



STUDENT/FAMILY HANDBOOK

200 Douglas Street, NE
Washington, DC 20002
202-779-9740 (T)
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www.leemontessori.org

WELCOME TO LEE MONTESSORI PCS!

Welcome to Lee Montessori Public Charter School. Here at Lee Montessori PCS we are all one family and we share the same mission.

The mission of Lee Montessori Public Charter School is to foster a lifetime love of learning and cultivate independence among DC schoolchildren, using the student-centered Montessori method, an evidence-based approach to closing the opportunity gap.

We believe that Lee Montessori PCS will be instrumental in closing the achievement gap by laying the foundation for academic success using the Montessori method. Lee Montessori PCS will:

- Inspire academic success by providing an authentic Montessori curriculum in a holistic and developmentally responsive environment;
- Nurture student creativity, curiosity and efficacy by promoting self-directed education;
- Offer individually paced academic instruction and activities;
- Engage students in purposeful and collaborative community building activities;
- Foster students use of inner discipline, concentration and task completion for lifelong critical thinking and discovery; and
- Preserve and cultivate the innate capacity of students so they can reach their full potential as contributing global citizens.

LEE MONTESSORI PCS FAMILY HANDBOOK

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ABOUT LEE MONTESSORI PCS

Lee Montessori PCS's mission is to create a peaceful, multi-age learning environment for public preschool and elementary aged children that fosters the physical, social, emotional, and academic growth and development of students and produces life-long learners.

Dr. Maria Montessori began her world-renowned method and research over a century ago with children in Italy's lowest-socioeconomic neighborhoods who were considered the most at-risk youth. We know at-risk children here in Washington, DC will benefit greatly from this individualized, constructive-based curriculum that Lee Montessori PCS offers.

Lee Montessori PCS is a newly chartered, grass roots organization founded in Washington, DC in 2011 by Montessori teachers, parents and District of Columbia community members. It was conceived as a neighborhood Montessori school alternative for Ward 5 residents who would otherwise attend traditional schools.

Lee Montessori PCS is dedicated to providing a challenging and enriching education through the dynamic partnership of child, teacher, family, and community, and by developing a consistent Montessori framework for learning while adhering to the standards set forth by the Association Montessori Internationale (AMI).

Lee Montessori PCS is passionate and committed to providing a creative and adaptive environment that responds to the needs of the children. Lee Montessori PCS seeks to balance social, emotional, physical, and academic development to foster responsibility, commitment, and cooperation within a supportive learning community. Through the dedication of a talented staff, the students of Lee Montessori PCS will see themselves as contributing members of a global community by respecting and valuing differences.

LOCATION

200 Douglas Street NE
Washington, DC 20002

Phone: 202-779-9740

Email: Info@LeeMontessori.org

Fax: 202-318-0763

SCHOOL HOURS

BEFORE CARE:

Monday-Friday 7:30 am-9am

ENRICHMENT

Monday: 1:30- 4pm

ACADEMIC DAY

Monday: 9 am- 1:30 pm

Tuesday-Friday 9am-4pm

AFTER CARE

Monday-Friday: 4-6:30 pm,

STAFF MEMBERS 2015-2016

SCHOOL LEADERSHIP

Chris Pencikowski
Head of School

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Megan Hubbard
Principal

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Erin Rowsey
Director of Operations

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TEACHING STAFF

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STUDENT SUPPORT STAFF

Suzanne Holstein
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[Floating Assistant](#)
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ADMINISTRATIVE STAFF

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Office Administrator
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Juanita Allen
Food Service Administrator
Juanita@leemontessori.org

CALENDAR

School days will follow the schedule outlined on Page 4, except for on the following days:

August	September	October	November
Mon 25: Oldest students begin school	Mon 1: Labor Day (Closed) Tues 2: Phase-in begins for PK3/PK4 Mon 29: Parent Teacher Conf (no school for students)	Mon 13: Columbus Day (Closed)	Tues 11: Veteran's Day (Closed) Fri 14: End of Term 1. Progress Reports Issued Wed 26: 1pm Dismissal (No Aftercare) Thurs 27: Thanksgiving (Closed) Fri 28: Thanksgiving (Closed)
December	January	February	March
Fri 5: Professional Development (Closed) Winter Break starts on Dec 22nd	Winter Break ends after Jan 2nd Mon 19: MLK Jr. Day (Closed) Mon 26: Parent Teacher Conf (no school for students)	Fri 13: Professional Development (Closed) Mon 16: President's Day (Closed) Fri 27: End of Term 2, Progress Reports Issued	Mon 30: Parent Teacher Conf (no school for students)
April	May	June	July
Spring Break from April 13 - April 17	Fri 1: Professional Development (no school for students) Mon 25: Memorial Day (Closed)	Wed 17: Last day of School, Final Reports Issued Thurs 18: Staff Work Day Fri 19: Staff Work Day	

DAILY SCHEDULE

(Tuesday - Wednesday)	
7:30 – 8:30am	Before Care (Fee-based)
8:30 – 9am	Child Drop-off
9am – 4:00pm	Regular School Day
4 – 4:15pm	Pickup child not enrolled in After Care A
4 – 5:00pm:	Enrichment and academic activities (Fee-based)
5 – 5:15pm	Pickup child not enrolled in After Care B
5 - 6:00pm	Enrichment and academic activities (Fee-based)
5:45 – 6:00pm	Final Pickup

Mondays Only	
7:30 – 8:30am	Before Care
8:30 - 9am	Child Drop-off
9am - 1:30pm	Regular School Day
1:15 – 1:30pm	Optional Pickup
1:30 – 4pm	Enrichment and academic activities (no fee) ¹
4 – 4:15pm	Pickup child not enrolled in After Care A
4 – 5pm	Enrichment and academic activities (Fee-based)
5 – 5:15pm	Pickup child not enrolled in After Care B
5pm - 6pm	Enrichment and academic activities (Fee-based)
5:45pm – 6pm:	Final Pickup

¹ Nappers will have their standard nap period from 1:30pm – 3:30pm

NONDISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), Lee Montessori Public Charter School does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

ACCOUNTABILITY

Lee Montessori PCS is an independent non-profit 501(c)3 that seeks to create a peaceful, multi-age learning environment for public preschool and elementary aged children that fosters the physical, social, emotional, and academic growth and development of students and produces life-long learners using an authentic Montessori approach to education.

