missouri Learning Standards, and effective monitoring of their child's academic work and achievement.
5. LPA will train educators and support services personnel, with the assistance of parents, in the value and utility of parent contributions to the academic process and in how to work with parents as equal partners to implement and coordinate parent programs to strengthen ties between parents and schools.
6. LPA will provide parents with an academic assessment report for their child.
7. LPA will offer support for parents on how to work with educators to improve the achievement of their children through Family Literacy and Math Nights, Parent-Teacher Conferences, and a video series available at any time the family can engage with it.

- ✓ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

1. LPA will offer materials to support academic achievement in a language families can understand.
2. LPA will hold trainings at various times in order to maximize parental involvement and participation.
3. LPA will utilize videos to ensure that families can access the necessary information on their own schedules.
4. LPA teachers will offer after-school tutoring that involves both parents and students.
5. LPA's materials will be available during Family Tours (prior to enrollment) and Student Orientation (prior to first day of school).
6. LPA will begin making a series of web videos available online and in the LPA Library to describe and explain the district curriculum, assessments, Missouri Learning Standards, and effective monitoring of their child's academic work and achievement.
7. LPA will offer support for parents on how to work with educators to improve the achievement of their children through Family Literacy and Math Nights, Parent-Teacher Conferences, and a video series available at any time the family can engage with it.

- ✓ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

1. During Professional Learning Institute (a 2-4 week summer professional development requirement for LPA teachers) LPA will train educators and support services personnel, with the assistance of parents, in the value and utility of parent contributions to the academic process and in how to work with parents as equal partners to implement.
2. LPA will coordinate parent programs to strengthen ties between parents and the school with the video series on the school website.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the

- ✓ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

1. LPA will coordinate and integrate the Parent and Family Engagement Policy with the Title I.A Schoolwide Plan by ensuring that parent input is included in the planning of both.

2. LPA will solicit parental input in all district-wide Title I, II and IV and Parent and Family Engagement meetings to strengthen achievement efforts in the educational decision-making process.

3. Services for students under Title I.A will be coordinated through many school systems to ensure each student's best path to success by coordinating the many resources and supports available via relevant Federal, State and local laws and programs:

- a. Joint Planning Time
- b. Shared Instructional Objectives
- c. Data Team Meetings
- d. Positive Support Team Meetings
- e. Weekly PLC/Peer review
- f. Shared Lesson Plans
- g. Shared Data/Analysis

4. The school will remain in regular communication with families, providing ample opportunities for input and engagement.

5. LPA will coordinate and integrate the Parent and Family Engagement Policy with Title II.A by providing staff training on effectively engaging parents in improving student outcomes.

6. LPA will coordinate and integrate the Parent and Family Engagement Policy with the Individuals with Disabilities Education Act and Rehabilitation Act of 1973 by ensuring that parents of student with disabilities and special needs are engaged in their student's success. Further, LPA will ensure that necessary accommodations will be made for anyone needing them in order to participate.

7. LPA will coordinate and integrate the Parent and Family Engagement Policy with the McKinney-Vento Homeless Assistance Act by ensuring that families and students have the resources needed (and required by law) to participate and engage fully in their child's education.

8. LPA will distribute and share information about programs and services available to families through both electronic and paper methods (email, flyers, videos, etc.).

9. LPA will distribute and share information with parents that will help support student learning and promote academic achievement.

10. LPA will coordinate with a network of organizations to provide potential opportunities for parent and family engagement, beyond LPA.

11. LPA will provide School Orientation and Curriculum Nights for parents and students to assist in successful student transitions to school.

12. LPA will coordinate with local organizations to strengthen communication and enhance potential opportunities for parent and family engagement, including providing information to assist in successful student transitions to high school.

13. LPA will coordinate and integrate Parent and Family Engagement programs and activities with public preschool and literacy programs to facilitate transitions.

14. LPA will provide appropriate opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I law, section 1111, in an easy to read format and, to the extent practicable, in a language that parents understand.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, language the parents can understand. *Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school must ensure that the following are in place (optional; check if applicable)

- ☒ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ✓ Provides opportunities for the informed participation of parents and family members, including:
 - ✓ Parent and family members who have limited English proficiency.
 - ✓ Parent and family members with disabilities.
 - ✓ Parent and family members of migratory children.
- ✓ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

PARENT AUTHORIZATION OF STUDENT INFORMATION

Throughout the year, LPA will publish student photographs, video and/or audio clips, student quotes, and student writing and artwork, which have been deemed “Directory Information.” For a student to be videotaped or interviewed by the media, a separate release form will be completed by the parents/guardians.

LPA designates the following items as Directory Information:

Student’s name; parent’s name; date of birth; grade level; enrollment status (e.g., full-time or part-time); participation in school-based activities and sports; weight and height of members of athletic teams; dates of attendance; honors and awards received; artwork or coursework displayed by the school; most recent previous school attended; and photographs, videotapes, digital images and recorded sound unless such photographs, videotapes, digital images and recorded sound would be considered harmful or an invasion of privacy.

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that LPA, with certain exceptions, obtain written consent from a parent/guardian prior to disclosure of personally identifiable information from a child’s educational record. LPA may disclose appropriately designated “Directory Information” without written consent, unless the parent or guardian has advised the school to the contrary. As stated above, the primary purpose of Directory Information is to allow LPA to include certain information about children in school publications.

Examples include:

- The annual yearbook or contact book
- Honor roll
- Graduation programs
- A theatrical playbill
- Sports activity sheets
- Newsletters and other school publications
- School promotional materials
- Response to media inquiries

If a parent/guardian does not want LPA to disclose Directory Information from his or her child’s education record without prior written consent, he or she must opt-out on the Acknowledgement Page of the Family Handbook and complete the appropriate form available from the Main Office. He or she must provide the required paperwork to the Main

Office no later than 10 days after the first day of school or initial enrollment.

PARENT/GUARDIAN CONTACT WITH STUDENTS DURING SCHOOL HOURS

If a student forgets lunch money, a permission slip, a book, homework, or other items necessary for their day at school, someone may bring those items to the Main Office and we will see that students receive them. Students will not be called out of class to receive phone calls or forgotten items. In cases of emergency, contact the Main Office. School personnel will then deliver the message to the student.

