

Latin American Montessori Bilingual Public Charter School



Parent/Student Handbook School Year 2016-2017

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Founding Agency: Latin American Youth Center, Inc.
Founded in 2001 and incorporated as a non-profit corporation
Independent of the DC Central School Administration as of January 6, 2003

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Welcome

Family members are welcome to visit the Latin American Montessori Bilingual Public Charter School (LAMB), and we encourage your participation, observations, comments, and questions. Please read this handbook thoroughly so that you are familiar with LAMB practices, procedures and policies.

LAMB is authorized by the DC Public Charter School Board, which has assessed LAMB as a Tier 1 School. This handbook contains policies, procedures, and guidelines that we follow in daily operations.

School History, Vision, Mission and Guiding Principles

LAMB was chartered in the fall of 2001 and opened with 57 learners in 2003 after a year and a half of planning. LAMB has the distinction of being the only accredited dual language immersion Montessori public charter school in the Washington, DC metropolitan area and one of only a few nationwide.

Enrollment has increased each year and to meet the growing demand for a high quality bilingual education, LAMB is operating from two sites: our original location, the historic Military Road School (Ward 4) and our second facility LAMB at South Dakota Avenue NE (Ward 5).

Vision Statement

"I am the promise; I am the possibility."

Mission Statement

Latin American Montessori Bilingual Public Charter School's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish.

Guiding Principles

- We guide children and follow Montessori principles in a child-centered, multi-age environment.
- We empower children to become academically competent and emotionally stable.
- We support the development of children in a respectful and loving environment so that they can learn to overcome challenges and reach their fullest potential.
- We support cognitive development in English and Spanish.
- We foster children's self-esteem by encouraging self-directed work, thus promoting autonomy and allowing children to become caring, cooperative, and involved community members.
- We promote a peaceful community by respecting all stakeholders and encouraging open, direct, and honest communication
- We value the involvement of parents in all aspects of school life and provide opportunities to strengthen families through parent workshops.
- We value cultural flexibility and openness to be able to reach each child through different means, respecting each family and child's uniqueness.
- We believe in the responsible stewardship of public funds.
- We believe that we are guardians of the earth and are responsible for maintaining an environmentally healthy facility.

School Information

School Hours

Elementary Students 8:15AM – 3:15PM
Primary Students 8:30AM - 3:00PM

Before and After School Hours

Before School Hours 7:15AM – 8:30AM
After School Hours 3:00PM – 6:00PM

LAMB offers an Extended Learning Day (Before and Aftercare) Program onsite daily. The program operates for a fee.

School Closings

LAMB follows the D.C. Public School System closing policy for inclement weather. Check local TV and radio stations for school closings, delays, and early dismissals.

Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Age Discrimination Act of 1975 (“The Age Act”), Latin American Montessori Bilingual Public Charter School (LAMB) does not discriminate on the basis of race, color, cultural heritage, national origin, religion, age, sex, sexual orientation, marital status, physical or mental disability, political affiliation, source of income, veteran status or any other status protected under local, state, or federal law in admission or access to, or treatment or employment in, its programs and activities against applicants for admission and employment, students, parents, employees, volunteers, sources of referral of applicants for admission and employment.

Board of Trustees

LAMB is governed by an all-volunteer Board of Trustees which includes parents and persons with no other direct relationship to LAMB, but whose individual expertise enables the Board to reach its ultimate responsibilities in policy development, financial viability, and academic achievement. The Board is responsible for articulating and advancing the general policies that implement the school’s mission; providing oversight of the assets (human, financial and property) of the organization; supporting the executive director; serving as ambassadors on behalf of LAMB; and supporting LAMB through individual giving, as well as seeking out funding opportunities from external sources. The Board meets monthly.

Accountability

LAMB is an independent 501 (c) (3) with a unique foci of dual language immersion and Montessori beginning with early childhood education and continuing through fifth grade. This combination of pedagogy is not only attractive to District residents, but to national advocacy organizations and university researchers tasked with specialties in language development, service to English language learners, and early childhood education. The result has been triple digit waiting lists for enrollment for more than seven years, a steady increase in the school’s enrollment ceiling, and requests for collaborations and partnerships from both local and national entities.

LAMB is accredited by Middle States Association of Colleges and Schools Commission on Elementary Schools. LAMB is authorized by the DC Public Charter School Board (PCSB), the sole authorizer within a charter sector that serves approximately 40% of school age children in the District of Columbia.

LAMB is required to submit documents and make periodic reports (governance, finance, operations, etc.) to the PCSB. Under the School Reform Act, the PCSB is responsible for reviewing the fiscal management of charter schools. Therefore, each year, LAMB must submit an annual independent audit to the PCSB, which in turn assesses the financial health of the school. The School Reform Act also prescribes a review of charter schools at least once every five years to determine whether they should continue to stay open.

Another component of Accountability is submission of quarterly reports and annual reports, which include governance, curriculum, instruction, school climate, and assessment. The majority of these reports along with a host of others regarding service to students with special needs, English language learners, teacher quality, attendance, facility, truancy and expulsion rates, among others, are completed and submitted to the PCSB, the Office of the State Superintendent of Education, and funders, including the local and federal governments. LAMB must adhere to local and federal laws and comply with all of the terms and provisions of its charter agreement.

LAMB's Code of Conduct

Parent Responsibilities

- Be familiar with and follow school policies and Parent Handbook.
- Follow the school-wide Positive Behavior Matrix (PAZ).
- Actively participate in your child(ren)'s education.
- Bring your child(ren) to school on time.
- Understand the Montessori curriculum and Dual Language Model and attend workshops and conferences.
- Respect racial, economic, cultural, and linguistic differences and similarities among LAMB families and serve as a role model for children.
- Volunteer your time and effort to the school.
- Attend events to create a sense of community and to learn about our differences and similarities.

Student Responsibilities

- To construct the adult s/he will become!
- To respect self, others, and the environment
- To follow LAMB's Positive Behavior Matrix (PAZ)

Elementary Students:

- Maintain a positive attitude during lessons
- Actively participate during school activities
- Work hard to accomplish individual goals by completing assignments and homework

Student Arrival

Class starts at 8:30 am for Primary students and at 8:15 am for Elementary students. Elementary students not enrolled in the school's Extended Learning Day Program should arrive between 8:00 am and 8:15 am. Primary students not enrolled in the school's Extended Learning Day Program should

arrive between 8:20 and 8:30 am. Parents/guardians should make sure that their child/ren are properly supervised until students enter their classrooms.

For students in the second grade and younger:

You are required to find a legal parking space and escort your child/ren into the school. Students must be signed in to the classroom by an adult. If your child is late, a parent must sign them in at the front office first, and get a school tardy pass. **No tardy child will be allowed in the classroom without a tardy pass.**

For students in the third grade and higher:

Students may be dropped off outside between 8:00 and 8:10 am and enter the building unescorted if they have completed and submitted the unescorted student waiver form. Students must be in the classroom by 8:15 am. Any students arriving to their classroom after 8:15 am will require a parent to sign them in at the front office and get a tardy pass. **No tardy child will be allowed in the classroom without a tardy pass.**

**When Arriving by Car
Missouri Avenue**

Missouri Avenue is a busy street. Please leave plenty of time to find a safe and legal parking space and walk into the building on time.

