



**The Lead School
Parent
Quick Reference Guide**

BUILDING INFORMATION

School Address:

The Lead School
1610 Willott Rd.
St. Peters, MO 63376

Phone Number:

636-447-5100

School Email: info@theleadschool.com

School Website: www.theleadschool.com

Facebook: The Lead School in St. Peters

Director:

Shanna Smith, M.A.
shannasmith@theleadschool.com

Resource Coordinator:

Tamara Walchshouser M.A.
twalchshouser@theleadschool.com

School Secretary:

Kimberly Bigham
kbigham@theleadschool.com

School Hours

School is in session between the hours of 8:45 am and 3:00 pm Monday, Tuesday, Thursday, and Friday. We have an early release every Wednesday at 1:00 pm.

Building Hours:

Monday-Friday, 7:30 am - 3:30 pm. During summer (ESY), Monday-Friday 7:30 am-1:30 pm.

STAFF CONTACTS

| Staff Name | Classroom | Email |
|------------------------|---|--|
| Alfonzo Brown | Fitness Coordinator | abrown@theleadschool.com |
| Will Cox | High & Middle School Science | wcox@theleadschool.com |
| Heather Dattilo | Upper Elementary (4-6) | hdattilo@theleadschool.com |
| Michelle DiFranco | SLP & Social Group | mdifranco@theleadschool.com |
| Chris Gilchrist | Behavior Interventionist & Social Group | cgilchrist@theleadschool.com |
| Marci Jennings | BEST (Level 1 AU) | mjennings@theleadschool.com |
| Josh Manian | High & Middle School Math | cmanian@theleadschool.com |
| Rudy Mitchell | Lead Behavior Interventionist | rmitchell@theleadschool.com |
| Teonna Mitchell | Behavior Specialist | tmitchell@theleadschool.com |
| Bradley Peach | High & Middle School History | bpeach@theleadschool.com |
| Shannon Privott Walter | High & Middle School English | sprivottwalter@theleadschool.com |
| Kristin Stellhorn | Lower Elementary (1-3) | kstellhorn@theleadschool.com |

ATTENDANCE

Official attendance shall be reported and recorded by the School Secretary. The student's attendance will be reported monthly to the student's home district.

Excused Absences

- Illness or injury to the student
- Hospitalization
- Medical appointments that cannot be scheduled outside of school hours
- Death in the family
- Family emergency
- Planned family vacations

Parents/Legal Guardians will notify The Lead School of the nature and expected dates of the student's absence as soon as possible.

Unexcused Absences

Unexcused absences include any circumstance not listed above, including any absence due to truancy. If a student does not come to school and the parent does not call, the school secretary will call the student's home to check on his/her welfare.

- If the parent does not respond to phone calls made by The Lead School, the local police will be asked to do a welfare check.
- If a student is hospitalized, the parents/guardians will notify The Lead School of the hospitalization. The Lead School will then notify the student's home district.
- Upon discharge from the hospital, the parents/guardians will provide The Lead School with the student's discharge paperwork so that members of the student's team are aware of changes and can adjust the student's individual plan accordingly.

Accumulated Absences

- When students have accumulated 5 consecutive absences, the student's parents/guardians will be notified by phone. The student's home district will also be notified via email.
- When students have accumulated 10 total unexcused absences, the student's parents/guardians will be notified by phone. The student's home district will be notified via email.
- When students have accumulated 18 or more unexcused absences, the student's parents/guardians will be notified by letter. The student's home district will be notified via email.
- If attendance continues to be an issue, an IEP meeting will be called. The Lead School, the student's Parent/Legal Guardian and the student's home district will meet as a team to create a plan that will increase the student's rate of school attendance.

ELECTRONIC DEVICES

The Lead School's success is the product of a dedicated student body, an outstanding instructional staff and a school philosophy of high expectations for all. This is accomplished by diligence in minimizing interruptions and distractions during the instructional day. While not all electronic devices pose the same risk of disruption to the learning environment, it is necessary to develop a policy that governs the use of some of the more intrusive. To this end:

- Students may not possess cell phones and other mobile devices during the school day.
- All cell phones, mobile devices and electronics (unless noted in IEP) are collected by staff every morning and securely stored in a locked container.
- Electronic devices need to be shut off or on silent, not vibrate mode.
- Cell phones and mobile devices will be returned to students at dismissal.

BACKPACKS

In an effort to process the students efficiently and thoroughly as they enter the school building each day, we ask that they **not** bring backpacks to school. The Lead School provides everything the students need for academics, so it is unnecessary to bring anything extra to school.