Parents may arrange to visit their child's classroom to observe. All arrangements are to be made through the Head of School and/or classroom teacher.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are scheduled once per trimester of every school year. Parents/guardians will utilize Sign-Up online to schedule their conference (both evening and day appointments will be available). Sometimes, Parent-Teacher Conferences may take place as home visits. In addition to Parent-Teacher Conferences, parents/guardians are encouraged to contact the Head of School or student's teachers if they have any questions or concerns regarding their child's academics and/or behavior during the school year.

In addition to Parent-Teacher Conferences, each Parent will schedule an Intake Conference with their child's homeroom teacher. These intake conferences will occur at the beginning of each school year.

POLICY FOR TRANSGENDER AND GENDER NONCONFORMING EMPLOYEES AND STUDENTS

The district prohibits discrimination on the basis of gender identity as well as sexual orientation. This procedure outlines some of the efforts the district will make to respect a student's gender identity.

Definitions

Gender Identity – A person's deeply held sense or psychological knowledge of his or her own gender, regardless of the gender he or she was assigned at birth.

Transgender – People whose gender identity is different from the gender assigned to them at birth.

Gender Expression – The way a person expresses gender, such as clothing, hairstyles, activities or mannerism.

Gender Nonconforming – Description of people whose gender expression differs from stereotypical expectations.

Privacy

Information about a student's transgender or gender nonconforming status will be considered confidential information that will only be shared with school personnel on a need-to-know basis. Information about a student's transgender status also may constitute confidential medical information. School personnel may not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents, unless legally required to do so or unless the student has authorized such disclosure. The district will not require the student to discuss his or her status with others.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent or guardian has specified otherwise.

Official Records

The district is required to maintain a mandatory, permanent pupil record ("official record") that includes a student's legal name and legal gender. The district, however, is not required to use a student's legal name and gender on other school records or documents. The district will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender or gender nonconforming student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

Persons, including students and employees, shall be addressed by a name and pronoun that corresponds to their gender identity, as requested by the student or employee. Neither a court-ordered name or gender change, nor a change in official employee or student records, is required.

The intentional or persistent refusal to respect the gender identity of an employee or student after notification of the preferred pronoun/name used by the employee or student is a violation of this procedure.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students should be included in the group that corresponds to the student's gender identity.

Restroom Accessibility

Students and employees shall have access to the restroom that corresponds to the person's gender identity consistently asserted at school whenever possible or practicable. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a

bathroom.

Physical Education Classes and Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the student's gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender nonconforming students shall be permitted to participate in interscholastic athletics in a manner consistent with the student's gender identity, to the extent allowed by Interscholastic rules and regulations.

Dress Codes

Transgender and gender nonconforming students shall be permitted to dress in a manner consistent with the student's gender identity or gender expression. Where dress codes and uniform requirements apply to all students, transgender and gender nonconforming students should comply with the uniform requirements consistent with the student's gender identity.

PROGRESS REPORTS AND REPORT CARDS

Progress reports will be issued in the middle of each trimester notifying parents/guardians of their child's progress. Students are responsible for bringing their progress reports home and obtaining parent signature. Report cards are issued at the end of each trimester.

PROHIBITION AGAINST BULLYING (INCLUDING CYBER BULLYING)

Any form of bullying or intimidation by students toward school personnel or students on school grounds, at a school sponsored activity, or in a school-related context is strictly prohibited. Bullying is defined as intentional action by an individual or group of individuals to inflict physical, emotional, or mental suffering on another individual or group of individuals.

Bullying can occur when a student:

- Communicates with another by any means including, but not limited to: face-to-face, telephone, writing, electronic communications, or Internet postings with the intention to intimidate or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm.

PROHIBITION AGAINST DRUGS AND ALCOHOL

The use of controlled and non-controlled substances, alcohol, and substances represented to be such, as well as the possession of drug paraphernalia, is prohibited at all times and is subject to disciplinary action.

PROHIBITION AGAINST FIREARMS AND WEAPONS

Possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. For purposes of school policy, “school premises” includes all LPA buildings, grounds, vehicles, and parking areas. This prohibition also extends to the sites of on-site and off-site school activities, whether or not those school activities are conducted on LPA property.

No school official shall give consent under R.S. Mo. §571.107 for any person, other than a licensed police officer, to carry a concealed firearm into any school facility, property or activity. LPA employees who hold concealed firearms carry endorsements as described in Missouri law may NOT carry any firearm, visible or concealed, on school property or at school activities.

Law enforcement officials will be notified and the individual violating this policy will be directed to leave the premises. Students will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Executive Director (or her designee) may modify such suspension or recommendation for expulsion on a case-by-case basis. Non-students will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in additional school-related restrictions. Any employee who violates the foregoing provision may be subject to disciplinary action, up to and including termination.

Nothing in School Policy shall prohibit the School from permitting a Civil War re-enactor from bringing a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT (INCLUDING SEXUAL HARASSMENT) AND RETALIATION

It is the policy of LPA to maintain a safe learning environment for all students. LPA prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, gender identity, sexual orientation, or perceived sexual orientation. It shall be a violation of school policy for any student, teacher, administrator, or other school personnel to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, gender identity, sexual orientation, or perceived sexual orientation as defined by school policy. It shall also be a violation of school policy for any teacher, administrator, or other school personnel to tolerate sexual harassment or harassment because of a student’s race, color, national origin, ethnicity, disability, gender identity, sexual

orientation, or perceived sexual orientation, as defined by school policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school.

Sexual harassment is defined as unwelcome sexual advances or requests for sexual favors, can be verbal or physical, and contains one or more of the following elements:

- Submission to sexual advances is made (explicitly or implicitly) a condition of a student's academic status;
- Submission or rejection of sexual advances is used as a basis for evaluating a student's performance;
- Interferes with a student's educational performance; or;
- Creates an intimidating, hostile, or offensive educational environment.