Parents are asked to follow a one-way traffic pattern around the school. Take 13th Place as a ONE WAY Street by entering into the alley which connects to 13th Place from Peabody Street. Be aware that there are limited parking spots on 13th Place and the school strongly advises that LAMB parents do not enter 13th place unless dropping off 3rd grade students who are not required to be escorted into the building.

Parents may not use the school parking spaces located on the plaza of 13th Place for any reason. This includes turning around, dropping off, or parking. Do not make U-turns on 13th Place or turn around using a private driveway. All pedestrians/bike riders use the crosswalks or cross at intersections only. All pedestrians and cyclists should use the crosswalk when arriving to school.

South Dakota Avenue

South Dakota Avenue is a busy street, therefore we advise everyone to follow the procedures below in order to keep everyone safe:

- While dropping off and picking up, please leave plenty of time to find a safe and legal parking space and walk into the building on time.
- Only cross South Dakota Avenue at the crosswalk/traffic signal at the corner of Perry Street and South Dakota Avenue.
- When dropping off and picking up older students, make sure to pull all the way up to the curb and let your children out on the school side of the street.
- NEVER stop in the traffic lane on South Dakota Avenue to drop off or pick up anyone.
- Never make a U turn in front of the school. It is safer to drive around the block.

Classroom Sign-in

Attendance sheets will be outside each classroom for parents to sign their children in and out on a daily basis for primary and lower elementary children. Elementary students in grades 3-5 may sign in and sign out by themselves if parents submit an Unescorted Student Waiver Form.

Students may only leave school with an authorized person who is listed on the student's pick up list or in the case of emergency, other specific parent/guardian authorization.

Attendance Policy

LAMB is a bilingual school with high expectations for academic success. Absences, late arrivals and early dismissals are recorded and must be reported to the Public Charter School Board and Office of State Superintendent of Education (OSSE). Parents and guardians are responsible for sending their children to school.

When students are absent or late, they miss the unique value of the classroom experience which cannot be duplicated by make-up work. The purpose of this attendance policy is to ensure a quality education for all students, foster responsibility and reliability, and comply with public education policy governing all students attending District of Columbia Public Schools, charter and traditional.

Students are expected to attend School **every day** that we are in session. The DC Compulsory School Attendance Law governs mandatory school attendance and the intervention procedures when students are truant. Per the School Attendance Clarification Emergency Amendment Act:

- Absences are deemed unexcused unless the child's parent/ guardian provides the school with a valid excuse within 5 school days upon the child's return to school.
- No child may be expelled or receive an out-of-school suspension due to an unexcused absence or tardiness.
- No child may be unenrolled from the LAMB due to an unexcused absence or tardiness unless the child has accumulated 20 or more full school day consecutive unexcused absences.
- LAMB will refer children 5 years of age through 13 years of age to CFSA, no later than 2 business days after the accrual of 10 unexcused full day absences within a school year.
- Schools have discretion with regard to the referral requirements if a minor student accrues the 10th or 15th unexcused absence, respectively, within the final 10 school days of a school year.

At LAMB, school attendance is required for all students who reach three years of age on or before September 30 of the current school year. Students are also expected to be on time. For every three unexcused tardy, it will be considered an absence.

Attendance school-based support team

The school-based student support team will meet within five school days of the referral and regularly thereafter to:

- Determine the underlying causes for a student's absenteeism or truancy.
- Communicate and collaborate with the student and parents.
- Create and implement action plans in consultation with the student and parents.
- Make recommendation for academic, diagnostic or social work services.
- Use school and community resources to reduce the student's truancy including referrals to appropriate community-based organizations when available.

Reporting Absences

Parents need to report all absences to the school as soon as the need for absence is known. Additional information will be required for the absence to be excused (see below). Absences must be deemed unexcused unless the minor's parent/guardian provides the school with a valid excuse within 5 school days upon the minor's return to school. To report absences please email frontdesk@lambpcs.org for Missouri Avenue or frontdeskSD@lambpcs.org for South Dakota.

Excused Absences

All absences will be reported as unexcused absences unless the school receives proper documentation within 5 school days for valid excused absences. Proper documentation includes parent notes, court documents, and doctor's note. Below are some examples of valid excused absences:

- Illness or other bona fide medical cause experienced by the student;
- Absence due to quarantine, contagious disease, infection, infestations, or other condition requiring separation from other students for medical or health reasons;
- Death in the student's family;
- Necessity for student to attend judicial or administrative proceeding;
- Observance of a religious holiday;
- Suspension or exclusion from school by school authorities;
- School closing or suspension of classes;
- Failure of DC to provide transportation in cases where there is a legal responsibility for the transportation of the student;
- Medical or dental appointments for the students – note *only the portion of the day spent at the appointment plus travel is excused*;
- An emergency or other circumstances approved by school authorities.

Unexcused Absences

Examples of unexcused absences are: **heavy traffic (unless is a city wide emergency), car trouble, oversleeping, weather, and vacation.**

Tardiness

Tardiness is recorded and reported to OSSE because it can adversely impact student performance. Students who are tardy must be signed in by a parent or guardian at the front desk and must provide a valid reason for their tardiness. Please remember that three late arrivals are equivalent to one absence.

When students are late they:

- Disrupt the class;
- Miss important information;
- Miss time to work on assignments; and
- Create a negative habit for life.

Elementary students are considered late after 8:15 am and primary students are considered late after 8:30 am. Parents must sign-in late students (front desk and classroom). Students will not be allowed in the classroom without a tardy pass from the front desk.

Dismissal

Primary Students (Pre K 3 - Kindergarten) - 3:00pm

Elementary (1st grade - 5th grade) - 3:15pm

Early Dismissals & Appointments

If your child has a medical or dental appointment requiring you to come to school requesting an early dismissal, please write a note to the teacher ahead of time. All early dismissals are made from the office, not from the classroom. Parents are required to sign-out students from the office. An early dismissal counts as a tardy and three early dismissals or late arrivals equal one absence.

Late Pick up

Students are expected to be picked up at their dismissal times (Primary 3:00pm and Elementary 3:15pm). If students are NOT picked up at their dismissal times they will be sent to the Extended Learning Day Program. You will be charged a fee of \$25.

School Lunch Program and Snacks

LAMB offers standard and vegetarian lunches each day. Each month, families will be notified of the availability of lunch, the menu, and the price. Certain dietary restrictions such as dairy-free may be accommodated. Check with the front desk on the availability of different menu options. Some students may be eligible for the free or reduced lunch program. Whether you qualify for the school lunch program or not, please complete a lunch form.

Bringing Lunch and Snacks from Home

If you choose to send lunch with your child, please make sure you provide your child with a well-balanced, **nut-free** meal. Candy and/or junk foods, such as sweet cookies and potato chips, are prohibited. Fruit, vegetables, pasta, any form of nut-free protein, and 100% juice or milk are recommended. ***Please mark your child's lunchbox with his/her name.***

Lunch should be non-perishable, as lunches will not be refrigerated. Please do not send students with food that requires heating or microwaving. LAMB staff cannot reheat meals.