Lee Montessori PCS is seeking accreditation through the American Montessori Internationale's (AMI) school recognition program. Lee Montessori PCS is authorized by the DC Public Charter School Board (PCSB), the sole authorizer within the charter sector of Washington DC.

Lee Montessori PCS is required to submit documents and make periodic reports (governance, finance, operations, etc.) to the PCSB. Under the School Reform Act (SRA), the PCSB is responsible for reviewing the fiscal management of charter schools. Accordingly, Lee Montessori PCS must submit an annual independent audit to the PCSB, which in turn assesses the financial well being of the school. The SRA 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, OSSE, and funders, including the local and federal governments. Lee Montessori PCS must adhere to local and federal laws and comply with all of the terms and provisions of its charter agreement.

ADMISSIONS

ENROLLMENT

Lee Montessori PCS is open to all students in the District of Columbia.

AGE REQUIREMENTS FOR PREK₃ AND PREK₄

In order to be eligible for PreK₃, children must turn 3 years old by September 30 of the school year. In order to be eligible for PreK₄, children must turn 4 years old by September 30 of the school year or have completed PreK₃.

Exceptions to these dates are made only when the prerequisites of the DC Public Charter School Board are met.

LOTTERY

Lee Montessori PCS participates in the common lottery through MySchoolDC.

If a student applies to Lee Montessori PCS after the lottery and there is still space available in the grade in which the student has applied, he or she will be accepted on a first-come, first-served basis. If there are no spaces available, then the student will be placed on the waiting list for that grade.

POLICIES AND PROCEDURES

STUDENT ARRIVAL POLICY

Class starts at 9:00 am for all students. Students not enrolled in before care should arrive between 8:30 and 9:00 am. Parents/guardians should make sure that their child(ren) is properly supervised until students may enter the classrooms.

Students in the primary classes: Parents are required to escort their child(ren) into the school building. Before 8:50 am, an adult must sign children in to the iPad located in the multi-purpose room. After 8:50 am, an adult must sign children into the iPad with the classroom assistant.

Students in the lower elementary class: Children may be dropped off outside between 8:30 and 9:00 am and enter the building unescorted. Students must be in the classroom by 9 am. It is at the discretion of the Head of School and Principal to remove a student's right to be dropped off without an adult escort.

CLASSROOM SIGN-IN

Each classroom will have an iPad placed outside of each classroom for parents to sign their children in and out on a daily basis for the primary and lower elementary children. Elementary students in grades 1-6 may sign in and sign out for themselves if parents submit a Student Release Form.

Students may only leave with an authorized person who is listed on the student's pick up list or for which we have other specific authorization.

ABSENCES

Absences are recorded and reported to the Office of the State Superintendent of Education and the DC Public Charter School Board because attendance is a vital factor in a student's performance. Vacations are not considered an excused absence. Parents and guardians are responsible for sending their children to school and those that fail to do so may be subject to court action under the Compulsory Attendance Law of the District of Columbia 8-247.

What are Excused Absences?

- Illness or medical reason (A doctor's note is required for an absence greater than 5 days)
- Doctor's appointments or other medical reason
- Death in the student's immediate family
- Observance of a religious holiday

The school will excuse a temporary absence if proper documentation is provided. Proper documentation includes: a note from a health care provider and/or a signed letter from a parent/guardian for family emergencies and/or observance of religious holidays.

If your child has five or more unexcused absences, a parent conference will be held to discuss concerns and possible consequences.

TARDINESS

Students are considered late after 9:00 am and parents must sign in late students at both the front office and classroom. If a child is late, their parent/guardian must sign them in at the front office and children will have to wait to enter their classrooms. A classroom assistant will come down at 9:15 and again 9:30 to collect any late students.

Tardiness is recorded and reported to the Office of the State Superintendent of Education and the District of Columbia Public Charter School Board as it can adversely impact student performance.

Three unexcused tardies equals one unexcused absence.

In accordance with DC law, if a student accumulates ten (10) unexcused absences from school, they must be referred to Washington, D.C.'s Child and Family Services Agency as a chronically absent student. At the same time, the school must report the student as truant to the Office of the State Superintendent for Education for follow up. The school will notify the family of these truancy reporting measures in collaboration with the Municipal Police Department.

EARLY DISMISSAL

Students are not permitted to leave the school during the school day unless picked up by a parent, guardian, or designated adult. Students leaving before the end of the school day must be signed out in the front office. Please note that frequent early dismissals have a negative impact on student academic achievement. Thus, unexcused early dismissals are counted in the same way as tardies and are reported as such.

If your child has five (5) or more unexcused early dismissals, a parent conference will be held to discuss concerns and possible consequences.

DISMISSAL

Full day students are dismissed at 4:00 pm daily, with an optional 1:30pm dismissal on Monday, and should be picked up from the designated area. Primary Students will be dismissed from Ms.

D'Cruz's classroom on the first floor. Elementary students will be dismissed from the atrium area on the second floor.

Children should be picked up promptly and signed out at dismissal if they are not participating in the aftercare program. Please ensure that you supervise your child(ren) at all times when in the building and on the playground.

LATE PICK-UP

Students not enrolled in after care and who are present 15 minutes after dismissal will be escorted to the aftercare program. Aftercare charges will be \$0.50 per minute with a minimum of a \$1.00 fee for late pickups. Parents are responsible for any fees incurred.

If your child has not been picked up by the designated time and we are unable to reach you or an emergency contact, we are required to notify Child and Family Services. Your child will be picked up by a Metropolitan Police Department officer and taken to the Child and Family Services Agency. Please make sure that you call the front office in the event of an emergency.

SCHOOL CLOSURES AND DELAYS

Lee Montessori PCS takes the safety of our students, staff, parents and community extremely seriously. Lee Montessori staff vows to make decisions in the best interest of

In general, Lee Montessori PCS will follow any school delay or closure decisions made by the District of Columbia Public Schools. Lee Montessori PCS will also notify all major television news stations and post to the Lee Montessori, Facebook and Twitter pages.