PROHIBITION AGAINST SMOKING

The use, sale, transfer, and possession of tobacco products at school and at school activities are strictly prohibited.

PROMOTION POLICY

The procedure for promoting or retaining students shall be as follows:

1. An elementary student (K-4) shall meet grade level expectations (as defined in the "Grade Level Expectation Guidelines" below) in order to be promoted to the next grade for the upcoming school year. Students not meeting grade level expectations may be retained in the current grade, for the upcoming school year.
 - a. No elementary student may be retained in the same grade without approval by the teacher and the Head of School.
 - b. Generally, an elementary student may not be retained in a grade more than once in Kindergarten through grade four. In certain cases, however, a student may be retained twice.
2. A middle school student (grades 5-8) shall pass (with grades of C or higher) four (4) subjects, three (3) of which must be Language Arts, Math, Science, or Social Studies in order to be promoted to the next grade for the upcoming school year. Students not passing (with grades of C or higher) four (4) subjects, three (3) of which must be Language Arts, Math, Science, or Social Studies, may be retained in the current grade, for the upcoming school year.
 - i. Students are promoted from grades 5-8, to grades 6-9, by full grades rather than by specific courses.
3. In the event that a student is potentially not eligible for promotion, the parent/guardian shall be notified as early in the school year as possible and the Lafayette Preparatory Academy "Progress Monitoring Toward Promotion" will be implemented.

4. In the case of chronic absence, a student may be retained. However, the Head of School and the teacher must concur with the decision to retain the student in the grade. Chronic absence is defined as:
 - a. Below 85% attendance, or
 - b. Missing 26 or more days
 - i. Includes all absences
 - ii. 4 late arrivals or early releases equal one absence, included in the total
5. In order to ensure that Lafayette Preparatory Academy's promotion procedure policy complies with H.B. 889, the following procedures are to be followed:
 - a. By the start of school, the Instructional Coach will provide a printout to the Head of School identifying all students who score below average on the NWEA, below proficient on the MAP, and/or one grade level or more below the student's grade level on the Fountas & Pinnell assessment (where relevant for the grade). Students with IEPs may be included, with consideration of needs as outlined in their IEPs.
 - b. The Instructional Coach will work with teachers to provide appropriate interventions to address each identified student's deficiency(ies).
 - c. Lafayette Preparatory Academy's "Progress Monitoring Toward Promotion" will be implemented for each of these identified students and any other students identified by the school as possibly not meeting the requirements for promotion to the next grade in the upcoming school year. This list may include students with IEPs, with consideration of needs as outlined in their IEPs.
 - d. At the end of the second trimester, the Head of School shall provide to the Executive Director a list of students who are being considered for retention in their current grades, along with a summary of the difficulties these students have experienced.
 - e. Two weeks prior to the end of the third trimester, the Head of School shall provide to the Executive Director a list of students who will be retained in the current grade, along with a summary of the difficulties these students experienced.

Grade Level Expectation Guidelines:

Kindergarten

By the end of the year in Language Arts, students will be able to:

- Read instructionally at a level D
- Read 80 Kindergarten sight words
- Blend 3 letter CVC words
- Retell the character and setting of a fictional story independently
- Write a complete sentence to communicate thoughts.

By the end of the year in Math, students will be able to:

- Identify numbers 1-20
- Count to 50 by ones 100 by fives and tens
- Differentiate between the addition (+) and subtraction(-) signs
- Understands combinations of making 10

First Grade

By the end of the year in Language Arts, students will be able to:

- Read instructionally at a level J
- Read 80% of all LPA sight words
- Reads with fluency
- Retell the character, setting and plot of a fictional story independently
- Differentiates between fiction and nonfiction stories with justification.

By the end of the year in Math, students will be able to

- Understands place value concepts to 100
- Uses regrouping to solve addition and subtraction problems to 100.
- Recognizes coins and their values
- Given mixed addition & subtraction problems, identifies correct process 80%.
- Fluently knows all combinations to 10 and uses mental math strategy for unknown combinations.

Second Grade

By the end of the year in Language Arts, students will be able to:

- Read instructionally at a level M
- Read phonetically read multisyllabic words with combinations of all syllable types, short and long.
- Identify main idea, problem, solution, cause/effect, and author's purpose
- Write three sentences to address a comprehension question from a text.
- Write a five finger retell of a fiction story.

By the end of the year in Math, students will be able to

- Understand place value to 3 digits
- Add and subtract with exchanging
- Conceptualizes multiplication and division
- Recall times tables (2s, 3s, 4s, 5s, and 10s).
- Write fractions and understanding making a whole

Third Grade

By the end of the year in Language Arts, students will be able to

- Read instructionally at a level P
- Read text with accuracy enough to create a summary and identify the main idea/moral

- Respond to a comprehension prompt using the RACE strategy
- Understand and apply compare and contrast, summarizing, inferencing, author's purpose, and point of view comprehension skills.
- Understand nonfiction text features and pull out main idea and key ideas.

By the end of the year in Math, students will be able to

- Rapidly recall of multiplication and division facts to 10
- Fluently understand rounding and estimation up to the nearest thousands
- Fluently understand unit fractions, fractions of a set, fractions on a number line, and equivalent fractions
- Interpret and label a variety of graphs and data tables- bar graphs, line graphs, line plots
- Define the difference between area and perimeter
- Measure and read a ruler to the nearest $\frac{1}{2}$ inch.

Fourth Grade

By the end of the year in Language Arts, students will be able to

- Read instructionally at a level S
- Summarize and sequence to identify theme in written form.
- Infer in written form character thoughts, feelings, and motivations based on textual evidence
- Respond to written prompts using the race strategy and including explicit evidence from the text.
- Compare and contrast points of view to explain how perspective influences the reader's understanding of an event in the text.

By the end of the year in Math, students will be able to

- Master all addition, subtraction, multiplication and division facts through 12
- Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million
- Add, Subtract, Order and Compare Fractions with different denominators and determine equivalent fractions and understand decimal notation for fractions and compare decimal fractions.
- Understand the concepts of angles and properties of lines.
- Create and analyze data in a frequency table, line plot, bar graph or picture graph.