Each parent may be asked to provide snacks for their child's classroom based on a rotating schedule that will be posted by the teachers. **Remember that LAMB is a NUT FREE school.** Please check the list of ingredients and recommended suggestions when purchasing snacks. Suggested snack lists are available from the teachers.

Nap and Rest Time

Preschool (3 years old) and some Pre-Kindergarten children at LAMB will have the opportunity to rest and/or nap according to the individual biological needs of the child. It is important that you send a small blanket, sheet and pillow (clearly labeled) in a bag (clearly labeled) that your child can carry independently. You should take these items home each week for washing.

Toilet-Training

Children in the process of toilet-training will need extra changes of clothing including underwear - ***no diapers or pull-ups.*** LAMB is willing to work with you and your child for toilet-training. However, ***if we do not see cooperation*** on the part of the families in reinforcing the ***no diapers or pull ups at home,*** we will have to ask the child to be removed from the classroom until the child can use the restroom independently. Talk to your child's teacher to design and share a strategy that will work best for your child. It is necessary that the family and the teacher work as a team on toilet-training.

Bringing Objects from Home

Children may share books, pictures, unique educational toys, or special items from a trip or special event. We encourage students to bring items from home that relate to special projects at school. Please keep candy, gum, dolls, cars, guns, jewelry, money and other "toys" at home or in your car. Should the school find it necessary to take an item away, we cannot guarantee the item will be returned.

Electronic equipment such as cell phones and musical devices are not to be used during the school day or at school sponsored programs and activities. Such devices will be confiscated and will only be returned to an adult.

Field Trips

Field trips are planned throughout the year to enhance the thematic units and/or the educational experience of children. Taking students on field trips is a great responsibility for the school; therefore guidelines for planning and conducting a field trip must be followed.

For each field trip, students must have a completed and signed permission form and have paid for the field trip prior to the date of the excursion. Scholarships for field trip fees are available for students who qualify for assistance. Field trips will not be confirmed until the required number of adult chaperones has been confirmed. All parents will be encouraged to serve as chaperones as part of their volunteer service.

Student safety is priority at all times, and especially on field trips. If your child's behavior compromises his/her safety and the safety of the group, a parent will be required to accompany the child until the child demonstrates the ability to exercise self-control when off school grounds. If an elementary child is not cooperating during a field trip, s/he will not be invited to the next field trip and will have to participate in a meeting with the parents before being allowed to participate on future excursions.

Chaperone

The purpose of a chaperone is to keep order and see to the safety and conduct of those students involved in a school event. These are the expectations:

- Chaperones should check in with Person in Charge (PIC) at least 15 minutes before the scheduled field trip time.
- Chaperones will be responsible for students as assigned by the teachers.
- Chaperones should at "all times" supervise their students from the moment of departure from the school until they are returned to their classrooms.
- Chaperones should follow rigorously the instructions given by the teachers.
- Chaperones cannot exchange students with other chaperones unless authorized by the teachers.
- If the students are demonstrating behavioral issues; chaperones should notify the teachers immediately!
- If a chaperone needs to take a student to the restroom, s/he should take the entire group to the restroom or make sure that they are being supervised by the teachers and/or other personnel prior to separating from the group.
- Chaperones should make sure that the lunches are **nut free**; if lunch contains nuts it should be removed immediately and teachers and/ personnel should be notified.
- Chaperones should make sure that students do *not* share their lunches (home or school lunches).
- Upon return, all chaperones are responsible for returning all students to their classrooms and making sure that the teachers have received them.

Dress Code and Recess Requirements

LAMB believes that students mature and gain individuality through the practice of choosing their own clothing. Students should wear comfortable clothes that s/he can button/unbutton or remove to go to the bathroom. Students should wear slippers in their classrooms and should wear comfortable, closed-toed shoes appropriate for playground use. **Flip flops** and shoes with **heels** are not appropriate or safe for playtime at school. Children without proper shoes will not be able to participate in outdoor activities for safety reasons.

Please do not send children to school with items that features princesses, superheroes, violent cartoon character or any animations. (Spider Man, Hulk, or any superhero).

Weather permitting; students will go outside for recess. Children should come to school dressed appropriately for outside play and should wear appropriate shoes for running. Students need rain coats, gloves, hats and boots. Parents are responsible for ensuring that their child comes to school dressed appropriately.

Lost and Found

Make sure you label **all your child/ren's clothes and belongings**. The school is not responsible for lost items. Misplaced or lost items will be placed in the Lost and Found bins. Unclaimed items will be donated to local charities.

Birthday Parties

Please do not distribute birthday party invitations at school or through the student folders unless the entire class is invited. If you wish to have a smaller party, send invitations through the mail.

As a Montessori school, we have a special way of celebrating birthdays. For students in the Primary classrooms, it is an educational and special moment for the child. Please make sure you talk to your child's teacher about birthdays to make the celebration a wonderful experience for the child.

For elementary students, birthdays will be celebrated in the classrooms one afternoon a month and will recognize all of the students who have birthdays that fall within the month. Teachers, parents, and students will work together to plan a short but meaningful celebration that allows each child to feel special.

In an effort to be conscious of developing healthy habits, parents should follow the healthy snacks guidelines when selecting food to share as part of a classroom birthday celebration.

Academic Guidelines and Student Services

The Montessori Program Dual Language Immersion

LAMB is one of few public Montessori, dual language Immersion programs in the area. Our program allows children to interact with didactic materials to meet their academic and social needs. The use of concrete materials promotes the child's acquisition of core educational fundamentals, critical thinking skills, and a second language. As children develop, materials are introduced with increasing degrees of abstraction and complexity. Montessori's emphasis on self-regulation and freedom of choice to obtain academic achievement allows children to progress from concrete toward abstract understanding at their own pace. Parents are encouraged to attend workshops on Montessori education and second language acquisition throughout the academic year.

Common Core Standards

LAMB follows the Common Core Standards and has aligned the language arts and math Montessori curriculum with the standards. The remaining Montessori curriculum is aligned with the local state standards to ensure that students are meeting expectations at the local level.

Title I

In accordance with No Child Left Behind (NCLB) and requirements from the Department of Education, parents have a right to request and receive information regarding the professional qualifications of their child's classroom teacher. Parents seeking this information should contact the Main Office.

Title I also enables children to receive free or reduced lunch. Please see the Main Office for guidelines.

Student Assessment

LAMB uses a computerized record keeping system. In an effort to monitor student progress, we track each student's significant work, teacher observations, and standardized evaluations. A few standardized assessments are required by the District of Columbia, the Public Charter School Board and/or the school's accountability plan.

Students are assessed throughout the year using various assessment methods, including formative and summative assessments that are both formal and informal. Formative assessments provide teachers with information needed to adjust teaching and learning while they are happening. Summative assessments are used to determine students' knowledge base.

