

# Discipline

Breakthrough Montessori is a peaceful community of families, students, and teachers. As adults in the community, we aspire at all times to model grace, courtesy, and a deep respect for our community.

At Breakthrough, discipline is highly valued as the skill of self-regulation. Maria Montessori distinguished between the “spontaneous discipline” typical of happily engaged children and adult-centered strategies for maintaining “control.” The ability to master oneself is a foundational skill for all subsequent learning.

Adults set limits through example. We try always to direct with positive rather than negative guidance. At no time may physical punishment such as spanking a child take place. At all times patience, restraint, and respect for the child’s needs for sensitive intervention govern adult interaction with children.

When students have difficulty with their responsibilities, a series of actions may be taken depending on the significance of an inappropriate behavior. Each student incident is treated individually, but the following staff responses may occur:

## *Less Serious*

- Student redirected by teacher
- Assigned seating near the teacher for a period of time
- Teacher temporarily adjusts the degree of independence the child exercises in the classroom
- Problem discussed with student
- Other ways of handling a situation brainstormed
- Parent/guardian note or phone call

## *More Serious*

- Removal from the classroom for a period of time
- Outside assistance from school personnel (such as the Director of Curriculum and Instruction)
- Meeting with parent/guardians
- Development of an action plan for student, parents/guardians, and teacher
- Referral to the Child Study process

# Unacceptable Behaviors

Experimental behavior is a predictable feature of all developmental levels, and we strive to regard such behaviors as indicative of a child's needs. Different behavior is also typical of different age groups. Students who have limited expressive language tend to use their hands more to express themselves, whereas hitting or kicking in a child that has full command of language is a more serious behavior. Safety is our first priority, and all actions we take are to ensure the safety of our students. Furthermore, because the community lies at the center of our approach to learning, any individual action that negatively affects the welfare of the community is considered unacceptable. As a result, Breakthrough cannot allow the following:

- Language that expresses disrespect for another person
- Violent behavior, e.g., hitting, kicking, biting, shoving, throwing objects at a person
- Causing, attempting or threatening bodily injury or emotional distress
  - “Bodily injury” means a cut, abrasion, bruise, burn or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.
  - “Emotional distress” means mental suffering or distress that requires more than trivial treatment or counseling.
- Vandalism
- Inappropriate touching

## Resolution Process for Unacceptable Behavior

### *Primary Level*

The first instance of unacceptable behavior will be addressed by the witnessing staff member. The staff member will first stop the behavior. Then, depending on the child's age, they will discuss with the child privately why the behavior is inappropriate and suggest strategies for preventing its recurrence. Parents/guardians will be notified of both the behavior and its resolution.

If the behavior is repeated, escalates, or targets a specific child or group of children, it will be addressed by the witnessing adult and the Director of Curriculum and Instruction, Director of Student Support, or the Montessori Support Specialist. Depending on the age of the student and the seriousness of the behavior, this will result in the development of an action plan. All action plans are developed in consultation with the family and include concrete goals for resolving negative behavior.

### *Elementary Level*

The first instance of unacceptable behavior will be addressed by the witnessing staff member. The staff member will first stop the behavior. Then, depending on the child's age, they will discuss with the child

privately why the behavior is inappropriate and suggest strategies for preventing its recurrence. Parents/guardians will be notified of both the behavior and its resolution.

The second occurrence will be addressed by the witnessing adult and the Director of Curriculum and Instruction, Director of Student Support, or the Montessori Support Specialist, and, depending on the age of the child and the seriousness of the behavior, will result in the development of an action plan. All action plans are developed in consultation with the family and include concrete goals for resolving negative behavior.