RECESS POLICY

The LPA staff is responsible for taking students to recess at the time allotted in their schedule. Discretion will be used when taking children outside in extremely cold weather or inclement weather. Recess will be held indoors in the event of *significant* precipitation (rain, snow, sleet, etc.)

Outdoor recess will be held without restriction if the temperature exceeds 31 degrees Fahrenheit (including wind chill factor).

Outdoor recess will be held with the following restrictions if the temperature is below 32 degrees Fahrenheit (including wind chill factor):

- Coats must be zipped; hats and gloves or mittens must be worn at all times
- Children must be closely observed by the staff for signs of hypothermia
- Outside time may be shortened

Parents need to make sure children are dressed for the temperature of the day, as all students must attend recess unless excused by a physician. In that case, the student will report to another classroom.

REPORTING CHILD ABUSE AND NEGLECT

State law requires that any school employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions which would reasonably result in abuse or neglect, must immediately report or cause a report to be made to the Missouri Division of Family Services.

The Children's Division Child Abuse and Neglect Hotline: 1-800-392-3738

RESIDENCY REQUIREMENT

Students applying for admission to LPA must be a St. Louis City resident and eligible to attend St. Louis Public Schools.

Each year, currently enrolled students will complete an intent to enroll form during the month of January. These forms must be returned before February 1st with proof of residency to secure a spot for the following year.

RESTRICTIONS ON ATTENDING SCHOOL WITHIN THE DISTRICT

No student shall be re-admitted or enrolled in a regular program of instruction if the student was adjudicated to have committed an act, which, if committed by an adult, would be one of the following:

- First Degree Murder;
- Second Degree Murder;
- First Degree Assault;
- Forcible Rape;
- Forcible Sodomy;
- First Degree Robbery;

- Distribution of Drugs to a Minor;
- First Degree Arson;
- Kidnapping as a Class A Felony;
- Statutory Rape; and/or
- Statutory Sodomy

This policy shall not prohibit the re-admittance or enrollment of any student if a petition has been dismissed or when a student has been acquitted or adjudicated not to have committed any of the above acts.

SCHOOL CLOSING INFORMATION

In the case of severe weather or other emergencies, parents and guardians should check the school's website www.lafayetteprep.org and/or watch on one of the designated St. Louis television stations* to see if LPA is listed. Check to see if the listing indicates "closed," "late start," or "early release."

Families will also receive notification of a closing, late start, or early release via the School Messenger program. The notifications may come in the form of a phone call, text, or email. *In order to receive the text, you must opt-in to receive it.*

The Executive Director will determine whether to close school, start late, or close early based on the best available information regarding weather and vehicle travel. If it becomes necessary to dismiss classes during the day, the local television and radio stations will be alerted. We will call families if school is dismissing early. Parents are responsible for providing the Main Office and their students' teachers with accurate, current telephone and email contact information. If parents are not home during the day, they should talk to their students so they have a plan of where to go in the event of an emergency dismissal.

If a tornado or other severe storm alert is broadcast, students will not be dismissed until the "all clear" signal has been given.

- **For purposes of this Policy, designated media stations include: KTVI, KMOV, FOX, KPLR**

SCHOOL HOURS

Elementary School (grades K-4): Students should arrive to school between 7:00 am and 7:55 am. Dismissal occurs between 3:00 pm and 3:15 pm. Students are not to remain after dismissal time unless under the direct supervision of appropriate after school staff.

Kindergarten students may be picked up at 12:45 pm for early release. This must be done consistently, not on a day-by-day basis. If, during the school year, the parent/guardian wishes to change to regular full day attendance, the student's teacher and the Head of School must approve such change prior to making the change.

Middle School (grades 5-8): Students should arrive to school between 8:00 am and 8:25 am. Dismissal occurs between 4:00 pm and 4:15 pm. Students are not to remain after dismissal time unless under the direct supervision of appropriate after school staff.

ELEMENTARY SCHEDULE

7:00 am – 7:55 am	Drop-off
7:15 am – 7:45 am	Breakfast served
8:00 am	Classes Begin
8:00 am – 3:00 pm	(Monday – Friday) Full school day
3:00 pm – 3:15 pm	(Monday – Friday) Full school day dismissal
8:00 am – 1:45 pm	(Monday – Friday) Kg Early Release Schedule
12:45 pm	(Monday – Friday) Kg Early Release Dismissal

MIDDLE SCHOOL SCHEDULE

7:00-8:00 am	Before Care
8:00- 8:25 am	Drop Off
7:00-8:15 am	Breakfast served
8:30 am	Classes Begin
8:30 am – 4:00 pm	(Monday – Friday) Full school day
4:00 pm – 4:15 pm	(Monday – Friday) Full school day dismissal
<ul style="list-style-type: none">6th-8th grades will dismiss at 3:05 on Tuesdays to provide time for their required volunteer/service time.	

SCHOOL IMPROVEMENT LETTER

Under the Every Student Succeeds Act (ESSA) of 2015, the school must provide notice to the parent(s) of each student enrolled in a school building if that building does not make adequate yearly progress (AYP) and is identified for school improvement.

Every Student Succeeds Act (ESSA) of 2015 requires that specific procedures be followed for filing and resolving complaints against any programs administered by the Department of Elementary and Secondary Education (DESE) under the ESSA.

A complaint is a formal allegation that a specific federal or state law or regulation had been violated, misapplied, or misinterpreted by school personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or

other person directly involved with an activity, program, or project operated under the general supervision of the Department of Education may file a complaint. Such a complaint must be in writing and signed; it must provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with school policy. The policy of LPA is as follows:

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the Board will refer the complaints through the proper administrative channels for resolution before investigation or action. Exceptions are complaints that concern Board actions or operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Head of School
3. Executive Director
4. Board

The Executive Director will investigate any complaint about school personnel before consideration and action by the Board.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Elementary and Secondary Education (DESE). If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, DESE may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the DESE may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the DESE itself. Complaint procedures are outlined within this handbook.