Primary Assessment Schedule

Assessment Tools	Month
Bracken School Readiness Assessment (BSRA-3)—Pre-School/Pre-K School readiness screener that assesses students' knowledge of colors, letters, numbers/counting, size/comparison, and shapes.	Fall, Spring
Pre-IPT, WIDA Model Standardized assessment used to measure the English Proficiency of English Language Learners, given to Pre-K and K students who indicated on the Home Language Survey that a language other than English is spoken at home (exclusively <i>or in addition to</i> English). For more information, see: http://www.ballardtighetraining.com/iptinservice/preipt_overview.html https://www.wida.us/assessment/MODEL/	Fall
Dynamic Indicators of Basic Early Literacy Next (DIBELS Next) Standardized assessment that measures early literacy development. (Kindergarten)	Fall, Winter, Spring

For more information, see: https://dibels.uoregon.edu/assessment/dibels/	
Dynamic Indicators of Basic Early Literacy Next (DIBELS Next) Standardized assessment that measures early literacy development. (Kindergarten) For more information, see: https://dibels.uoregon.edu/assessment/dibels/	Fall, Winter, Spring
EasyCBM Math (Kindergarten) Computer-based benchmark assessment tool for mathematics. For more information, see: https://dibels.uoregon.edu/assessment/math/	Fall, Winter, Spring

Elementary Assessment Schedule

Assessment Tools	Month
Dynamic Indicators of Basic Early Literacy Next (DIBELS Next) Standardized individual assessment that measures early literacy development for children in 1 st and 2nd grades. For more information, see: https://dibels.uoregon.edu/assessment/dibels/	Fall, Winter, Spring
IDEL (Indicadores Dinámicos del Éxito en la Lectura) Standardized individual assessment that measures literacy development in Spanish in 1 st through 3 rd grades. For more information, see: https://dibels.uoregon.edu/assessment/idel	Fall, Winter, Spring
EasyCBM Math Computer-based benchmark assessment tool for mathematics for grades 1-5. For more information, see: https://dibels.uoregon.edu/assessment/math/	Fall, Winter, Spring
STAMP (Standards-based Measurement of Proficiency) is a web-based test that assesses foreign language proficiency in Spanish for students in grades 3-5. For more information, see: http://avantassessment.com/avant-stamp4se.html	Spring
WIDA: ACCESS for ELLs This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's	Spring

<p>approach to instructing and evaluating the English proficiency of English Language Learners in grades 1-5.</p> <p>For more information, see: https://www.wida.us/assessment/access20.aspx#faqs</p>	
<p>PARCC – Partnership for Assessment of Readiness for College and Careers</p> <p>The PARCC is a computer-based assessment that measures whether students are on track to be successful in college and careers. Students are assessed in Reading and Math in grades 3-5, and Composition in grade 4. The PARCC is aligned to the Common Core Standards in Mathematics and Reading/English Language Arts.</p> <p>For more information, see: http://www.parcconline.org/assessments</p>	Spring
<p>DC Science Assessment</p> <p>The DC Office of the State Superintendent of Education (OSSE) administers the DC Science assessment to all students in grade 5. The DC Science assessment evaluates student performance in three-dimensional science learning and is aligned to the Next Generation Science Standards (NGSS).</p> <p>For more information, see: http://osse.dc.gov/page/dc-science-assessment-assessment-next-generation-science-standards-ngss</p>	Spring
<p>DC Health and Physical Education Assessment</p> <p>The DC Office of the State Superintendent of Education (OSSE) administers the DC Health and Physical Education Assessment to all students in grade 5. This test measures students' health and physical education knowledge and is aligned to OSSE's Health Education and Physical Education Standards.</p> <p>For more information, see: http://osse.dc.gov/service/health-and-physical-education-assessment</p>	Spring
<p>Second Step</p> <p>Individual evaluation of socio-emotional skills and attitudes demonstrated by selected students, to measure overall progress after participating in the Second-Step curriculum that aims to strengthen these skills in students.</p>	Fall, Spring

Formative Assessments

Assessment	Month
<p>Initial Family Conference</p> <p>Teachers, parents, and students will meet to create individual learning plans that will help children achieve their academic and social goals.</p>	Fall
<p>Student Portfolios (including rubrics for student work)</p> <ol style="list-style-type: none"> 1. Students journals 2. Work samples 3. Writing samples 	Ongoing
<p>Weekly Individual Plans (WIP) (Elementary)</p> <p>Students will develop a weekly plan with teachers that focus on all learning areas and skills and grade level-appropriate assignments. Students will follow and assess their own progress.</p>	Ongoing
<p>IRLA/ENIL Independent Reading Level Assessment (ENGLISH & SPANISH)</p> <p>The Individual Reading Level Assessment Framework is a formative assessment framework for teaching and learning built on the Common Core Standards for Reading/Language Arts. For more information, see: https://www.americanreading.com/leveling/</p>	Ongoing

Behavior and Discipline Protocol

The Consequence Ladder

Step 7: These are high level consequences such as suspension or expulsion of students. These consequences are only administered by principal or executive director. See below.

Step 6: The top of the ladder is for bigger consequences like, going to the principal's office. If a student appears unable to de-escalate and continues aggressive or disruptive behavior, it is advisable to bring the student to an available counselor or administrator for intervention. Once calm, the student should have the subsequent consequence clearly and concisely explained to him/her by the counselor or administrator. Parent contact made by administrator/counselor.

Step 5: Follow through with consequence (e.g., Let other children go out to play and have Johnny remain inside until he cleans up the room.) *When he does, say, "I'm glad you cleaned up. I'll bet you'll do it even faster tomorrow."* Other consequences: *thinking chair, time-out outside of the classroom, loss of privilege.* Parent contact made by the teacher (incident report).

Step 4: State consequence as a clear choice. (e.g., "You can help pick up the material now, or you can stay inside at recess and help clean up the classroom.") Give child time to make proactive choice.

Step 3: Pay attention to another child who is following directions. (e.g., thank you for putting away your work material, Maria."). *Remember to thank Johnny if he starts to clean up too.*

Step 2: Give a clear, specific instruction to the child who isn't cooperating.(e.g., "Johnny, please put your work material on the shelf now.")

Step 1: Ask nicely. (i.e. "Students, please clean up.")

It's best if discipline is calm, consistent, predictable and non-judgmental.

Levels of Inappropriate Behavior and Corresponding Consequences

Level	Behavior	Steps on Consequence Ladder
Level 1: Minor issues that can be resolved using proactive strategies in a reasonable amount of time by adults		Steps 1 through 4 and, if behavior is not corrected after consequence, up to level 5.

Level 2: Learning environment is interrupted	Persistent lack of engagement in learning in a manner that disturbs the school environment	Steps 1 through 5. However if a student rotates through 1-5 more than 2 times; escalate to Step 6.
	Conflict that creates a significant interruption in the learning process or school environment	(Steps 4 and 5; if conflict persists without effective resolution or escalates, you move to Step 6 and consider intervention from counselor to de-escalate student(s) behavior.
	Threat of physical aggression	Steps 4 and 5 and/or 6
	Persistent non-compliance with classroom and school norms such that routines and environments are interrupted	Steps 1 through 6
Level 3: The safety and security of people and/or the environment have been violated	1. Physical aggression 2. Throwing objects that can hurt self or others 3. Damage school property 4. Harassment/bullying (when repeated and targeted toward one or a particular group of students) 5. Verbally abusive and threatening language (more serious threats of aggression)	Step 6 Possible Step 7
Level 4: There is a real and imminent threat to students and staff.	6. Weapons possession 7. Suicidal threat or ideation 8. Homicidal threat or ideation 9. Suicidal threat or ideation	Step 6 Step 7 Police and/or external crisis team may be called.