LUNCH, RECESS, AND NAPPING

SCHOOL LUNCH PROGRAM

Lee Montessori offers standard, dairy-free and vegetarian lunches each day through Graceful Affairs Catering. The cost for lunch is \$4.50 per day and children must be enrolled in the lunch program in order to receive school lunch. Each meal comes with the option of cow's milk or soy milk (other milk choices will not be accommodated). Some students may be eligible for the free or reduced lunch program; all families should complete the lunch form regardless of their eligibility.

BRINGING LUNCH FROM HOME

Families also have the option of bringing lunch from home. We all know that our children learn better when they eat healthy, whole foods. Growing minds and bodies need plenty of fresh fruits and vegetables, healthy fats and proteins, and properly prepared whole grains. Many of our families and staff members are passionate about healthy eating habits, and Lee Montessori is committed to providing children with access to healthy snacks throughout the day. When preparing your child's lunch, please support our efforts to promote healthy lifestyles and sustainable living by packing healthy, whole foods (see suggestions, below). **Remember that Lee Montessori is a peanut-free and tree nut-free school.** Please balance your child's midday meal with foods from a variety of different food groups and help us to minimize waste by using reusable containers. Whenever possible, enlist your child's participation in lunch preparation, and eventually, have your child to pack his/her own lunch with these guidelines in mind. Please remember that children will not be able to keep their lunches refrigerated and they will not have access to a microwave oven.

Please mark your child's lunch containers with his/her name.

SUGGESTIONS FOR HEALTHY LUNCH ITEMS

We hope you will find some inspiration in the following suggestions for a healthy lunch:

- All varieties of fresh fruits (berries, grapes, apple or orange wedges, watermelon cubes, etc.) and fresh vegetables (carrot sticks, cherry tomatoes, snap peas, celery broccoli florets, etc.), with yogurt-, cottage cheese-, or seed nut-butter-based dips, black bean dip or hummus
- Whole wheat mini bagels with cream cheese or seed nut butters
- Whole wheat tortillas stuffed with fun fillings and sliced into pinwheels (filling ideas: refried beans and cheese, seed nut butter and banana, cream cheese and berries, etc.)
- Beans and legumes (chick peas, black or kidney beans, dried peas, edamame) left whole or blended into spreads for sandwiches or dipping
- Cooked whole wheat pasta (spirals, letters, tortellini, or other interesting shapes)
- Brown rice cakes with sliced banana and seed butter
- Cubed cheese
- Hard-boiled eggs
- Shredded carrot and raisin salad
- Build-your-own-salad: send a large container of greens with a variety of interesting toppings
- Dried fruit (raisins, apricots, apple rings, bananas, cranberries, cherries)
- Whole grain pretzels or crackers, or baked chips
- Natural or organic granola bars or fig bars
- Fruit leather (made with real fruit puree, not fruit roll-ups)
- Plain popcorn (without artificial flavorings)
- Unsweetened applesauce and other fruit purees
- Healthy baked goods (blueberry muffins, banana bread, corn

Together with your child, prepare a list of favorite lunch items you can refer to when it's time for lunch preparation. Adapt tasks (peeling, chopping, spreading) so that children of all ages can help prepare their own lunches. Please pass along your family's healthy lunch ideas, recipes, and tips to share with the rest of the school community

LUNCH IN THE CLASSROOM

Lee Montessori upholds Maria Montessori's belief that meal times are an extremely valuable learning opportunity for children. Thus, all of our students will eat lunch in their classroom with their classroom teacher. Children learn grace of movement by setting the table with breakable, child-sized dishes and glasses. They practice courtesy by using please and thank you, chewing with their mouths closed, serving others first and through conversation.

SNACK AND FOOD PREPARATION ITEMS (PRIMARY ONLY)

Families will have the opportunity to sign up to provide snacks or needed food preparation items for their child's classroom based on a rotating schedule that will be posted by the teachers.

Remember that Lee Montessori is a peanut- and tree nut-free school. Suggested snack lists are similar to our suggested lunch list and can be obtained from the front office.

NAP AND REST TIME

All younger primary students (3- and 4-year olds) who stay at school will have the opportunity to rest and/or nap according to the biological needs of the child. It is important that you send a small blanket, crib size sheet, and optional pillow (all clearly labeled) in a bag that your child can carry independently. These items will be sent home weekly for washing. Even if you do not think your child will rest during the day, please send these items in as all primary children may need to take a nap or rest at some point.

EXTRA CLOTHING AT SCHOOL

Young children's clothes can become dirty or soiled in the course of the school day and a change of clothes may be necessary for the comfort of the child. Parents are required to leave an extra set of clothes at school. The extra clothing should meet the standards of the clothing policy and each article should be labeled with the student's name. An extra set of clothes includes:

1. Underwear
2. A pair of socks
3. A bottom
4. A top

Teachers will bag up the dirty clothes so that they go home with the child that day. If a child uses his/her emergency change of clothes, parents must send a new set of emergency clothes the following day. If a child needs to change and does not have an emergency change of clothes, parents will be contacted and expected to bring a set within an hour. We have a limited amount of extra clothes kept at the school. If you borrow clothes from the school, please wash and return the next day.

Parents should check weekly to ensure that their child's emergency change of clothes fits, particularly as seasons change.

Lee Montessori is not responsible for lost or stolen children's items

TOILET TRAINING

Children learn to use the toilet independently at different ages. In order to support children, families, and teachers with toilet training, Lee Montessori PCS implements the following processes and procedures to support all parties and help children achieve age and developmentally appropriate self-help skills. In order to achieve success in this process, it is crucial that all parties maintain open, honest, and supportive communication so that children feel comfortable and can be successful. Please remember that toilet training has to be reinforced at home as well as at school.

Our primary classrooms have bathrooms within the classroom and children who are in the process of toilet training will be encouraged to use the bathroom on a regular schedule. In addition, children have the freedom to use the bathroom whenever they need to.

