



LAMB PCS

Student and Family Policies
2022-2023

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- **Palabras positivas (positive words):** Positive behavior, optimism, and self-esteem.
- **Acciones de respeto (respectful actions):** Respect for oneself and others; especially when faced with challenges and conflict.
- **Zona de aprendizaje (learning zone):** Learning as a lifelong process. We are all learners.

English and Spanish Language Immersion

LAMB uses dual English and Spanish language immersion, a program in which students are taught in both languages. Our students master both languages while learning academic subjects. Our goal is for students to be fluent in both languages (bilingual) by 5th grade.

Each community has two teachers.

- One teacher leads the Spanish curriculum.
- The other teacher leads the English curriculum.

Our focus on teaching about Latin American heritage goes beyond teaching students Spanish. We value and celebrate Latin American heritage in several ways. Most of our staff are originally from Latin American countries or are descended from Latino immigrants. We incorporate our heritage into our work and share it with our students.

Curriculum and Standards

The [Common Core Standards](#) describe what students are expected to learn each year in their language arts and math classes. Many states, as well as D.C., require their public schools to follow these standards. LAMB has adapted our Montessori language arts and math curriculum to meet these standards. LAMB also supplements its curriculum with nationally-recognized, research-based, Montessori-aligned programs to support student growth and development.

Our History

Here are some major events from LAMB's development over the years

- **2001** - LAMB was founded by the Latin American Youth Center. We proposed creating a school where children, whose native language is Spanish, could learn English, and non-native Spanish speakers could learn Spanish. The DC Public Schools Board of Education Chartering Authority unanimously approved our charter. Once the school was founded, its Principal, Cristina Encinas, and Executive Director, Diane Cottman, worked diligently to recruit students and get the school up and running.
- **2003** - LAMB opened with 57 students.
- **2006** - Moved into the historic Military Road School. We had 104 students.
- **2008** - Began building a new wing.
- **2009** - Earned our accreditation from the Middle States Association of Colleges and Schools Commission on Elementary Schools. Michelle Obama, the First Lady of the United States at the time, visited us to celebrate Cinco de Mayo.
- **2011** - Our first group of 5th graders, who had been with us since PreK3, graduated. We opened our second facility and welcomed 80 new families there.

- **2012** - The DC Public Charter School Board began reporting on school performance by assigning tier levels. Since this first year, LAMB has always achieved Tier 1 status for high performance. UnidosUS (formerly the National Council of La Raza) selected LAMB as a model early childhood education program.
- **2013** - Relocated our second facility to South Dakota Avenue. It opened with four Primary, one Lower, and one Upper Elementary communities.
- **2015** - We were profiled in the DC Public Charter School Board's report *Quality Education has Positive Effects on Hispanic Public Charter School Students*. We were honored by FOCUS (Friends of Choice in Urban Schools) with two awards for Academic Achievement and Special Achievement.
- **2017** - Opened a third site, at the Walter Reed campus. LAMB was the highest-ranked early childhood/elementary public charter school in D.C.
- **2019** - We welcomed Dr. Charis Sharp as our new executive director.
- **2020** - Missouri, Walter Reed, and part of South Dakota communities and staff moved to our new state of the art facility at 5000 14th Street NW. This puts us a step closer to having all our students and staff under one roof.
- **2021** - We welcomed Gregory Woodward as our new Principal.

Accreditation and authorization

LAMB is accredited by the Middle States Association of Colleges and Schools Commission on Elementary Schools. We are authorized by the DC Public Charter School Board (PCSB). We are required to submit documents and make regular reports (governance, finance, operations, etc.) to the PCSB. We must follow local and federal laws and follow all of the terms and provisions of our charter agreement.

Governance

As a charter school, we are independent of the DC public school system and are governed by our volunteer Board of Directors. LAMB's charter is reviewed and approved by the DC Public Charter School Board, to which LAMB answers regarding sound school operations and student success. Multiple documents including the school's Tier Rating can be found on the [DC PCSB website](https://dpcsb.org) at <https://dpcsb.org>.