SCHOOL-PARENT-STUDENT COMPACT

Lafayette Preparatory Academy, and the parents of students participating in Title I.A activities, services, and programs, agree that this compact outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement.

School Responsibilities

Lafayette Preparatory Academy and its staff will;

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:
 - *Attract and retain appropriately certified principals and teachers,*
 - *Provide instruction, materials and high-quality professional development which incorporates the latest research, and*
 - *Maintain a safe and positive school climate.*
- Hold annual parent-teacher conferences to:
 - *Discuss the child's progress/grades during each trimester,*
 - *Discuss this compact as it relates to the child's achievement, and*
 - *Examine the child's achievement and any pending options at the end of the third quarter.*
- Provide parents with frequent reports on their child's progress as follows:
 - *Provide three mid-trimester progress reports discussed at Parent-Teacher Conferences,*
 - *Provide three report cards sent home via email and/or in backpacks at the end of each trimester.*
- Be accessible to parents through:
 - *Phone calls or person-to-person meetings,*
 - *Scheduled consultation before, during, or after school and*
 - *Scheduled school or home visits.*
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - *Listen to children read, practice sight words or math fluency skills (or other activities as requested by the teacher),*
 - *Help with classroom decorations, art projects, etc.,*
 - *Present a program on your culture, career, a different country, etc., and*
 - *Assist with programs or parties, educational trips, etc.*
- Provide parents opportunities to volunteer and participate in the school overall, as follows:
 - *Title, I, II, IV Planning*
 - *Parent and Family Engagement Planning*
 - *Strategic Planning*
 - *PTO*
 - *Parent Advisory Committee*
 - *Assist with School-Wide Events*
 - *Assist in Recruiting of Staff and Students*
 - *Assist in any area in which one has expertise: marketing, development, facility improvements, graphic design, legal, cultural learning, career development, etc.*
- Provide communications to inform parents and families of student progress, school progress, volunteer needs and ways that parents can advance learning at home.

Parent Responsibilities

I, as a parent, will support my child's learning in the following ways:

- Establish routines to support student success in school:
 - *Establish an appropriate bedtime,*
 - *Ensure my student is in school and on time every day possible (at least 95%),*
 - *Limit the amount of television watched and screen-time overall,*
 - *Check that homework is completed to the best of the student's abilities, and*
 - *Support the student reading daily (see handbook for guidelines).*
- Be an active participant in the student's learning experience by:
 - *Volunteering in my child's classroom/school,*
 - *Communicating regularly with my student's teacher regarding academic, social and emotional progress,*
 - *Encouraging my child to participate in extracurricular time activities,*
 - *Sharing ideas for improvement with the school, and*
 - *Staying informed about my child's education by reading all communications from the school and responding appropriately.*

Student Responsibilities

I, as a student, will share the responsibility to improve my academic performance to meet the Missouri Learning Standards and will;

- *Attend school on time every day possible,*
- *Be respectful toward myself and others,*
- *Set and strive toward goals for my academic performance,*
- *Give my best effort on class assignments and assessments,*
- *Complete my homework every day and turn it in on time,*
- *Read every day (ask teacher how much is appropriate) outside of school time,*
- *Seek help when I need it,*
- *Investigate and solve problems in a responsible way,*
- *Model CARES and the School Code of Conduct, and*
- *Give all notes and information from my school to my parent/guardian daily.*

Commitment by Board of Directors

In uniformly implementing the goals, expectations, and the policies related to student discipline, the Board of Directors believes that the students, their parents/guardians, and staff members must play key roles. Each member of the Board of Directors signs a "Commitment to Excellence" to identify their roles and obligations.

SERVICES FOR STUDENTS WITH DISABILITIES

It is the policy of LPA to comply with all relevant state and federal laws pertaining to students with disabilities. Therefore, LPA will develop an individualized educational

program (IEP) for each LPA student with a disability who is entitled to special educational services pursuant to the Individuals with Disabilities Education Act (IDEA), as amended and/or an accommodation plan (504 Plan) for students who are qualified pursuant to Section 504 of the Rehabilitation Act of 1973.

LPA will provide special education, accommodations and/or other services to students with disabilities in accordance with applicable laws, including the IDEA, as amended, Section 504 of Rehabilitation Act of 1973, Sections 162.670-.995 R.S.Mo. and Missouri's State Plan for Part B, as amended. LPA assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction.

LPA further assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement, or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the school to meet the requirements of the Family Educational Rights and Privacy Act.

LPA adopted DESE's Local Compliance Plan for the implementation of state regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Special Education Director's Office between 9:00 am and 11:00 am, Monday through Thursday. This notice will be provided in native languages as appropriate.

SPECIAL CLASSROOM CELEBRATIONS

Parents wanting to celebrate special occasions should contact the classroom teacher ahead of time. All celebrations must make a point to only minimally disrupt instruction time. Please adhere to the teacher's celebration guidelines. Additionally, LPA makes a concerted effort to promote healthy foods. We ask families to provide healthy snacks for classroom celebrations. Food and drink items that do not support LPA's healthy food efforts will be sent home with the student at the end of the day.

Out of consideration for all students in a classroom and at a grade level, students cannot distribute invitations for personal activities at school.

STUDENT ILLNESSES / NEED FOR MENTAL HEALTH or BEHAVIORAL SUPPORT

***** ALL FAMILIES MUST BE ABLE TO BE CONTACTED WITHIN 30 MINUTES.**
Please have updated contact information on file at all times. If you know that you will not be available, be sure to designate a person who can be contacted during your unavailable times.

Parent/Guardians will be contacted if their child becomes ill or injured at school, or has a significant need for mental health or behavioral support. If the parent cannot be reached, the person listed as the emergency contact or the designee will be notified. If the accident or illness necessitates the services of a physician, we will call the physician listed on the emergency information form. If the listed physician is not available or able to provide the assistance needed, 911 or the Behavior Health Response Youth Connection Hotline will be contacted. (Please keep your child's home phone, address, and emergency contacts up to date.)