Though we are confident that well-articulated and faithfully implemented action plans will enable the child to address difficulties, in rare instances efforts to correct the behavior fail. In those instances, appropriate disciplinary action up to and including suspension or expulsion will be considered. No student in grades kindergarten through 5 can receive an out-of-school suspension or expulsion, unless the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person. Suspension/expulsion is only permitted to ensure safety and in response to the most serious offenses, which include:

- Serious acts of violence
- Student-on-student sexual harassment or abuse
- Illegal behavior that causes bodily injury or emotional distress
- Possession of a weapon

The decision to suspend or expel a student shall be made by the Director of Curriculum and Instruction and/or the Executive Director with or without the recommendation of the student's guide or other staff. The Director of Curriculum and Institution 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 Director of Curriculum and Instruction and the Executive Director.

In the unlikely event that a child is suspended, the school will work with the family to ensure that the student continues his/her studies and receives all assignments during the suspension; can communicate with school staff about the assignments; and has the opportunity to make up any work missed during the suspension if he/she cannot complete it during the suspension. As per DC regulations, Breakthrough will not suspend any student for more than five consecutive school days or more than 20 cumulative school days in the year.

All disciplinary action taken at Breakthrough must be individualized, fair, equitable, developmentally appropriate, proportional to the severity of the behavior, and restorative.

### *Due Process and Appeals Procedure for Parents/Guardians*

Due process will be followed for all disciplinary actions.

*Due Process for Suspension:* Before imposing suspension, the Executive Director shall immediately notify the parents/guardians in writing that the student may be suspended from school. This notice will be in their dominant language and will provide a description of the incident(s) for which suspension is proposed. It will inform the parents/guardians of their right to request an immediate informal conference with the Director of

Curriculum and Instruction and the Executive Director. The parents/guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the Director of Curriculum and Instruction.

Following the informal conference, the decision to suspend a student shall be made by the Director of Curriculum and Instruction and/or the Executive Director. The student's parents/guardians will receive written notice of the decision in their dominant language.

The student's parents/guardians have five school days to challenge the decision. They may do so by contacting the Chair of the Breakthrough Montessori Board of Trustees ([board@breakthroughmontessori.org](mailto:board@breakthroughmontessori.org)) and expressing their desire to challenge the decision. The Chair of the Board of Trustees organizes a hearing within 48 hours of receipt of communication from the parents/guardians. Following the hearing, the Board of Trustees makes a final determination.

#### *Due Process for Expulsion*

Before any expulsion, the Director of Curriculum and Instruction will consult with Executive Director and the Board of Trustees and immediately notify the student's parents/guardians in writing, in their dominant language. Expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Executive Director, the Director of Curriculum and Instruction, staff members involved with the incident, and the student with their parents/guardians. The student shall have the right to be represented by counsel, question witnesses, and present evidence.

#### *Students with Disabilities and Manifestation Determination Meetings*

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

The manifestation meeting must take place before a student with an IEP has been suspended for more than a total of ten (10) days. The Manifestation Determination team will discuss the link between the student's behavior and disability. If the team finds that there is no direct link between the student's behavior and disability, and the IEP was being implemented with fidelity leading up to and during the behavioral infraction, the infraction is then considered **not** a manifestation of the student's disability, and BMPCS can move forward with processing suspension, ensuring the student receives access to adequate educational supports during the suspension. If the team finds that there is a direct link between the behavior and the disability, or the IEP was not being implemented with fidelity leading up to or during the behavior, the behavioral infraction is considered a manifestation of the student's disability, and the student will return to his or her current educational placement. BMPCS will schedule an IEP review meeting to update the student's IEP to accurately reflect the student's current level of functioning within 30 days.

# Attendance

## *Attendance for In-Person Learners:*

According to the Public Charter School Board and the Office of the State Superintendent of Education (OSSE), a student who is absent for one day without a valid excuse is considered truant. A student who is absent from school without a valid excuse for 10 or more days within a single school year is considered a chronic truant.