We recognize that some of our students have specific sensory needs and coping strategies. Therefore, if your child has a particular comfort item they need in order to feel safe as they adjust to the school environment, and it is best transported in a clear backpack, please reach out to their teacher, the director, or the school secretary to discuss the best way to handle it.

FOOD AND BEVERAGES

The Lead School provides breakfast to all students who wish to eat when they arrive at school. Breakfast is served daily until 9:15 am. If district-provided transportation is running late, those students will still have the opportunity to eat breakfast. However, if students are dropped off by parents/guardians after 9:15 am, they will not be able to eat breakfast.

Students are offered a mid-morning snack every day during their second break. The Lead School also provides a balanced lunch choice, with a PBJ option, and milk or water to drink. All snacks and meals are provided to students free of charge.

Students who choose to bring their own snack will be able to eat it only during designated snack time. If they need something to drink, they will be able to get water from the drinking fountain.

Students who bring their own lunch may ask for milk or water to drink. If they bring their own beverages and do not finish them during lunch time, they will put them back in their lunchbox for the day. Students who bring their lunch may not also eat school lunch.

Energy drinks are not allowed at The Lead School.

No beverages allowed in the building except for an unopened bottle of water. Students may bring an empty water bottle, which they will fill from the school's drinking fountain. Glass containers of any kind are not permitted.

All food and beverages brought to school will be subject to inspection and confiscation by staff, if necessary, and will be returned to the student at dismissal.

STUDENT PICKUP DURING THE SCHOOL DAY

Only a parent or legal guardian may designate another adult (over the age of 18) to pick up a student early from school. Such authorization must be presented in writing and entered into the student's emergency information sheet. Persons authorized by the parent or legal guardian for early pickup must be able to produce a valid, unexpired, photo identification card.

Only in an extreme emergency situation will the parent or legal guardian be able to authorize someone to pick up their student early from school who is not listed on the student's emergency information sheet. They will give their verbal consent over the phone with the person's full name and relationship to the student. That person must produce a valid, unexpired, photo identification card, which will be photocopied and added into the student's emergency information sheet. The student will be asked to identify the person who is picking them up.

Legal guardians are automatically authorized to check their child out of school unless official court documents are submitted to the school's main office with instructions that restrict the parent/guardian's access to the child. Such instructions will be entered into the school's student information management system and the student's home district will be notified.

Adults who arrive at a school to check out a student must check in with the main office, sign the Student Early Release sheet and, when asked, provide valid photo identification. The school office staff will check the information against their records to ensure the adult is authorized by the parents to have physical custody of the child.

DRESS CODE

The Lead School recognizes that dress and grooming are an expression of personal style and individual preference. The purpose of the dress code is to emphasize that school is the place of a student's work and that respect for other members of society and oneself places some restrictions on the nature of dress and grooming.

Student dress will be the responsibility of the student and his or her parents/guardians within the following guidelines:

1. Dress and grooming shall be clean and in keeping with health, sanitary and safety requirements.

2. Dress and grooming will not be such that it causes undue attention to a student so that it disrupts or potentially disrupts the school environment or in any way prevents students from achieving their educational objectives.
3. No chains, studded or spiked jewelry or embellishments, or clothing that has these items sewn into it, will be worn.
4. Students shall not wear clothing or accessories bearing the following messages:
 - Obscene or profane statements or pictures
 - Statements advocating immoral, illegal, sexual or violent behavior.
 - Statements advocating, promoting or picturing alcohol, tobacco, firearms or drugs.
 - Language or symbolism including but not limited to: swastikas, rebel flags, the occult or gang affiliation.
 - Statements or images that are demeaning to race, gender or creed.
 - Statements or images which promote political viewpoints, or which include political slogans or promote specific political agendas.
5. Wide-armed and spaghetti strap tank tops should only be worn over or under another shirt.
6. Clothing that is revealing (e.g. clothing baring cleavage, midriff, bare chest or buttocks) is not permitted.
7. Clothing that sags below the waistline is not permitted. One's waistband must be above one's buttocks at all times.
8. Shoes containing roller skate wheels are not allowed.
9. Teachers and administrators may also require students to remove hats, hoods or sunglasses in the classroom.
10. Bathing suits will be one piece for girls and boxer-style trunks for boys. Students may also wear rash guards/swim shirts with graphics and words that adhere to the guidelines outlined above.
11. These guidelines also apply to jewelry, hats and other adornments.
12. Additional restrictions are at the judgment and discretion of the administrator.

MEDICATION

All prescription medicine must be in the original prescription bottle and must have the student's name on the prescription bottle. A parent/guardian signature is also required. Submit the completed "Prescription Medication Form" and the medicine bottle to the front office.