A child who has fever, or is vomiting, may not attend school until 24 hours after the fever has come below 100 degrees, or after the last time he/she vomits.

STUDENT SUPPORT AND INTERVENTION

LPA faculty recognizes that each student enters the school with different abilities in all areas, including social and emotional learning. Therefore, LPA's systems of student support and intervention are tailored to meet each student where he or she is, and help him or her develop the skills necessary to be successful in the LPA school environment and beyond. LPA's systems of student support and intervention, instruction, classroom management, and discipline foster academic growth, social and emotional learning, and development in all students. By supporting our students, our goal is to establish optimal conditions for learning, nurture a feeling of safety and belonging, and build students' abilities to navigate a multitude of contexts effectively. The supports and interventions are based on the premise that expectations will be enforced fairly and consistently in a manner that is equitable and just.

Student support begins with understanding individual student needs. These needs are identified through data analysis and referral to the Positive Support Team, which is comprised of the Dean of Students and the homeroom teacher. When necessary, the counselor, special education staff, other teachers, and the Head of School are also included in the process. At monthly Positive Support Team (PST) meetings, students in need of support and intervention are identified, plans are developed, and plans are monitored for effectiveness. Parents are contacted, when necessary, to provide input for the PST meeting for their child.

No two students' plans are the same, so LPA has established a toolbox of interventions available to help support each student's growth. In the following explanation of terms, some of the student supports and interventions employed at LPA are defined. There are many

more supports available.

Explanation of Terms

Academic Growth Plans

Academic Growth Plans (including Reading Success Plans) are put in place to accelerate student growth. When creating Academic Growth Plans, teachers and the PST will look at existing data from classroom performance, classroom assessments, and district assessments and create targeted academic goals for the student. Academic Growth Plans may include modified classroom assignments, modified assessments, Academic Intervention Groups (explained below), and/or homework intervention. Academic Growth Plans will be reviewed with teachers, parents, and administration as needed throughout the year to monitor student growth.

Academic Intervention Groups

Academic Intervention Groups provide small group instruction in Reading and Math. Small groups work on specific skills with LPA's Instructional Coach or Teaching Assistants. Academic growth is reviewed regularly to best determine intervention needs.

Animal Support

LPA utilizes animals to support student learning and social emotional health. Animal companions can help calm students, improve focus and inspire creativity.

Behavior Contract/ Plan or Behavior Intervention Plan

A behavior plan is developed by students, parents and staff to provide support for a student to address misbehavior and assist them in better decision-making. These plans may include setting, monitoring and celebrating progress toward behavior goals.

Break Spots/Buddy Rooms

Break spots and buddy rooms are spaces students can go for a brief time to take a break and use strategies to manage and control their emotions. It serves as a methods to keep oneself in control and focused on learning and teaches students the importance of self-regulation.

Check-in Check-out

Check-in Check-out is a process where a student checks in with a staff member at pre-determined intervals during the school day to receive support. They often check back with that staff member at the end of the day to discuss progress toward goals. This process is documented by the staff member and shared with the parent, as needed.

Coaching and Modeling

Students meet as individuals or small groups with a supportive adult to practice responding to various situations, particularly ones that cause tension or stress.

Conference/ Dean of Students Intervention

A referral is made to the Dean of Students to provide the student with social and emotional support in dealing with and/or addressing an issue.

Counseling

Students can be referred to counseling by their guardian(s), school staff and/or by a self referral. Once a referral is made the counselor contacts the student's guardian to gain consent to begin counseling. Once consent is given, the counselor will assess the student to determine what support(s) should be given. These supports can include individual counseling, in-classroom support, support groups, behavior plans, or outside referrals.

Dyslexia Screening and Intervention

Please refer to the Dyslexia section.

English Learners Screening and Intervention

Please refer to the English Learner section.

Guidance Lessons

Counselors plan lessons to support students' mental health throughout the school year. Such lessons include identifying positive relationships, being educated on mental health awareness by discussing topics such as grief and loss, assisting in building skills to prevent bullying, and educating children on suicide awareness. Counselors ensure that groups are developmentally appropriate.

Friendship Groups

These groups offer social support to students and build resiliency in navigating friendships. Students can be referred for a Friendship Group by their guardian(s) or school staff. The referring school staff and counselor will discuss which members will be included in the group. Guardian consent is needed for participation. Groups typically last 6-12 weeks, depending on the group's goals, and assist students in being mindful of social awareness to develop healthy peer attachment.

Motor Groups

Motor groups are designed to help improve attention and learning in the classroom by providing students with an opportunity to participate in a variety of activities designed to help meet the student's sensory needs. Motor groups may take place in the classroom or an alternate setting. If it is found that motor groups are not benefiting the child, this support will be discontinued. Motor group work can also happen prior to arrival at school. A parent may request information from the Special Education Director about how to provide such a support at home.

Referral to an Outside Agency

Referral to an outside agency is a recommendation from an administrator or counselor for a student and/or family to receive counseling and/or social service support from an agency outside of the school setting, i.e., Family Solutions for Kids, Lutheran Family Services, DePaul SSM Behavioral Health Services, etc.

Reflection Activity

A reflection activity is an assignment provided by a staff member for a student designed to

have them reflect on their behavior and to think of methods to help them not repeat the behavior.

Restorative Circle

A restorative circle is a dialogue between students who have been involved in a conflict with the goal of building community and responding to the harm done to the classroom or peer relationship.

Reteach Expectations

Reteaching expectations is teaching building-wide behavioral expectations to a student which have been taught earlier in the school year to reinforce the importance of positive decision-making.

Safe Touch/ Safe-T/ Safe Teen Training

Safe Touch, Safe-T and Safe Teen are programs taught to students about appropriate and inappropriate touching and who to contact if they are touched inappropriately. This program is provided by the Jewish Family and Children's Service.

Sensory Supports

Sensory supports are strategies to help students who struggle with regulation or other problems in sensory processing to get to a "just right" state for being in school, safe and learning ready. Sensory supports designed to meet a variety of sensory needs are available for each classroom at LPA.