In-School Suspension, School Suspension, and Expulsion

Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made. For students facing suspension of **fewer than 10 days**, prior to issuing the suspension, the Principal or Executive Director will meet with the student, notify the student of what s/he is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the Principal or Executive Director will issue written notice to the parent detailing the length of and reason for the suspension.

For students facing suspension of **10 days or more**, including expulsion, the Principal or Executive Director will meet with the student, notify the student of what s/he is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Principal or Executive Director will conduct an

investigation into the circumstances of the student's behavior and any explanation provided by the student. At the Principal or Executive Director's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the Principal or Executive Director. This investigation will be completed within 3 days.

After the meeting with the student and any investigation, the Principal or Executive Director will issue written notice to the parent with a recommendation for long term suspension or expulsion and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation.

Within 5 school days of the recommendation for long term suspension or expulsion, a hearing will be held to make a final determination about the disciplinary action proposed. At the hearing, the Principal or Executive Director would present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that s/he wants to the decision maker to consider. An impartial decision maker will be appointed by the Principal or Executive Director to hear all of the information presented and makes a final decision about the proposed disciplinary action. Within 2 school days after the hearing, the decision maker will notify the parent in writing of the final determination and reason for that determination. Parents who are not satisfied with this determination may appeal to LAMB's Board of Trustees. This appeal must be made in writing within 5 calendar days of the final determination.

After three suspensions from school within the same school year for the same or different infractions, expulsion will be seriously considered.

Procedures for Suspending and Expelling Students with Disabilities

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent a Principal from disciplining, suspending or expelling students when behavior not related to the disability threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. However, students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability. Parents can request more information about this process and a copy of the procedural safeguards by contacting the Special Education Coordinator or Section 504 Coordinator.

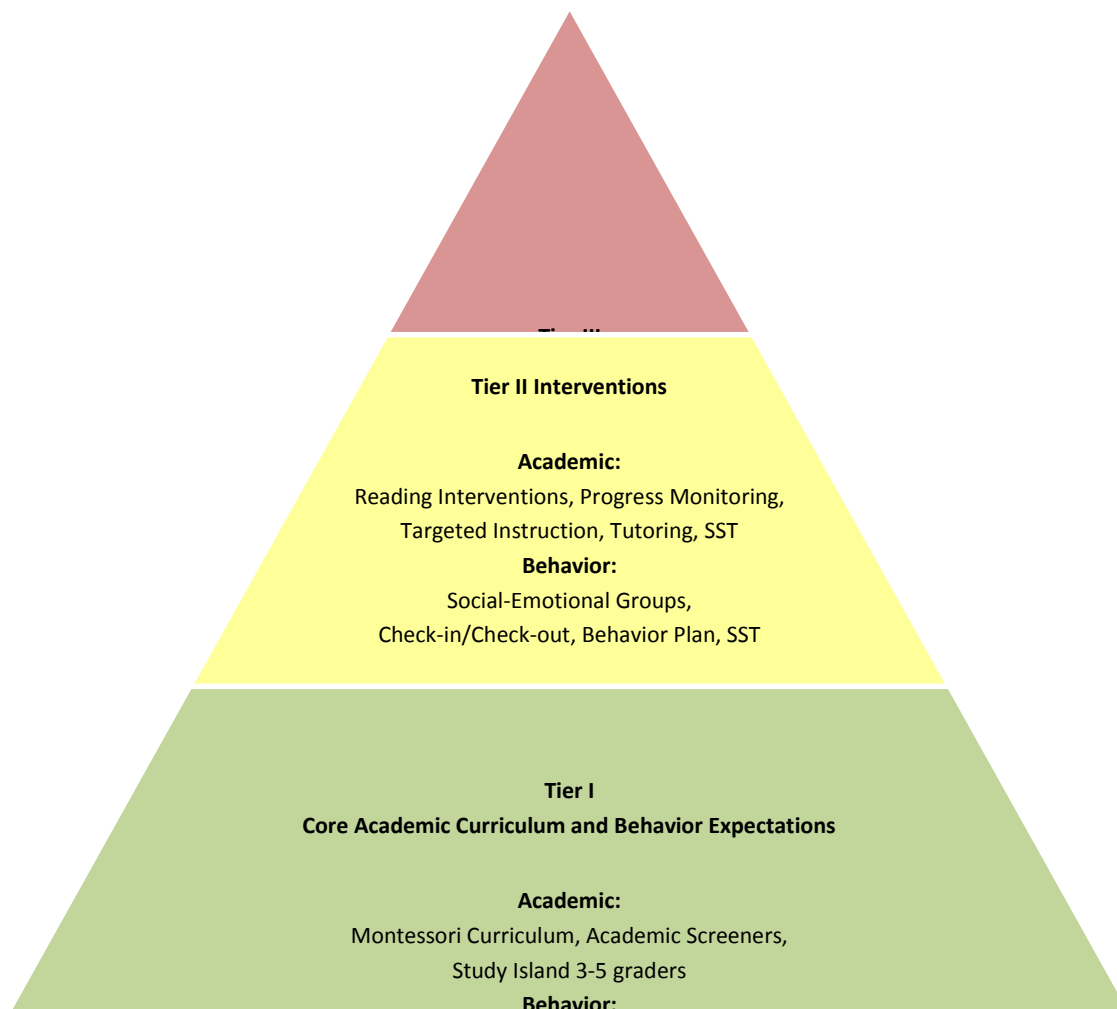
LAMB's RtI Model

Response to Intervention

The Response to Intervention Model (RtI) is a three-tiered education model. Tier I features a core academic curriculum, clear behavioral expectations and academic screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to inform and guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, dual language model and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support.

Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



The Student Support Team (SST)

The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs, identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions and the need to continue or close the case. Students can be referred to the SST process by parents and/or teachers.

Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

The Student Support Team is not a static group of people. Student Support Team Members consist of an administrator and interested parties (parent, teacher and school counselor), including homeless liaison, if required. The team membership varies depending upon who the child is and what group of people need to be brought together to support the specific behavior or academic concern that has been identified as needing additional support.













Positive Behavior Intervention System (PBIS)

Freedom and responsibility are guiding principles in a Montessori classroom. A child has the freedom of choice and movement as long as she or he acts responsibly. Acting responsibly means acting respectfully towards self, others, and the environment. We utilize Positive Behavior Intervention Supports (PBIS) to encourage positive behavior. We have adopted the acronym PAZ to help all members of the LAMB family understand expectations.

**Positive Words
Respectful Actions
Learning Zone**

Classroom Consequences Matrix

Each classroom follows the rules for each area of the school developed based on PAZ. Teachers make sure children are aware of the classrooms expectations and every expectation is presented and practiced using the grace and courtesy Montessori curriculum. These expectations are used by all staff in the building and we hope parents can review them at home.