Prescription pills brought to school by a student must have a signed and dated note from the parent/guardian stating the number of pills sent to school. The medicine must be brought to the main office by the beginning of class that day. The "OTC Consent Form" needs to be filled out, signed and returned before any over the counter medications are administered.

The parents or guardians will assume responsibility for informing school personnel of any change in the student's health or change in medicine. Any changes to a medication dosage or medication change must be accompanied by a written order from the prescriber and the medicine must be in an updated labeled prescription bottle.

Administration of medicine to a pupil when the above conditions have been met shall be limited to the Director or designee. All medication shall be kept in a locked cabinet in the Health Suite. At the end of the school year, a parent/guardian must pick up the remaining medicine by the end of the last day of school. Any medication not picked up or expired will be sent home to be discarded.

INCLEMENT WEATHER

The Lead School serves multiple districts in multiple counties on both sides of the bridge. There will be times when conditions in some of the areas we serve may be deemed unsafe, while conditions in other areas may be deemed safe. To reconcile this potential disparity, when we make the decision to cancel school, it will be for the entire school, rather than by individual school districts.

There will also be instances when one or two school districts cancel school but The Lead School does not. In that case, your child will not be provided with transportation. However, you may elect to bring your child to school and pick him up on your own. Otherwise, your child will miss school and the absence will be counted as an Inclement Weather Day.

The Lead School will make every attempt to reach a decision regarding the closing of school by 5:00 am. However, there may be times when the weather conditions change rapidly, and the decision could be delayed. Therefore, it is a good idea to continue to check the school closing announcements throughout the early morning hours.

The Lead School will announce its closure on our Facebook page and the following local television stations: KMOV-Channel 4, KSDK-Channel 5 and FOX-Channel 2. The school closing will say, "The Lead School." Please be aware that the television stations alphabetize our school by "T," rather than "L."

YEAR ROUND SCHOOL

The Lead School is year-round because students with emotional disabilities and autism benefit from consistent learning and therapeutic opportunities with minimal interruption of services. The summer session gives teachers an opportunity to work on the skill gaps we often see in our students. It also gives all students opportunities to continuously practice skills that are easily lost if they are not regularly addressed. Furthermore, it gives our high school students a chance to work on credits they need to graduate on time. Most importantly, the rhythm and predictability of a typical school day provides children with emotional disabilities and autism the structure they need to stay regulated.

THERAPEUTIC ROOMS
Therapeutic Rooms at The Lead School

| Therapeutic Rooms | Description of Students | Use | Staff Role in Room | Example |
|----------------------------------|---|--|---|---|
| Reorientation Room | Student is in crisis , verbally and or physically aggressive, property damage | Room has soundproofing, padded walls. Students might need to be restrained. Students are provided with a variety of tools to help release aggression and anger in order to identify the feeling, name the emotion and understand their response to it. | Staff members in the room or directly outside. Students are never made to feel alone. Goal: When the student is calm, we can talk about the issue. Do not engage in conversation when the student is in crisis. Give simple directions. | Student is cursing, aggressive. |
| Reflection Room/ Sensory Room | Students are not in crisis . No danger of property damage, verbal or physical aggression/escalation. Students have an identified need for sensory regulation and benefits from a defined sensory diet/sensory strategies | School work can be completed, students who can't go on break, PPI room, etc., process their behavior with staff. Student has been removed from class or group but is not escalated. This is a time to process with staff to better understand their response to frustration. Students apply various sensory strategies designed to focus the body and mind, regulate behavior, gain/regain focus and help them return to classroom activities. | Staff freely talk with students and clearly address why they need the room; students fill out a Think Sheet and discuss it with staff. Explores coping strategy choices and practices them in order to see what works best; encourage students to use what they learned the next time they have a problem. Staff member is familiar with the equipment and tools in the sensory room and their purpose. Staff member is also familiar with the student's sensory needs and guides the student through the activities. | Student has been removed from class or Group but not escalated. Student asks for a break. Student requests to speak with a staff member. Students are no longer in crisis, but need to process. Student has a wiggly body and struggles to stay focused on the task. Student is overwhelmed by his surroundings and could benefit from a reset. |
| Redirection Center | Student's behaviors have caused others to feel unsafe and creates a hostile environment | Systemic, therapeutic approach to helping students work through the process of accepting responsibility for actions | Facilitator, guide, therapeutic coach who helps student through the process | Student's actions and words cause others to feel unsafe. Students spend a day or more (if needed) in the Redirection Center. |
| Zen Room | This room is for students and staff. | Students that have requested a break. Staff members that have been involved in a crisis. | The Zen Room is intended to reduce the effects of secondary trauma and allow students and staff to practice Mindfulness. | Staff self care and a designated space to practice self care is required in order to be designated as Trauma Informed in Missouri. |

PHYSICAL RESTRAINT

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. *Physical restraints should only be used in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate.* Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include but are not limited to, the following:

A. Verbal Prompt: A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.

B. Full or Partial Physical Cue: A full or partial physical cue involves an adult placing his or her hands on a child or physically redirecting a child. These begin with a minimal amount of physical involvement and gradually increase physical involvement as needed to return a child safely back to task.