- Students must be in school for 80% of the school day (defined as 6 hours between 8:30 am and 3:30 pm) in order to be considered “present.”
- An excused absence requires parental approval and proper notification.
- Excused absences include:
  - Illness (a doctor’s note may be required if the student is absent for more than five days)
  - Doctor or dentist appointment

- Death in the family
- Observation of a religious holiday
- Court appearance, including the necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
- Visiting a parent/guardian who is in the military immediately before, after, or during deployment
- Exclusion, by direction of DC authorities, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- If the child's only legal parent or guardian is travelling due to circumstances covered under FMLA law;
- Lawful suspension or exclusion from school by school authorities;
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a 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;
- An emergency or other circumstance approved by Breakthrough Montessori.
- Unexcused absences include:
  - Family vacations
  - Oversleeping
  - Errands
  - Social events
  - Hosting visitors
  - Visiting relatives
  - Commute/traffic
- Proper documentation includes parent notes, doctor's notes, or court documents.
- Breakthrough Montessori reports all absences as unexcused unless the school receives proper documentation.
- Parents/guardians of students with 5 or more unexcused absences in one advisory period will be requested to participate in a conference with the Director of Curriculum and Instruction. Please note that the school year is divided into 4 advisory periods.
- Per the Attendance Accountability Amendment Act of 2013, Breakthrough must notify OSSE within two business days of a student's 10th unexcused absence. OSSE will provide the parent with a truancy prevention resource guide.

- Breakthrough will record attendance daily for students participating in distance learning, either due to a medical condition that makes in-person learning inadvisable or due to temporary quarantine due to COVID-19 exposure.
- Virtual Learners must participate in all synchronous learning opportunities in core content areas (math & ELA) and submit at least one asynchronous assignment in order to be considered “present.”
- Breakthrough faculty use a number of methods to ensure daily touchpoints necessary to ensure a virtual learner’s attendance. These touchpoints include:
  - Phone conversations or virtual meetings one-on-one with instructional staff to discuss content in core subject areas (math & ELA).
  - Direct “face-to-face” online contact through Zoom during core subject area classes (math & ELA)
  - Completed assignments submitted via Seesaw after viewing a pre-recorded video
  - Completed assignments or work product uploaded to Seesaw
  - Photos of completed assignments, activities or projects uploaded to Seesaw
  - Videos of activities uploaded to Seesaw

#### Attendance Monitoring and Reporting

- Breakthrough Montessori will take the following steps to track student attendance:
- Guides are responsible for daily attendance for in-person learning and will follow existing protocols.
- Guides are responsible for distance learning students will follow protocols using touchpoints discussed above.
- The school will maintain one database where all classroom staff record virtual student attendance. The database is designed to include every synchronous learning opportunity that has been assigned to the student. After each meeting, Breakthrough staff members are responsible for immediately recording in the database if the student was present or absent from the meeting.
- The database is reviewed at 3:30pm by all classroom guides. Students who were absent for all meetings and did not respond to any prompts or assignments in Seesaw are reported by the guide to the operations associate.
- The operations staff will also review Clever, which captures all sign ins to Zoom and uploads to Seesaw, to account for children meeting all required touchpoints.
- The operations staff marks these students as absent in eSchoolPlus and marks all other students as present.

Breakthrough Montessori will take the following actions to address absences for both in-person and virtual learners:

- The operations associates call/text the families of every student who was absent the day before without providing notice or rationale. The operations associates will determine the reason for absence and determine what’s needed to ensure future attendance.

- After five unexcused absences, the Director of Curriculum and Instruction, with support of the school social worker, will contact the family by email and phone to set up a meeting to discuss the student’s attendance.
- After ten unexcused absences, the Director of Curriculum and Instruction will submit a report to the Child and Family Services Agencies, as required by law.