We recognize that as part of the toilet learning process, children may have accidents. In order to ensure we can support your child's toilet needs at school, Lee Montessori will provide the following to ensure proper, sanitary care of your child when they have accidents:

- Latex Gloves

- Toilet Paper
- Bags for soiled clothing
- Trash cans with lids for appropriate disposal
- Training for staff on proper procedures for managing accidents

For children who are not fully toilet trained, families are required to bring the following to school to support the process*:

- Wipes
- Two changes of clothing (in addition to the standard set of extra clothes)
- Extra socks
- An extra pair of shoes if possible

***Families are responsible for ensuring that all of these items are in the child's cubby. If families fail to have these items on hand and the child has an accident, the parent will be required to bring these items to the school within an hour.**

Protocol for Toileting Accidents:

When a child has soiled him/herself, a staff member will assist the child with changing clothes and wiping with toilet paper and/or baby wipes. If a child is not able to sufficiently clean him/herself, parents will be called to come assist the child or to take them home if necessary.

MEDICATION

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child. All Lee Montessori students must have a complete immunization record and physical exam form on file in the front office. Students will not be allowed to attend classes until these forms have been turned in.

Lee Montessori cannot guarantee the services of a full-time nurse. We will have staff certified to administer medicine to your child. If your child requires medication during school hours, please check with the administration as soon as possible to see if it can be administered by a staff person. Otherwise, students should take all required medications at home or, if the child requires medication during school hours, the parent must come to school to administer it. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school.

Lee Montessori strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the front office. The medication needs to be in the original container with the appropriate prescription label and the appropriate Student Health Authorization for Administration of Medication Form. We store the medicine in a secure location. We will administer the medication from the front desk. Please be aware the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child.

ILLNESS

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis

(pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. Lee Montessori may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting/diarrhea or running a fever of 100 degrees or higher. Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

FIRST AID

We will be sharing a nurse with Inspired Teaching – co-located in our facilities. The first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The front office or school nurse will call the parent/guardian in the event of a more serious injury or illness and the student will be kept in the office until the parent/guardian arrives to get the child. In the event of an emergency, 911 will be called and a school staff member will accompany the child to the hospital and stay until his/her parents/guardians arrive.

INSURANCE

Students' medical needs, including those that may arise on school grounds, must be covered by parents'/guardians' insurance. Parents/guardians should notify the office if they do not have insurance for their child or have any questions about their child's insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

MANDATED REPORTING

The safety and well being of our students is our first priority at Lee Montessori. Because school personnel are mandated reporters of child abuse and neglect, we will call the Child and Family Services Child Abuse and Neglect Hotline if:

- A student tells a staff member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or do not want to go home because they are afraid.
- A student threatens suicide or threatens to kill or seriously harm another person
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A student is engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.
- A student has 10 or more unexcused absences or an extreme tardy problem.
- A student is being kept from school to care for family members or to do chores or work around the house.
- A student is not attending school because they are holding a job.
- Parents are repeatedly not returning phone calls, responding to notes or letters home, or are not coming up to school for meetings.

- Parents have withdrawn a student and fail to provide documentation of enrollment in another education institution within 10 days.

CLOTHING GUIDELINES

Children learn best when their clothing is clean and comfortable, encourages freedom of movement, and does not present any elements that could be distracting to themselves or others. **Lee Montessori PCS has a dress code of blue, green, or white collared shirt with solid colored pants, skirts, jumpers, or jeans.** Shirts with the logo can be purchased directly from Risse Brothers School Uniforms but are not required.

Only on Fridays or during special events, may children wear an alternative Lee Montessori T-shirt.

All children wear slippers in their classrooms. The slippers should fit securely, and have closed backs and rubber soles. Families may send plain colored slippers (no cartoon or other characters please) of their choice to school.

When getting dressed for school, we ask parents and children to be mindful of the following:

- Clothing should be clean, appropriately sized, and suitable for work and play.
- Children, particularly those in the primary classrooms, should come to school in clothing that is easy for them to put on and fasten themselves.
- Children work and play in a variety of settings. We recommend comfortable, supportive shoes and weather-appropriate clothing (sun hats, rain gear, boots, gloves).
- Children and staff should avoid excessive jewelry and strong perfumes or scents. Hair should be out of the eyes, with long hair pulled back from the face.

EXTENDED DAY PROGRAM

Lee Montessori PCS offers before- and after-school services intended to provide parents with an affordable care option while providing additional enrichment activities for children, especially in after-school.

Enrolling in Extended Day: Children participating in before and after care must be enrolled in the monthly program by completing the Extended Day Enrollment Form. Please enroll your children by the 20th of the month prior to your child attending the program. If a family does not enroll their student, families will be billed the drop-in rates for before and after care.

Before Care: Before care runs daily from 7:30am to 8:30 am. Children attending before care will be provided breakfast and will be engaged in activities run by Lee Montessori PCS staff.

Extended Day and After Care: MOMIE's TLC (www.momiestic.org) will manage our after care programming and will run from 1:30 pm to 6:00 pm on Mondays and 4:00 pm to 6:00 pm, Tuesdays – Fridays. MOMIE's TLC is committed to developing the whole child by creating a culture where our children are empowered, comfortable, confident, and inspired. Children will be provided with snack daily.

Emergency/Drop-ins: We understand emergencies happen and that families may need childcare on short notice. In these cases, please call the school immediately, so we may prepare for your child's participation and bill families accordingly.

Withdrawing from Extended Day: Families who wish to withdraw from the Extended Day Program will need to fill out an Extended Day Withdraw Form ten (10) calendar days prior to the expected change in schedule. Withdrawals will take effect on classroom rosters and family invoice

only ten (10) calendar days after receipt of this form. Registered families who want to withdraw but do not fill out the change of schedule form will continue to receive an invoice reflecting the costs of their original registration.

FEE SCHEDULE

Monthly invoices for before and after care will be sent by the 20th of each month for the following month. Payment is due on the 1st of the month. Payments made after the 5th are considered late and will incur a late payment fee.

To qualify for reduced pricing, please complete the Free and Reduced Meal Program Application and we will determine your eligibility. You will only need to fill out one application per year per household.

Annual Family Income	Before Care	After Care
Greater than \$100k	\$75	\$385
<\$100k, not FARM	\$65	\$325
Reduced Lunch Eligible	\$35	\$255
Free Lunch Eligible	\$0	\$0

Drop-in Rates: If a family chooses not to enroll in the monthly extended day program, families will be billed the drop-in rates of \$10/day for before care and \$20/day for after care.

Sibling Discount: A 25% discount on 2nd and subsequent children will be applied to all monthly and drop-in invoices.