C. Physical Escort: When a child inappropriately wanders away from the task at hand, or does not comply with directions to walk to a specific location, an adult “escorts” them back to the task. A physical escort is done as per **Safe Crisis Management** protocol by standing just behind the child, grasping the child immediately above the elbow with one hand, and placing the other hand between the child’s shoulder blades and then “escorting” the child in a firm and brisk manner to the task.

Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used. ***In other words, a physical restraint can only be used when non-physical interventions would not be effective AND the student’s behavior poses a threat of imminent, serious physical harm to himself or herself or others.***

During the Administration of a Restraint

During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others.

Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

- A. Review the restraint with the student to address the behavior that precipitated the restraint;
- B. Review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed.
- C. Consider whether any follow-up is appropriate for the students who witnessed the incident.

Restraint Policy Timeline

- A. After the Physical Restraint
 - Take appropriate steps to release and return the student to the next activity or next steps.
- B. By the End of the Day
 - Staff person who observed or implemented the physical restraint completes a Physical Restraint Incident Report.
 - Parents notified of the physical restraint.

STUDENT ACCESSIBLE USE POLICY FOR TECHNOLOGY

The Lead School believes that using new technologies, electronic resources, and Internet access enhance student learning and provides a quality educational experience for all students. It is our privilege to be able to offer use of such technological resources to enhance the educational experience. However, despite these benefits, the Internet reflects the values of a global society and can provide access to sites that could be considered inappropriate. The purpose of this policy is to ensure the proper use of the technologies while enrolled at The Lead School.

All users are expected to use the technology available at The Lead School in a manner that is consistent with the school's guidelines and the school's academic programs. Technology includes but is not limited to cellular telephones, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, Alexa, other hardware, electronic devices, software, Internet, e-mail, and all other similar networks and devices. Users are expected to be responsible and use technology to which they have access appropriately. Obscene, pornographic, threatening, or otherwise inappropriate use of technology, including, but not limited to email, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the school community, is prohibited.

Students must:

1. Respect and protect the privacy of others.
 - a. Decline to view, use, or copy passwords, data, or networks to which they are not authorized.
 - b. Avoid distribution of private information about others or themselves.

2. Respect and protect the integrity, availability, and security of all electronic resources.
 - a. Observe all network security practices.
 - b. Refrain from destroying or damaging hardware, software, data, networks, or other resources that do not belong to them .
 - c. Abstain from overriding the Internet content filtering system.
 - d. Refrain from downloading games or other software that may compromise the network security.

3. Respect and protect the intellectual property of others.
 - a. Refrain from copyright infringement (making illegal copies of music, games, or movies).
 - b. Avoid plagiarism.
 - c. Communicate respectfully.
 - d. Report threatening or discomfoting materials to a school administrator or teacher
 - e. Refuse to access, transmit, copy, or create material that violates the school's code of conduct (such as messages or pictures that are pornographic, threatening, rude, discriminatory, or meant to harass; or inappropriate websites that escape filtering).*
 - f. Avoid accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works, music, games, etc).*
 - g. Refrain from buying, selling, advertising, or otherwise conducting business, unless approved as a school project.*

* These are not all-inclusive lists of inappropriate uses and activities.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources. Users have the responsibility to use technology resources in an appropriate manner. Consequences of misuse or abuse of these resources will vary depending on the severity of the situation.

Supervision and Monitoring

School employees periodically monitor the use of information technology resources to help ensure that users are secure and conforming with this policy. Students have no expectation of privacy with respect to the use of technology resources. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect

property. The school administration has the right of access to any electronic devices brought onto school property. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement should one be committed.

Agreement Form

In order to ensure the proper use of technology resources, it is necessary that each user annually signs the attached Student Acceptable Use Policy – User Agreement Form. The signed form must be on file at The Lead School before Internet and other technology access is permitted. Signing the form indicates that the user will abide by the rules governing Internet and other technology access as stated in this policy.

The school reserves the right to issue additional or more detailed rules for the use of technology resources, and violations of such rules may be a cause for imposition of any of the penalties delineated above.