Special Education Referral and Services

See Special Education section

Social Skills Instruction

Social skills instruction happens when a staff member teaches a student appropriate and expected social behavior.

Support Groups

Children can be referred to support groups by their guardian(s), school staff, or by a self referral. Various groups are offered throughout the school year. Examples would be groups that process grief/loss, Bounceback (lessons that provide support for children who have encountered traumatic events), and a Calming group that assists the student in navigating anxiety in the classroom.

Visual Aids/Prompts/Schedule

Students may receive visual reminders in lieu of verbal reminders.

STUDENTS WITH COMMUNICABLE/INFECTIOUS DISEASES

Students may not attend classes or other school-sponsored activities while they have any contagious or infectious disease, or while liable to transmit such a disease after being

exposed, unless the Board or its designee has determined, based on medical evidence, that:

1. The student is no longer infected or liable to transmit the disease; or
2. The student has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

Parents will be notified, in writing, when there are several cases of significant communicable disease (i.e., Strep Throat, Pink Eye, etc.).

TECHNOLOGY: COMPUTER POLICIES

The mission of the technology program is to provide resources that support and enrich the school's instructional goals and afford opportunities for students and staff to become effective users of information. Students must abide by LPA's Internet Usage Policy and Technology Agreement at all times when using school computer resources. Failure to do so may result in disciplinary action, including, but not limited to, a loss of technology use privileges.

TECHNOLOGY: INTERNET USAGE POLICY AND TECHNOLOGY AGREEMENT

Students will receive instruction in the proper and acceptable use of technology while at school. Each student will be held accountable for failing to adhere to the technology policy requirements.

LPA will monitor student use of school technology. Students have no expectation of privacy with regard to the use of technology at school. Pursuant to state and federal law, LPA has access to all communications sent, received or stored by any student using the school's technology resources, and may monitor student online activity that takes place utilizing school equipment or Internet network. The school will make its best effort to block/filter student access to inappropriate Internet materials, without intentionally restricting students' access rights to controversial and educational materials under the First Amendment. LPA retains the right to restrict or extinguish students' access and use of school technology if it is determined the student has not abided by the School's technology use policies. A student's parent/guardian will be held responsible for any damage or unauthorized costs that arise from a student's inappropriate use of school equipment or other technology resources.

TECHNOLOGY: SOCIAL MEDIA POLICY

Student Guidelines

Due to the wealth of social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students at Lafayette Preparatory Academy should adhere to when using tools in the

classroom.

- 1) Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- 2) Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- 3) Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
- 4) Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- 5) Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste others' thoughts. When paraphrasing another's idea(s), be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- 6) Be aware that pictures may also be protected under copyright laws.
- 7) How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- 8) Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.
- 9) If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher immediately.
- 10) Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Parent and/or legal guardian guidelines

Classroom blogs, Google Classroom and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. Lafayette Preparatory Academy encourages parents to view and participate by adding comments to classroom projects when appropriate.

- 1) Parents should expect communication from teachers prior to their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.
- 2) Parents will need to sign a release form for students when teachers set up social media activities for classroom use.
- 3) Parents will not attempt to destroy or harm any information online.
- 4) Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- 5) Parents are highly encouraged to read and/or participate in social media projects.
- 6) Parents should not distribute any information that might be deemed personal about

- other students participating in the social media project.
- 7) Parents should not upload or include any information that does not also meet the Student Guidelines.

TELEPHONE AND CELL PHONE USAGE

Students are not permitted to make or receive phone calls, text, or electronically communicate except in cases of emergency or by teacher request. Students who need to use the telephone must have approval from their teacher.

Students will only use technology for educational purposes. Electronic devices are to be turned off upon entering the building and are to remain off until after dismissal, unless being utilized for learning with permission from the teacher. Electronic devices that are seen, used, or heard (includes text messaging) during the day will be confiscated. Use of electronic devices by students to take pictures or audio/video recording is not allowed during the school day, on school transportation, or at any school events that occur during the school day, unless teacher permission has been granted.

Electronic devices are not the responsibility of the faculty and staff at LPA. Students who disregard the cell phone policy are subject to discipline as outlined in the LPA Discipline Policy.

Parents/Guardians should not call or text your child's cell phone, since it is against school policy for students to use them during school hours.

TEXTBOOKS

Textbooks are furnished to students at the beginning of each year and are to be returned to teachers at the end of the year with only reasonable wear. When students receive a book, they are to inspect it carefully and promptly notify their teacher of any damage from previous use. If a textbook is damaged or lost, the student will be assessed a fine or charged the replacement cost of the book.

TITLE I

LPA receives Title I funding to support a schoolwide program that meets the educational needs of all LPA students.

Districts and schools supported by Title I funds must meet certain compliance requirements in exchange for the use of those funds. Several of the requirements are related to informing parents of their rights or of how they might be better involved in the successful education of their children. The following are the notifications and parent involvement policies required of Title I funded districts and schools. By inclusion in this handbook, LPA has appropriately

notified families of the following:

Parent/Guardian Notifications

- Parents may request, and LPA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
- LPA must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
- Within 30 days after the beginning of the school year, LPA will notify parents/guardians that their LEP child has been identified for participation in a language instruction educational program, if the child has been identified.
- Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property will be notified of their option to transfer their student to a school that is not designated persistently dangerous.
- LPA will annually disseminate ESSA Federal Programs Complaint Resolution Procedures to parents/guardians of students (within this handbook).
- LPA will provide annual information to parents on their child's achievement level in each of the state academic assessments—for tested grades.

Parent Involvement

- Programs, activities, and procedures for the involvement of parents/guardians will be implemented by LPA. Parental involvement shall include participation of parents in ongoing and meaningful communication about student academic learning and other school activities, ensuring that parents/guardians:
 - Play an integral role in assisting their child's learning;
 - Are encouraged to be actively involved in their child's education at school;
 - Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

TRANSCRIPTS AND ACADEMIC RECORDS

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance and kept on file in accordance with state law. Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information deemed necessary by school officials.