Note: Fees are subject to change. School staff will provide proper notice prior to any changes.

BEHAVIOR IN BEFORE AND AFTER CARE

Students are expected to abide by the same policies and expectations in before- and after-school programs as policies for the regular day.

AFTER SCHOOL EXPECTATIONS AND POLICIES

- Applications to enroll in before- and after-school programs must be filled out during the first two weeks of school and the first two weeks of the Spring semester.
- Spots are filled on a first come first serve policy.
- Physicals are required yearly.
- Student suspensions apply to both normal school day and afterschool.
- Supply Fees are charged per club session.
-

BEFORE / AFTER CARE EXPECTATIONS AND POLICIES

- Payments are due within two weeks of receiving a bill.
- A \$1/minute late fee is charged each minute after 6:00pm if you have not yet picked up your child.
- Parents must review and sign the Care Agreement before child starts care, and every six (6) months thereafter.
- Parents must sign their children into Before Care if they are dropped off before 8:30am

- Children will be signed into After Care if picked up from enrichment programs after 4:45 pm.
- Any person picking up a student must be listed on the student's Emergency Contact and Pick Form.

BIRTHDAYS

Within the Montessori method, a beautiful tradition for celebrating birthdays has evolved: The story of each child's life is told as s/he walks around a ceremonial sun. Each turn around the sun represents a year of the child's life. Your child's teacher will ask you for help in preparing this special event. If you wish, please feel free to send in a special snack in celebration of your child's special day, but please make sure this snack is not excessively sweet. Please consider sending foods from the suggested snack instead (ex. fruit kabobs are a fun treat to make and eat.)

If you are hosting a celebration outside the class and inviting some families from school, please be mindful of the impact of such celebrations on class life. Please do not send birthday invitations to school to be sent out. Please send the invitations through the regular mail, out of sensitivity to children not included in the celebration, and to avoid confusion with school-sponsored events. Joyful celebrations should be part of every childhood, and we thank you for your cooperation in ensuring these celebrations complement our program.

ACADEMIC CURRICULUM

THE MONTESSORI CURRICULUM

Over a century ago, Dr. Maria Montessori developed this comprehensive educational approach based on her observations of children's needs and her understanding of children's natural learning tendencies. The Montessori approach offers a broad vision of education as an aid to life. It is designed to help children with their task of inner construction as they grow from childhood to maturity. It succeeds because it draws its principles from the natural development of the child. The child's innate passion for learning is encouraged by giving him/her opportunities to engage in spontaneous, purposeful activities with the guidance of a trained adult. Through their work, children develop concentration and joyful self-discipline. Within a framework of order, the children progress at their own pace and rhythm, according to their individual capabilities.

MIXED AGE GROUPS

One of the hallmarks of the Montessori method is that children of mixed ages work together in the same class. Age groupings are based on developmental planes. Children from 3-6 years of age are together in Primary classes, 6-12 year olds share the elementary classes, often grouped as Lower Elementary for 6-9 year old children and Upper Elementary for children ages 9-12 years. Because the work is individual, children progress at their own pace; there is cooperation rather than competition between the ages. Younger children learn from the older children and older children naturally become classroom leaders.

THE PREPARED ENVIRONMENT

The "prepared environment" is Maria Montessori's concept that the classroom environment should be designed by the adult to facilitate maximum, independent learning and exploration by the child. Attributes of a prepared environment include order and reality, beauty and simplicity. Everything is child-sized to enhance the children's independent functioning.

In the Montessori classroom, learning materials are arranged invitingly on low, open shelves. Children may choose any materials they would like to use and may work for as long as the material holds their interest after they have been given a lesson on the material. When they are finished with each material, they return it to the shelf from which it came.

NO CHILD LEFT BEHIND

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title 1 funding to notify parents of their right to the professional qualifications of the classroom teachers who instruct their child. As a potential recipient of these funds, Lee Montessori will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches
- Whether the teacher is teaching under emergency or provisional status because of special circumstances
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification of degree
- Whether paraprofessionals provide services to your child and, if so their qualifications

Lee Montessori is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the Director of Operations at 202-779-9740.

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

COMMON CORE STANDARDS

The District of Columbia has adopted the Common Core Standards; a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-four states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.

HOMEWORK

A growing body of research suggests that giving homework as a matter of course does not necessarily benefit children. Homework can also be a source of stress and conflict for families. Montessori students work very hard during their work periods and at the end of a long day are ready for a rest. At times, a guide or special education teacher may work with the parent and student to practice specific skills at home. For ways to support your child and the work they do in the Montessori classroom, consider using out of school time to do the following activities instead.

- Making a game with a deck of cards to practice math facts
- Play board games
- Make games out of learning new vocabulary or solving problems
- Research a topic of interest
- Keep a journal
- Read together

- Spend time with family and friends.
- Regardless of how old your children are, set aside time for reading aloud every day.
- When schedules permit, eat meals together, and encourage your children to help with meal planning and preparation.
- Visit the library, parks, and local museums and galleries, even if it's just for a short time.
- Try to spend time enjoying the outdoors.
- Start a family project: Interview grandparents and other family members, make a family timeline, or plant a garden or a flowerbox.
- Encourage your children to share by asking your children questions like, "What was the best thing that happened to you today?" or "Did anything funny (or sad, or unusual...) happen at school today?"
- With your guidance, encourage your children to take care of transactions at the bank, grocery store, and other shops.
- Educate yourself and your family about the Montessori method and incorporate its approach into your home.

ASSESSMENTS

The teachers and administrators at Lee Montessori use a computerized record keeping system, Montessori Compass, in order to monitor each student's significant work, social and emotional development, and academic growth and to record their observations. Students are assessed throughout the year using various assessment methods including formative and summative assessment, both formal and informal. Formative assessments are those that provide teachers with information needed to adjust individual and group lessons while they are happening. Summative assessments are used to determine student's knowledge base. Standardized assessments are required by the District of Columbia and the Public Charter School Board's Performance Management Framework.