<p>Palabras Positivas / Positive words Acciones de Respeto / Respectful actions Zona de Aprendizaje / Learning Zone</p>
<p>Rules and Expectations / Reglas y Expectativas Durante el trabajo / During Work</p>
<p> Concéntrate en tu trabajo / Concentrate on your work  Habla en voz baja / Speak softly.  Camina Despacio / Walk slowly.  Respetar el Trabajo de otros / Respect the work of others.  Haz tu mejor esfuerzo / Do your best!</p>
<p>En Grupo / Group Activity in and out of school</p>
<p> Mantenga manos y pies en su cuerpo / Keep your hands and feet to yourself.  Usar materiales con cuidado / Handle demonstration material with care.   Mirar y escuchar / Look and listen.  Levante la mano para hacer preguntas / Raise your hands to ask a question.  Quédese con su grupo / Stay with your group.</p>
<p>Lunch time / Almuerzo</p>
<p> Coma su propia comida / Eat your own food.</p>

<p>· Lávese las manos antes y después de comer / Wash your hands before and after eating.</p> <p>👑 Use buenos modales en la mesa (comer con la boca cerrada, sentarse bien en la silla, usar los cubiertos correctamente, mantener limpia su espacio) / Use table manners (close mouth while chewing, sit properly, use utensils properly, keep your area clean).</p> <p>· Si quiere levantarse de la mesa, levante la mano / Raise your hand to get-up.</p> <p>✓ Limpie tu espacio / Clean-up your space.</p>
Recess / Receso
<p>👤 Invite a los demás a jugar / Invite others to play.</p> <p>‡ Use los juegos para lo que son / Use playground as intended.</p> <p>👤 Quédese en el área de juego / Stay within the play area.</p>
Hallway / Pasillos
<p>· Mantenga las manos en tu cuerpo / Keep your hands to yourself.</p> <p>Use un tono de voz suave / Speak softly.</p> <p>Camine en fila / Walk in line.</p> <p>· Dirijase a su destino / Go where you are going.</p>
Library / Área de la Biblioteca
<p>📖 Use los libros con cuidado / Handle books with care.</p> <p>🤫 Mantenga el Silencio / Be silent.</p> <p>✓ Regrese los libros a su lugar / Return books back to where they belong.</p>
Baños / Bathroom
<p>🚻 Respetar la privacidad / Respect privacy.</p> <p>🚻 Utilice el papel necesario / Use the necessary toilet paper.</p> <p>· Lávese las manos después de usar el baño / Wash your hands.</p>

Students are aware of the consequences when not following the expected rules. Teachers follow a protocol that involves parents and a behavior plan when necessary. When a plan to improve specific classroom behaviors is developed, we expect parents to support their children. Increasing the social-emotional competence of your children is necessary for academic success. Exceptional behavior and academic successes are celebrated during our Peace Ceremony every month.

Pasos a seguir para corregir el comportamiento / Steps to correct behavior. EMPEZAR DEL PASO NÚMERO UNO CADA DIA / START AT STEP ONE EVERY DAY!	
<ul style="list-style-type: none"> • Las maestras ya han presentado y practicado los comportamientos esperados siguiendo el currículo de gracia y cortesía / Teachers have presented and practiced expected behaviors following the grace and courtesy curriculum. • Las maestras han repasado las consecuencias por no seguir las reglas y los niños están claros de lo que puede pasar. / Teachers have presented, practiced and stated the consequences for not following the rules. 	
Cuándo los estudiantes no están siguiendo las reglas / Children who are not following the rule:	
1) Se recuerda al grupo la expectativa / Re-state the expectation clearly to the group.	
2) Se les recuerda la regla “veo que estás tratando de escoger un trabajo apropiado” (se les recuerda y se tratado de enseñar si es necesario. / Give a specific reminder: “I see you are trying to choose appropriate work” (remind or re-teach if necessary).	
3) Se le dirige: “yo creo que necesitas ayuda, yo te recomiendo este trabajo por ahora”. / Redirection: “I think you need help; I have an exciting task for you.”	
4) Se le limitan las opciones: “Favor de sentarse (lugar específico y dar apoyo para que los niños organicen su trabajo). / Limiting Choice: “Please sit in ____ (assigned seat, organizing their work).”	
5) Recordarle al niño la consecuencia por no seguir la regla “Puedes terminar tu trabajo ahora, en otra clase, o terminarlo durante el receso o después de que terminen las clases”. / State consequences as a choice: “You can complete your work now, in a different class, or use part of recess to complete it.”	
6) Aplique la consecuencia y notifique a los padres: “Necesito llamar a tus padres para poder trabajar juntos y podamos apoyarte en tu aprendizaje. / SE LLENA UN REPORTE PARA TENER RÉCORDS DEL COMPORTAMIENTO / Follow through with consequence and notify Parents: “I need to call your parents so we can work together and support your learning.” An INCIDENT REPORT will be completed for record keeping.	
7) Si el comportamiento no mejora, se llaman a los padres a una reunión para desarrollar un plan específico. SE LLENA UN REPORTE Y SE REFIERE AL STUDENT SUPPORTS TEAM (SST) POR COMPORTAMIENTO. / If the behavior continues, parents are called in for a meeting to create a behavior plan. SECOND INCIDENT REPORT AND SST	

Special Education

Both Federal (IDEA) and local (DCMR) laws and regulations require that public schools provide a free and appropriate public education (FAPE) to students with disabilities. LAMB complies with these regulations by implementing special education services with the intent of providing an excellent and innovative education to students with disabilities through an Individualized Education Plan (IEP).

All records pertaining to students with special needs should be shared with the school in order to provide seamless student services if the child qualifies for special education services and the disability is impacting his/her education.

Special education services include (but are not limited to): instructional support/intervention, counseling, behavior therapy, speech/language therapy, and occupational therapy. LAMB operates using an inclusion model. In our model, students with disabilities participate in the general education Montessori classroom to the greatest extent appropriate.

The Special Education Team

Decisions for students receiving special education services are made by a team of individuals including:

Parents

They provide information about their child, help make decisions about education plans, and partner with teachers and staff to help their children succeed.

General Education and Special Education Teachers

Teachers are responsible for delivering core instruction, delivering specialized instruction, implementing accommodations (including behavior plans), co-planning together, participating in IEP (and other special education related) meetings, and collaborating with students, parents and related service providers.

Special Education Coordinator (SEC)

The SEC is responsible for providing teachers with relevant student information (including IEP snapshots), scheduling/facilitating IEP meetings, monitoring student progress on IEP goals, supervising related service providers, and serving as a liaison to parents.

Related Service Providers

Their schedules and responsibilities are determined with the SEC. Their role is to provide services outlined in the IEPs, participate in IEP meetings, collaborate with teachers (about IEPs), deliver training to teachers, complete IEP report cards, and administer assessments. Providers can observe students involved in the SST process. This should be scheduled with the SEC. The service providers include:

Counselor

The counselor is a professional mental health specialist that provides services to students whose emotionality impacts their ability to participate in the classroom.

Behavior Specialist

The behavior specialist works primarily in the classroom with students and teachers by gathering behavior data, developing behavior plans, and assisting with the implementation of plans.