The parent(s)/guardian(s) of (minor) students who are attending or have attended LPA have the right to inspect and review the educational records of their student(s) and to request amendment of their students' educational records. At the time of review, no copies will be made or allowed to be made of the records being reviewed.

Except as otherwise required, in compliance with the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, records containing student health information will be stored separately from other student records.

VISITORS

All visitors shall report to the Main Office upon entering the building and sign in. All visitors must wear a visitor's badge. Visitors shall sign out when they leave the building.

Visitors are expected to adhere to all rules, policies and procedures of LPA.

When a parent/guardian needs to conference with a teacher or administrator, an appointment shall be made in advance.

Groups of visitors wishing to visit the school or facilities shall notify the Main Office, as far in advance as possible to arrange and schedule a visit.

All persons who do not obtain prior permission from the Main Office to visit the school, or visitors who create distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

VOLUNTEERS

LPA encourages participation of parents and community members to volunteer and serve as additional resources to the teachers and students.

Each family is asked to volunteer 25 or more hours annually. Volunteer hours are to be tracked and submitted at the end of each trimester. An online system for tracking the hours is available to support easier reporting of hours. This is an essential piece because volunteer hours can lead to LPA receiving additional funding through grants.

All volunteers are expected to read, sign, and submit the "Volunteer Agreement" form, which requires that volunteers provide a social security number against which LPA can run a background check.

Volunteers who serve the school for more than 25 hours/month are considered "regular volunteers."

Prior to serving as a regular volunteer, each individual must complete a registration form for the position, have a satisfactory criminal background check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Family Services. Additionally, volunteers may need to complete training appropriate to their duties. Such training may include, but is not limited to training in appropriate interactions with students, classroom instruction, child abuse reporting procedures, and school policies and procedures.

WITHDRAWING STUDENTS

If a parent/guardian wishes to withdraw their student from LPA, the parent/guardian should contact the Main Office for the necessary paperwork.

A child may be withdrawn in 1 of 2 ways.

- A written request is received from the parent/guardian
- A records request is received from another district and confirmation is received that the child is enrolled in that district

PARENT/GUARDIAN AND STUDENT ACKNOWLEDGEMENT

LPA expects all parents/guardians and students to read and understand the Family Handbook and the Discipline Guidelines (collectively, the “Handbook”) and to follow the rules and regulations set forth in the Handbook.

Therefore, parents/guardians are required to review every page of the Handbook with their child. Discussions and reviews of the Handbook conducted by school staff are in addition to, not instead of, the parents/guardians’ review. Both students and parents/guardians must acknowledge they have received and reviewed the Handbook. Failure to read the Handbook or sign the Acknowledgment will not prevent students from being held accountable for their behavior and receiving consequences listed within the Handbook but could limit their access to certain programs at LPA.

LPA PARENT ACKNOWLEDGEMENT DOCUMENT

Student(s) Names _____

(May complete 1 form per family)

1) ACKNOWLEDGEMENT OF FAMILY HANDBOOK

I certify that I, _____, received or have access to a copy of the Family Handbook and reviewed the Family Handbook with my child.

I understand and agree to the School's Technology Use Policy, and understand that additional information regarding the policy is available in the Main Office.

Further, I understand that I may choose to opt-out* of the Technology Agreement, by initialing below, and that this will limit my student's ability to use technology and access the internet while at LPA.

I understand that LPA may occasionally publish newsletters, reports, and promotional materials that contain Directory Information from my child (see Family Handbook p. 61). If I have an objection to this, I have signified it below by initializing the opt-out** for the Directory information below.

I have reviewed the Disciplinary Guidelines and I understand that the consequences rubric is a guideline for Administrators, and that the Head of School shall have discretion to impose consequences outlined in the rubric in a manner that is developmentally appropriate.

PARENT/GUARDIAN'S SIGNATURE AND DATE

NAME _____

DATE _____

Initial below if you are opting OUT of your student using technology at school OR of the Directory information. This must be done within the first 10 days of the school year or date of enrollment.

*** TECHNOLOGY OPT-OUT**

By initialing here, I am opting-out of the School Technology Agreement and understand that this could limit my child's ability to utilize School Technology and the Internet. **(Initial ONLY if you do NOT want your child to have access to the school's computers.)** *Initial Here to OPT OUT:* _____

****DIRECTORY OPT-OUT**

By initialing here, I am stating that I understand the School's media policy and **do NOT want my child's Directory information published in any form by LPA.** Further, I will complete the appropriate forms available in the Main Office.
Initial Here to OPT OUT: _____

Please see the back for more information.

2) PHOTO AND VIDEO RELEASE FORM

It is the policy of the Board of Lafayette Preparatory Academy (LPA) that parents or guardians of all students affirm annually the school's permission to photograph and/or record their child(ren). This permission allows LPA to better promote the unique services of the school to the local community. Please review, complete and submit the form.

PERMISSION TO PHOTOGRAPH FOR SCHOOL USE ONLY.

I give permission for the staff at LPA to photograph my child for use in classroom activities/instruction and for in-school recognition. These photographs will NOT be used outside the school setting. Examples include, but are not limited to: photos to be posted in classrooms of learning activities, photos to be posted on bulletin boards of learning activities, photos to be used at desks and cubby spaces.

() YES () NO

PERMISSION TO PHOTOGRAPH AND/OR RECORD FOR EXTERNAL USE.

I give permission for LPA to photograph and/or record my child. I acknowledge that the resulting photographs, video, or audio recordings may be used in publications, websites, videotapes, motion pictures and area newspapers. I understand that the resulting photographs, video and audio recordings may be published for the purpose of instruction or informing staff, students, parents or general public of school programs or events. I also give my permission for the name of my student to be published with the above listed photographs or recordings. Examples include, but are not limited to LPA's Newsletters, Yearbook, website, Facebook page and promotional pamphlets.

() YES () NO

3) BUZZ BOOK

I **DO NOT** want the following information included in the PTO sponsored Buzz Book.

(Check all that apply)

Student Photo _____
Home Address _____
Phone Number _____
Email Address _____

Parent/Guardian's Signature and Date

Name _____

Date _____