Students at Lee Montessori PCS will participate in the following assessments:

Assessment	Grade/ Domain	Issued
Teaching Strategies Gold Early Childhood Assessment grounded in 38 objectives organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Based on research, include predictors of school success, and are aligned with the Head Start Child Development and Early Learning Framework, Common Core State Standards, and early learning standards for each state	PK3-PK4 Reading Math Social/ Emotional	Fall, Winter, Spring
AIMSweb-TEL Tests of Early Literacy measures are used to identify students at risk for reading difficulties and monitor the progress of all students in Kindergarten and early Grade 1 as they move on the pathway to good reading.	K-1 Literacy	Fall, Winter, Spring
AIMSweb-TEN Tests of Early Numeracy. Assessments are used to identify students at risk and monitor the progress monitor of all students in Kindergarten and early Grade 1 as they move on the pathway to good math skills.	K-1 Math	Fall, Winter, Spring
AIMSweb R-CBM Reading Curriculum-Based Measurement measures of students' general reading proficiency.	2 Reading	Fall, Winter, Spring
AIMSweb M-CAP & M-COMP Mathematics Concepts and Applications (M-CAP) is a test of short duration that assesses the general mathematics problem-solving skills expected in Grades 2-8. Math Computation (M-COMP) is a recently revised collection of math computation probes that is consistent with the AIMSweb M-CAP assessment.	2 Math	Fall, Winter, Spring

STUDENT PROMOTION POLICY

Student promotion will be viewed from a holistic approach, and will be mindful of social and emotional as well as cognitive development. The classroom teacher will make a recommendation for each child's promotion, based upon many factors that include:

- Prior retentions
- Portfolios
- Mastery-based checklists
- Observations
- Classroom and district approved assessments
- Narrative-based report cards
- Reading comprehension and decoding skills

The child's teacher will have the responsibility of assessing each child's proficiency and ability to be successful in the next age grouping.

It is anticipated that children will show mastery of the Montessori curriculum within the three-year cycle. Children will need to demonstrate proficiency in the areas of language and math, as well as in the area of social and emotional development to be promoted. Children enrolled at Lee Montessori will be promoted to the next level /grouping when the following skills and content have been mastered by the end of each three year cycle (primary, lower elementary, upper elementary).

STUDENT SERVICES

RESPONSE TO INTERVENTION

Lee Montessori PCS will implement a Response to Intervention (RTI) model that includes science and research-based instruction, universal screening, progress monitoring, and where necessary, remediation strategies and testing for exceptionality based on a tiered system of intensifying support.

We use a Montessori Response to intervention program that was developed by National Center for Montessori in the Public Sector (NCMPS) in addition to universal screening, progress monitoring, data-based decision making, and prevention techniques through effectively identify and manage behavioral and learning challenges for all individual students.

All students entering the school are considered Tier 1. Based on data collection regarding student progress with respect to response to instruction it may be deemed that additional student support is needed. These students will be referred to Tier 2 status of RTI, a classification that will determine the continuum of services necessary. A student entering Tier 2 will have a Child Study Team (CST); this is the second part of our identification system. The CST includes an administrator, teachers, and support staff members if necessary.. This team meets in order to identify the student's needs and provide an action plan for intensified intervention and support and further monitoring. In the event that data still does not indicate success in a specified time period, students will progress to Tier 3 of RTI. At this tier additional out of classroom resources may be deemed necessary, which may include further testing for exceptionalities.

IDENTIFICATION FOR STUDENT SUPPORT

Lee Montessori PCS is committed to meeting the needs of all children in the least restrictive environment possible. Any child will be considered for specialized instruction and/or supports through one of the following processes:

- Any student identified at Tier 2 or Tier 3 of the RTI model;
- A student referred by parents/families (If families wish to receive the services of the CST, they should contact the principal or their child's teacher for a referral form); and/or
- A student referred by teachers (a teacher should contact the principal for a referral form).

CHILD STUDY TEAM

The Child Study Team (SST) at Lee Montessori is comprised of the principal, relevant teacher(s), support staff, and the individual student's parent(s).

The CST will meet regularly to review referrals and to schedule and execute observations of students in question. The CST will determine if and when a student will be evaluated for special education and other related services such as speech and occupational therapy. It is important to note that students may also be referred directly by a parent in writing.

At the point that a student is deemed eligible for special education and/or related services, an Individualized Education Plan (IEP) meeting will be held with the parents, teachers, and the special education coordinator to discuss the student's needs and the plan to support them. This meeting will result in the writing of an IEP plan that contains the specific services the child will receive from instructors and the annual goals set for progress. The student's progress will be monitored throughout the year, and the IEP team will reconvene yearly to evaluate progress and

to update the goals and services laid out in the IEP. After three years, the student will be reevaluated to determine what, if any, services are still required.

SPECIAL EDUCATION

Pursuant to the Individuals with Disabilities Education Act (IDEA), students with disabilities will receive special education in the least restrictive environment. These students will be educated with their nondisabled peers to the maximum extent possible. As the three-hour work cycle is integral to the success of the Montessori method, we will work to preserve that time period for the student with disabilities to stay in the classroom with his nondisabled peers and target special education pullout time from the classroom will occur during other periods of the day. Lee Montessori PCS will provide a continuum of services consistent with the Montessori model to include support in the general education classroom, modification of the general education curriculum, and pullout special education services if appropriate as deemed in the IEP.

RELATED SERVICE PROVIDERS

When necessary, Lee Montessori PCS will use the services of outside agencies to provide qualified staffing for necessary services outlined in a student's IEP. These related service providers may include, but are not limited to: counselors, behavior specialists, speech/language therapists, and occupational therapists.

BEHAVIOR AND DISCIPLINE POLICY

Lee Montessori PCS believes that the basis of discipline is respect for others, respect for oneself, and respect for the school. The Discipline Policy of Lee Montessori PCS will follow the Montessori ideology of Freedom Within Limits. Students have the freedom to explore their interests and to develop their own inner discipline, while observing the limits set for behavior based on the needs and well being of the greater school community. In the school community, every freedom is accompanied by a limit to ensure a productive, safe, and peaceful community.

If a student is having difficulty following the rules of the community, the response will be age-appropriate. Personal attention, distraction, substitution and or removal from the situation are typical approaches. If a student disregards the rule of the classroom environment, the teacher seeks the underlying causes in order to help the student understand the inappropriateness of his/her actions and to find a constructive alternative. If such behavior occurs repeatedly, the teacher may request the support of the Head of School or another teacher to observe and offer consultation before the parents are contacted for their support and cooperation.