	In-Person	Virtual
Full - Present	Student attends school for 80% or more of the school day	Student attends all synchronous learning opportunities in core content areas (math & ELA) and posts at least one (1) asynchronous work product via Seesaw.
Partial - Present	Student attends school for less than 80% of the school day	N/A
Absent - Excused	Student is not onsite during the school day. Justification is given for the student’s absence that aligns with policy on excused absences	Student is not captured in any of the remote touchpoints and does not meet remote asynchronous touchpoints. Justification is given for the student’s absence that aligns with policy on excused absences
Absent - Unexcused	Student is not onsite during the school day. No justification is given for the student’s absence, or justification provided does not align with policy on excused absences	Student is not captured in any of the remote touchpoints and does not meet remote asynchronous touchpoints. No justification is given for the student’s absence, or justification provided does not align with policy on excused absences.

<i>Excused Absence Reason *</i>	<i>Absences 1 through 10** : Documentation required within 5 days for the absence to be considered excused</i>	<i>Absence 11 and beyond: Documentation required within 5 days for the absence to be considered excused</i>
Student Illness	Parent or guardian note. Doctor’s note required if student is absent for 5 or more consecutive days.	Note from the student’s doctor or other medical professional



Exclusion, by direction of DC authorities, due to quarantine or illness	Parent or guardian note	Official documentation of the exclusion
Doctor or dentist appointment	Parent or guardian note	Note from dentist or doctor
Death in the family	Parent or guardian note	Parent or guardian note
Observance of a religious holiday	Parent or guardian note	Parent or guardian note naming the holiday to be observed.
Court appearance	Parent or guardian note	Copy of the subpoena or other official documentation of the court appearance.
Lack of district-provided transportation when there is a legal responsibility for the district to provide transportation	No documentation needed	No documentation needed
Visiting a family member before, during, or after deployment	Parent or guardian note	Official documentation of the deployment dates.

*\* Any absence for which sufficient documentation is not provided will be considered unexcused.*

*\*\* The number of days absent includes both excused and unexcused absences. Three unexcused tardies equals an excused absence, and will be included in the count.*

### **Late arrival**

1. For the 2021-22 school year, students are marked tardy if they arrive at 8:35 AM or later (school begins at 8:30 AM).
2. Breakthrough reports all tardies as unexcused unless the school receives proper documentation for valid late arrivals.
3. Three unexcused tardies are equivalent to an unexcused absence.

## **Grievance Procedure**

We encourage family members to contact their child’s teacher directly with any questions or concerns about their child’s classroom experience. The Director of Curriculum and Instruction also provides a valuable resource to families that seek additional clarification about their child’s educational journey. If the family and the Director of Curriculum and Instruction need further assistance in resolving an issue, please contact the Executive Director. If the family and the school-based leadership do not reach a satisfactory solution, the family may contact the Chair of the Breakthrough Board of Trustees by writing to [board@breakthroughmontessori.org](mailto:board@breakthroughmontessori.org).

# 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), Breakthrough 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.

## 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.

Breakthrough Montessori considers the following information “directory information”:

- Student’s first and last names
- First and last names of enrolling parents/guardians
- E-mail addresses of enrolling parents/guardians
- Telephone listings of enrolling parent/guardians

If a family does not want this information available to other students and their parent/guardians, they should provide written notice to the Director of Operations. Newly enrolled families should provide this written notice on or before the first day of school. At any time, a family may choose to remove their directory information from sources available to all Breakthrough Montessori families by providing written notice to the Director of Operations.

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

## Admission Preference

Any student who is of appropriate age and grade level and is a resident of the District of Columbia is eligible for admission to Breakthrough through the My School DC Lottery. The only limitation to admission is the number of slots available in a given grade. Within the My School DC Lottery, Breakthrough offers preferences in the following order: children of staff, siblings of enrolled students, twin offered and sibling offered.

For the purpose of the lottery, Breakthrough Montessori defines “sibling” as two or more children who share the same enrolling parent/guardian through birth, marriage, adoption, or legal guardianship.

Mid-year spaces may be filled through the My School DC Lottery waitlist, if applicable, or through open enrollment. Prospective students are admitted without regard to aptitude, achievement, ethnicity, nationality, gender, disability, language proficiency, sexual orientation, or any other basis prohibited by law.