Speech/Language Therapist (SLP)

The SLP provides services to assist students with speech production (how they pronounce words) and language production (how they understand and generate language) in and outside of the classroom.

Occupational Therapist (OT)

The OT provides services that focus on fine and gross motor skills, including sensory integration in and outside of the classroom.

Referring Students to Special Education

Students who exhibit learning discrepancies or behavioral difficulties can be evaluated for special education services following the SST process. If the SST is unsuccessful, the Special Education Coordinator will begin the screening process for special education services.

Mental Health

Students whose emotionality impact their ability to participate in the classroom and who have been referred to the SST or are receiving special education services are eligible for individual or group therapy with the school counselor. Mental health services are provided outside of the classroom.

Referring Students for Mental Health Services

Parents and teachers are expected to follow the SST guidelines, unless there is evidence of child abuse, neglect, and overly sexualized behavior, maladaptive behaviors that cause the child to be a danger to themselves or others. Such as:

Suicidal ideation- a plan to commit suicide, or an attempt to commit suicide.

Homicidal ideation- a plan to commit homicide, or an attempt to commit homicide.

Teachers and administrators follow a specific protocol for reporting child abuse and/or neglect and suicidal/ homicidal ideation.

Parent Participation

When a new child enters our community, we feel that a family, rather than an individual, has joined us. We value parents as partners in the great undertaking of the education of their children. We each have different responsibilities in the partnership. Ours is a professional one; yours is a parental one. It is important that we understand our distinct roles. If we expect children to value education and to achieve, adults must send clear and consistent signals that schooling takes priority.

Achieving one's potential takes priority over socializing, holiday travel, after-school activities, or any other activity. As a result, the school expects that families arrange their travel and holiday plans, non-emergency medical appointments, and other activities to avoid a conflict with a student's academic and educational obligations.

The primary participation expected of all parents is volunteerism and attendance at the **parent-teacher conferences** each year AND attendance at special events and workshops organized by teachers, children, and the school administration.

Parent Teacher Organization (PTO)

The LAMB Parent Teacher Organization (PTO) is organized for the purpose of fostering collaboration and communication among all LAMB families and staff in an inclusive environment to support the school's mission. All LAMB parents are automatically members of this group. The PTO seeks to mobilize all families to support academic and enrichment activities, organize volunteer opportunities and provide financial support. Meetings are held 3 times per year, alternating facilities. Additional information can be found at www.lambpcs.org/pto

Parent Volunteers

To help ensure LAMB meets our ambitious objectives, we rely on parent participation. We believe everyone has something to contribute!

Parents/guardians are asked to serve a **minimum of 30 hours of volunteer service per family per year**. At the beginning of the school year, a parent contract will need to be signed and the school will track volunteer hours. Parents may assist in the classroom, serve on parent committees and/or assist with special events, such as field trips, book fairs, and school celebrations. We encourage parents to share any hobbies or special interests with their child's class and/or the school. Please contact your child's teacher so that arrangements can be made for such visits.

Parents should complete a volunteer interest survey in order to help facilitate a volunteer role in the school. For more information on committees and/or volunteer hours, contact the Main office.

Parent Education

Parental involvement is also encouraged through our parent education program. Some evenings and Saturdays, parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. We ask that parents pay close attention to the supervision of their children during those activities. Families should note that all events will begin on time. Follow hallway rules.

Monthly Peace Ceremonies

Each month from September to June, LAMB students, staff, and parents join together in a celebration of Peace and community. Check the LAMB website and school bulletin for dates.

Classroom Observations

Parents are welcome to visit the school and observe their child at work in the classroom. We strongly encourage parents to observe their child's classroom at least three times per year, one visit prior to each parent-teacher conference. Classroom observation should be scheduled directly with the teacher.

Parent /Teacher Communication

Parents should be encouraged to share information about their children with teachers on a regular basis. Parents may communicate with teachers informally during student drop-off or pick up or they may choose a more formal means of communication.

Telephone Calls

Parents wishing to talk to individual teachers may leave messages with the office, and teachers will return the telephone call as his/her schedule permits, usually within 24 hours.

E-mails

Teachers would like parents to **limit e-mails** and use it for things that are not possible through notes, phone calls, or direct contact after school. E-mails will be responded to within two days.

Teacher Inbox/Folders

Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrances. Teachers review the

folders daily. In the event that a significant change occurs in your home situation, please consider informing your child(ren)'s teacher as soon as possible. All information will be regarded as confidential.

Parent-Teacher Conferences

Parents should feel free to contact teachers and staff at any time to discuss or review a student's academic or social progress. Teachers should also be contacted to discuss situations which may be affecting a student's educational and/or social development.

Formal parent-teacher conferences are scheduled **three times a year**; the dates are in the academic school calendar. Parent-teacher conferences typically last 20 minutes, and we encourage both parents and/or guardians to attend. It is important that you are informed about your child's performance. Although this is a formal meeting with specific information about your child's academic progress, we encourage you to maintain open communication with your child's teacher throughout the year.

Student Folders

In addition to the school files each classroom has student folders **that parents/guardians should check daily**. Classroom/teacher notes, snack schedules, and student work will be placed in the classroom folders. Both school and classroom folders should be checked regularly. If your child is regularly picked up by someone else, please remind him or her to check the folders. Teachers bring the elementary student folders to the multi-purpose room each afternoon when children will be dismissed; primary folders are located outside of each classroom.

Please notify the school immediately for any of the following:

- Changes in your child's address, telephone number, or guardianship;
- Absences or early dismissals;
- Permission for your child to leave school with someone unknown to the teacher and/or his/her name does not appear as an authorized person to pick up your child(ren) on the Child Release Form (Other parents of LAMB need to have authorization to pick up a classmate);
- Illness or contagious disease or head lice ; and
- Significant changes in your child's environment or behavior.

Common causes of stress to children include:

- Either/both parents being away from home for any reason for an extended period of time;
- New people living in the home;
- Illness of parents or siblings;
- Any hospitalization, accident, or death in the family;
- New caretakers;
- Changes in residence/moving; and
- Death of a pet, or other
- Loss/ trauma.

One Call Now

One Call Now is an automated telephone service that will be used to inform parents of critical and routine notifications. Critical notifications will be used in emergency situations. For instance, if early dismissal becomes necessary while classes are in session, One Call Now will be utilized to notify parents

as soon as possible. One Call Now routine notifications will be used for reminders about upcoming events. Be sure your proper phone number is on file with the office.