All staff members at Lee Montessori follow the 1-2-3 Magic approach to discipline during the school day.

BEHAVIOR AND DISCIPLINE POLICY

IN-SCHOOL SUSPENSION, SCHOOL SUSPENSION, AND EXPULSION

Students who consistently deprive others of the right to a safe learning environment by repeated disruptive behavior will be subject to disciplinary action, including in-school suspension, out of school suspension, and/or expulsion.

In-school suspension is a disciplinary response to student misconduct. The student will be excluded from participating in regular school activities but will remain in the school environment. He or she will be required to do assignments developed by his/her teachers.

No student shall be suspended or expelled unless the conduct for which s/he is to be disciplined is related to school activities and/or attendance. Disciplinary actions will have no bearing on the student's academic standing.

The decision to suspend or expel a student shall be made by the Principal and/or the Head of School with or without the recommendation of the student's teacher or other staff. The Principal and the Head of School will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension or expulsion shall become effective immediately unless otherwise stated by the Principal and Head of School.

Lee Montessori requires that a parent/guardian attend a meeting with the Principal and/or Head of School and the student's teacher before a suspended student may return to school. The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to challenge the decision. After three suspensions from school within the same school year for the same or different infractions, expulsion shall be considered.

DUE PROCESS PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. A multidisciplinary team will hold a manifestation meeting to determine if the incident was a manifestation of their disability.

This meeting will not determine the consequences issued by the school for the recent infraction, though it may inform that decision. Discipline is handled by the school administration, who will hold a separate meeting. This meeting is to determine whether recent behavior was a manifestation of the disability and to review the appropriateness of the school plan.

TIERED DISCIPLINE PROCESS

Level 1 - Minor Classroom Disruptions	Chain of Support
<p><u>Involved Parties:</u> Classroom Teacher</p> <p><u>Goal:</u> stop/change the behavior; ensure well-being and learning of all students</p> <p><u>Grounds for:</u></p> <ul style="list-style-type: none"> • Documentation, response plan and follow up • Simple, immediate response (ex: grace & courtesy lesson) • Simple reparation (i.e. “You broke it, you fix it”) <ul style="list-style-type: none"> ○ Increased structure and supervision ○ Move the student ○ Take away objects ○ Narrow a student’s choices ○ Take a privilege or responsibility away • In classroom Take-a-Break (a quiet moment alone in a designated area to regain self-control) • Parent communication 	<p>Adult (Teacher, assistant or staff member with student) provides quick grace and courtesy lesson.</p>
Level 2 - Minor Classroom Disruptions (above) that are repetitive in nature or increase in frequency and/or intensity	Chain of Support
<p><u>Involved Parties:</u> Classroom Teacher, Parent/Guardian, Student Support Coordinator, Student Support Team (SST)</p> <p><u>Goal:</u> determine motivations and triggers of problem behaviors; ensure well-being and learning of all students</p> <p><u>Grounds for:</u></p> <ul style="list-style-type: none"> • Documentation, response plan and follow up • “Buddy Classroom” Take-a-Break (short, just long enough for student to calm down) <ul style="list-style-type: none"> ○ Gives the student and the Teacher space. Students are often able to better collect themselves when they are away from their triggers. ○ Keeps the teaching momentum going: whole class loses precious learning time when Teacher is dealing with behaviors 	<ul style="list-style-type: none"> • Lead supervising adult determines if/when a Buddy Classroom Take-a-Break is necessary. • If student not calm enough to enter Buddy Classroom Take-a-Break, adult immediately escorts student to Student Support Office. • If student is able to enter Buddy Classroom but behavior escalates while in Buddy Classroom, adult immediately escorts student to Student Support Office. • Whenever a student is escorted to the Student Support Office, s/he will enter via entrance next to teacher’s lounge.

<ul style="list-style-type: none"> ○ Prevents power struggles: stops escalation, preserves relationship with student ○ Teacher goes to buddy classroom to get student, welcomes them back to classroom and engages student in work ○ Private Take-a-Break: If behavior continues in buddy classroom or is too severe/disruptive to enter a workspace, student is immediately escorted to Student Support Office. ● Teacher-Student Conference – check in later in the day to discuss what happened (elementary students) ● Parent communication ● Referral to CST process 	
Level 3 – Unsafe and/or threatening behavior – student is unable to regain self-control and/or behavior poses a safety risk	Chain of Support
<p><u>Involved Parties:</u> Student Support Coordinator, Principal, Head of School, Parent/Guardian</p> <p><u>Goal:</u> Remove the individual exhibiting problem behavior from others, provide consistent and appropriate response; ensure the safety and well-being of the community</p> <p><u>Grounds for:</u></p> <ul style="list-style-type: none"> • Documentation, response plan and follow up • Private Take-a-Break in student support office <ul style="list-style-type: none"> ○ Student works in Student Support Office for part of the day ○ Student stays in Student Support Office all day (in-school suspension) • In-school suspension • Short-term out-of-school suspension • Parent Conference • SST process • Teacher-Student Conference – Student Support Director will call Teacher when student is ready for re-entry to classroom; SSD, Teacher and student will review or form a response plan before reentry. • Restorative justice community meeting in order for student to reenter the community • Parent Communication <ul style="list-style-type: none"> ○ Parent signature required on Student Support Form <p>***If a student reaches level 3 during any special (e.g., kitchen, art, gym, recess), they</p>	<ul style="list-style-type: none"> • Alert assistant to remove student and escort to Student Support Office. • Whenever a student is escorted to the Student Support Office, s/he will enter via entrance next to teacher's lounge. • Immediately contact Student Support Director. • If Student Support Director unavailable, immediately contact principal. • Assistant stays with student in Student Support Office until hand-off is complete. • If SSD needs to leave office, office staff will briefly look after any students in the Student Support Office.

immediately lose the privilege to return to the special that day.	
Level 4 – Extremely Unsafe or Illegal Behaviors	Chain of Support
<p><u>Involved Parties:</u> Student Support Coordinator, Principal, Head of School, Board of Trustees, Parent/Guardian</p> <p><u>Goal:</u> remove the individual exhibiting problem behavior from others, ensure the safety of our school community</p> <p><u>Grounds for:</u></p> <ul style="list-style-type: none"> • Documentation, response plan and follow up • Extended out-of-school suspension • Referral to IEP Team/BCPS • Call to DC Police Department • Notification of Board of Directors 	<ul style="list-style-type: none"> • Immediate phone call to parent to come to school • An immediate call to Principal, Head of School, and/or Student Support Director. • Immediately notify Board Chair • Response by Principal and/or Student Support Direct according to the law and/or district policy.
<p>Immediate referral to school police:</p> <ul style="list-style-type: none"> • Weapons • Sexual assault • Assault • Illicit drugs 	Same as above plus referral to police.

BULLYING POLICY

Lee Montessori PCS has adopted the District of Columbia Office of Human Right's District Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at

http://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/DCBullyingPreventionPolicy_PressQ_022513.pdf

PARENTAL GRIEVANCE POLICY

Lee Montessori is committed to creating the strong family-school relationships essential to the success of each Lee Montessori student and to our school as a whole. On the occasion that parents wish to make a complaint, we have established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve matter(s) informally.

PARENT COMPLAINTS

Parent complaints are taken seriously by Lee Montessori and should proceed as follows:

1. Parents should first schedule a conference with the immediately-involved teacher, coach or administrator to discuss the issue. The school reserves the right to redirect parent(s) to the appropriate personnel if this step has not been followed.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal. Prior to the scheduling of any such meeting, parent(s) must first provide the Principal with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The Principal will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Head of School, following the same steps outlined in Step 4.
4. If a resolution cannot be reached through a discussion with the Head of School, parent(s) may submit a formal Parental Grievance Packet to the Lee Montessori Board of Trustees. This packet must include the information and materials discussed below.
5. If a resolution cannot be reached through a discussion with the Board of Trustees, parent(s) may contact the DC Public Charter School Board. More information can be found at www.dcpsb.org/Parents/How-to-Address-Complaints-and-Concerns.aspx

PROCESS FOR BOARD REVIEW OF PARENTAL GRIEVANCES

The Lee Montessori Board of Trustees shall annually appoint a Grievance Committee comprised of two (2) Trustees and the Head of School. The Head of School shall not participate in any grievance proceeding in which s/he is the subject of an original grievance. A Parental Grievance Packet should be submitted in writing to the Board of Trustees within 30 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s)' dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within 30 days of the submission of a complete Parental Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint;
- Interview the concerned parties; and
- Recommend a course of action to the full Lee Montessori Board of Trustees through communications by the Board Member serving as Parental Grievance Committee Chair to the Board Chair.

The Board shall render a final ruling on the grievance at its next regularly scheduled meeting following its receipt of the recommendation of the Grievance Committee.

PARENT INVOLVEMENT

Lee Montessori is a community school working to provide a high equality experience for all of its members. As the adult members of our community, parents and guardians have the responsibility of protecting and nurturing the children. To this end, there are three ways by which parents and guardians are asked to participate in their child's education at Lee Montessori and we expect families to participate in all three activities.

- Participation in the Family Teacher Association (FTA)
- Family education nights and informational meetings (including parent teacher conferences)
- Volunteer service to the school
- Classroom Observations

FAMILY TEACHER ASSOCIATION

The Family Teacher Association (FTA) serves as a critical link between families and the school. The FTA will also sponsor school-wide activities, create opportunities for family members to volunteer at the school, and help to access community resources for the school.

The objective of the FTA is to foster a constructive relationship between parents and the school, to create a partnership which helps the school to listen to and deal with parents' concerns, and for parents to learn more about what they can do to help the school and improve their children's education. While it is important to remember that the FTA does not necessarily represent the views of all parents, it shall be a forum for communication and a basis for partnership between parents and the school. In order to achieve this aim the FTA shall:

- a. Promote good relations between and integration among its members;
- b. Develop debate on educational matters among its members;
- c. Communicate parents' views to the school in general matters relating to children's education and well-being; and
- d. Participate, sponsor, and/or promote cultural, social, sports, leisure and other activities in order to improve relations between its members and to raise funds for charitable endeavors and school projects.

FAMILY EDUCATION

We are aware that the Montessori curriculum may be new to many parents who will be placing their children at Lee Montessori PCS. The teachers and staff will hold monthly family education nights in the evenings where teachers, staff, and family members will come together to discuss Montessori theory, the work your children are doing in the classroom, and strategies for continuing this work at home. These events will provide a great opportunity for parents to get to know one another and gain additional insight into Montessori teaching methods.

SERVICE TO THE SCHOOL

Service to the community is another aspect of the children's curriculum that can be modeled by its adult members. Lee Montessori gratefully acknowledges all of its members who have offered to volunteer time, energy, and skills to initially organize and create it! Lee Montessori will thrive through the years as each family adds its own energy to its growth. By participating in service to the school, families become a part of the school's structure and a practical piece of their child's education. It is expected that most families will enthusiastically want to help the school in whatever way they can. Volunteer opportunities that arise throughout the year will be communicated to all families. These may include classroom cleaning, grounds and building maintenance, field trip assistance, fundraisers, and promotional activities.

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, ideally prior to each parent-teacher conference. Classroom observation will be scheduled directly with the teacher.

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 received a request for access. Parents of eligible students should submit to the School principal (or appropriate school official) a written request that identified 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 of 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 of 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.

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
4000 Maryland Avenue, SW
Washington, DC 20202-5901

NOTIFICATION OF RIGHTS UNDER PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole, or in part, by a program of the U.S. Department of Education (ED)

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Lee Montessori PCS has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Lee Montessori PCS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Lee Montessori PCS

will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Lee Montessori PCS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

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ACKNOWLEDGEMENT FORM

I hereby acknowledge that I have received a copy of the Lee Montessori PCS Family Handbook. I will read the Handbook prior to the first day of school. I acknowledge that I have access to and can obtain a copy of the Handbook for review at any time. I understand and agree that it is my responsibility to familiarize myself with and abide by the policies set forth in the Handbook, and I consent to the provisions and policies described in the Handbook. Furthermore, I understand that if I should have questions or concerns regarding the Family Handbook, I should contact the Principal or the Head of School.

Student Name (Printed)

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date