Notice of Procedural Safeguards and Grievance Procedures

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Latin American Montessori Bilingual Public Charter School are hereby notified that Latin American Montessori Bilingual Public Charter School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Latin American Montessori Bilingual Public Charter School's compliance with Section 504 or the ADA, Title VI, Title IX, and the Age Act as they relate to students or who wish to file a complaint regarding such compliance should contact:

Section 504 & ADA Coordinator:

Noemi Perez-Molina Jefferies

1375 Missouri Avenue, NW

Washington, DC 20011

(202) 726-6200

This person has been designated by LAMB to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act **as they relate to students.**

For inquiries or to file a complaint regarding Latin American Montessori Bilingual Public Charter School's compliance with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as they relate to employees or third parties contact:

Section 504, ADA, Title VI, Title IX, and Age Act Coordinator

Diane Cottman, Executive Director

1375 Missouri Avenue, NW

Washington, DC 20011

(202) 726-6200 ext. 232

Designated by LAMB to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act **as they relate to employees or third parties.**

Section 504 Grievance Procedure

If any person believes that Latin American Montessori Bilingual Public Charter School has violated the regulations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, s/he may submit a complaint to Latin American Montessori Bilingual Public Charter School's Section 504/ADA Coordinator. Complaints involving students who attend Latin American Montessori Bilingual Public Charter School may be submitted to:

Cristina Encinas, Principal

(202) 726-6200 ext. 221

Complaints involving employees of Latin American Montessori Bilingual Public Charter School may be submitted to:

Diane Cottman, Executive Director, (202) 726-6200 ext. 232

Grievance Procedures for Section 504

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. Any person who believes they have been discriminated against based on disability or otherwise wishes to bring a complaint related to Latin American Montessori Bilingual Public Charter School's application of Section 504 or ADA may file a complaint by following the steps outlined below:

Step 1: A complaint form must be completed and signed by the complainant and submitted to the Section 504/ADA Coordinator. The Coordinator will investigate the matters of grievance outlined in the complaint and reply in writing to the complainant within ten (10) business days.

Step 2: If the complainant wishes to appeal the decision of the school Section 504/ADA Coordinator, s/he may submit a signed statement of appeal to the Executive Director within ten (10) business days after receipt of the Coordinator's response. The Executive Director will meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of the meeting with the parties.

Step 3: If the complainant is not satisfied with the decision of the Executive Director, s/he may appeal through a signed written statement to the Board of Trustees within ten (10) business days of the receipt of the Executive Director's response. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4: The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at (202) 453-6020 (ph), or (202) 453-6021 (fax).

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Safeguard of Student Information Policy

LAMB complies with all DC and federal laws regarding student privacy. All student records are treated as confidential and kept under restricted conditions. Parents may request to review their child's record at any time, or to be informed of information contained therein. Parents may request a photocopy of their child's records but files may not be removed from the school location where they are maintained.

School Contacts

For answers to specific questions, please use the following guide:

Contact your child's teacher for matters related to:

- Your child's progress
- Classroom activities and/or schedules
- Classroom procedures
- Parent conferences
- Classroom observation schedule
- General concerns about your child

Contact the front office for matters related to:

- Student registration
- School Lunch Program
- General school calendar and events
- Student records
- School directory
- Medical and Dental Forms

- Student Health Issues (allergies, administering medicine, etc.)

Contact the Parent Liaison for matters related to:

- Volunteering at LAMB
- Extracurricular Activities
- Health and Safety
- Parent Communication

Contact the Instructional Coordinator(s) for matters related to:

- Montessori Curriculum
- Using Assessment Data to Guide Student Instruction
- Student Support Team (SST)

Contact the Principal or Assistant Principal for matters related to:

- General concerns regarding your child or child's teacher
- DC-CAS Preparation and Understanding Your Child's DC-CAS Results
- Individualized Education Plans (IEPs)
- Evaluations
- Interventions
- School operations
- Family matters
- Major changes in your child's life
- Positive Behavior Intervention Supports (PBIS) Program

Contact the Executive Director, for matters related to:

- Facilities
- Governance
- Operations
- Fundraising
- Legal

Student Health

Health Requirements

DC Law requires that all students be current on immunizations to attend school. Parents are required to submit completed Universal Health Certificate and Oral Health Assessment Forms prior to the start of each school year. Your child must have required immunizations, as well as a physical exam and tuberculosis screening.

Illness

Parents are advised not to send sick children to school. Teachers will notify the front office should the following health ailments exist: A temperature of 100 degrees or any fever if accompanied by:

1. a deep cough or spasms of cough
2. earache or draining ear
3. sore throat
4. diarrhea and/or vomiting

Students should not come to school when they are not feeling well or else they will be sent home. A student who has a fever and/or has been vomiting or had diarrhea should stay at home and may not return to school until s/he is fever free for 24 hours without the aid of fever-reducing medicine. A note will be sent home with the child indicating when s/he may be able to return to school.

If a student needs to be sent home, the parent/guardian will be contacted to make arrangements for the student to be picked up. We expect that you come to the school as quickly as possible to take your child home.

Teachers **will not** honor parents request to have sick children stay indoors during recess. Children who have asthma or other respiratory issues may be excused from recess if deemed necessary by your child's physician and only if required medical documentation is submitted. A 504 plan for your child may be requested.

Medications

According to the District of Columbia law, only a registered nurse is allowed to give medication to students. Currently, LAMB does not have a Nurse. There is several LAMB staff persons trained to administer medicine. LAMB requires parents/guardians to administer short term medications, such as antibiotics and pain relievers at home.

If your child requires medication at school please request the authorization forms at the front desk. Both forms and medication(s) should be provided to the school. Trained staffs are unable to administer any medication w/o the authorization of parents and physicians. Once the forms have been completed and you have the medication, please arrange to meet with the Parent Liaison in the facility that your child attends to log in the medication. Remember, **all medication** must be in its original package, sealed and properly labeled (e.g child's name and D.O.B). We will **not accept** any medication that's not in its original package.

Students should not have medications with them or in their personal belonging. This includes over the counter medication such as cough drops and aspirin.

Injury

Minor scrapes and bumps are to be expected as children's knowledge of the physical world and their capabilities expands. LAMB will do its best to maintain the playground and classrooms in safe and secure conditions. In the event that a minor injury occurs, a certified staff person will administer first aid at the school and a School Incident Report Form will be completed.

In case of more serious injury or head injury, parents will be notified and, if necessary, emergency services will be requested. **It is imperative that LAMB has an Emergency Contact Form for your child on file so that we may act swiftly and efficiently.**

Food Allergies

LAMB is a NUT FREE zone because a number of children have severe nut allergies. While LAMB is not an allergen-free school, LAMB is committed to the health and wellbeing of its students.

Accordingly, LAMB has developed general guidelines to assist in assuring the safety of students with allergies. Parents must notify the school of all food allergies restrictions.

Contagious Diseases

If your child contracts a contagious disease such as strep throat, chickenpox, scarlet fever or conjunctivitis, please notify the school immediately. In certain cases, medical authorization to return to school may be required before a child is able to return to school. Upon notification of certain diseases, the school will need to disinfect classrooms.

Head Lice

The DC Department of Health guidelines state that students should be nit-free before returning to school following a case of head lice. Should your child have head lice, contact your child's health provider. To prevent larger outbreaks, please notify the Parent Liaison. Your child's name will be kept confidential.

School Emergency Plan

LAMB works with the District of Columbia's Emergency Safety Alliance (ESA), an interagency team that plans, implements, manages, and sustains emergency response planning to schools in the District of Columbia. LAMB has developed an Emergency Response Plan covering school emergencies.

Use of School Facilities

Anyone who wishes to schedule the use of School facilities for meetings and/or special events must contact the Assistant Principals at your facility. In general, the school's facilities are to be used only for school sponsored programs and programs under the auspices of the school such as the PTO or Board of Trustees.