Our board members include current parents and other DC community stakeholders. Our Board decides what our school's vision and goals are, creates policies, hires and supervises our executive director, and supervises our finances. Our Board meets every month. You can read who our current Board members are on our website at lambpcs.org/board-of-directors.

Open Meetings Act

The LAMB Board of Director meetings are open to the public. To view the agenda and RSVP please see the [Board of Directors page](#) on the LAMB website.

Section 2: Handbook

Arrival and Dismissal

Arrival times

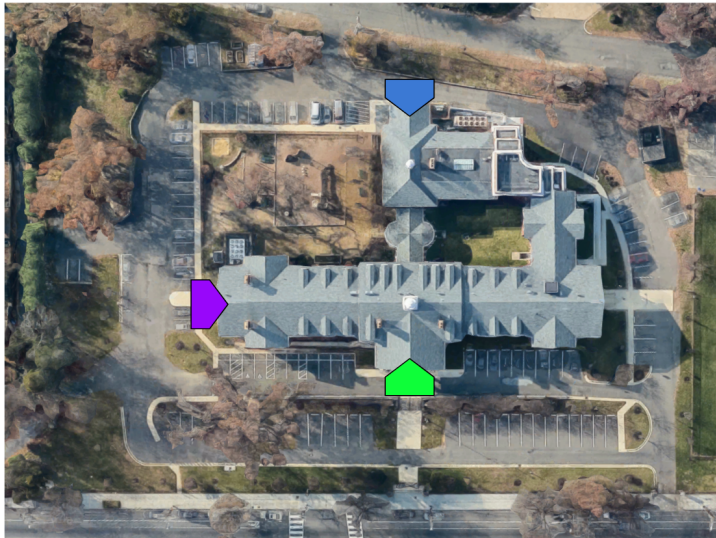
- Elementary students should arrive between 8:00 and 8:10 a.m.
- Primary students should arrive between 8:20 and 8:30 a.m.
- Students must be supervised until they enter the building, following the rules below.

Maria-Jose Carrasco 5/23/22 7:30 PM

Comment [1]: keep or make it 8:15

Arrival procedures

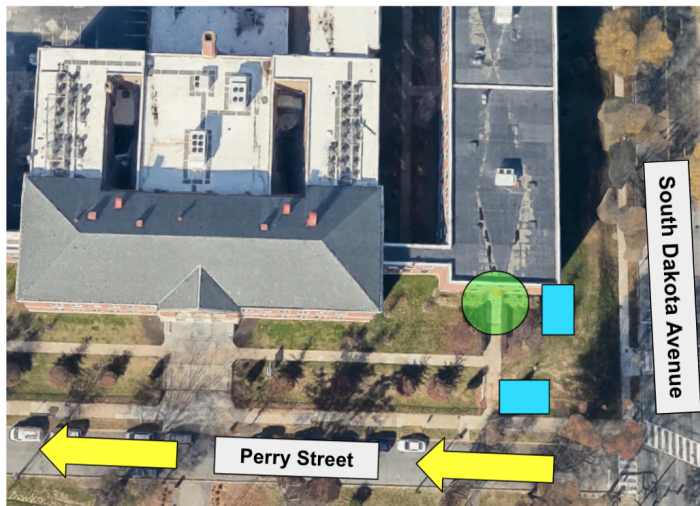
- **Primary:** Primary students (PK3-K) must be dropped off at their designated door by a parent/guardian/caregiver. If driving to school, parents/guardians should park and then escort children to their entrance. Primary teachers will be waiting outside to collect their students during the 10-minute drop-off window.
 - 14th St:
 - Main (green) entrance: Azteca, Cherokee
 - South (purple) door: Maya, Luna
 - Back (blue) door: Aire, Taino






PRIMARY
Drop-off: 8:20-8:30 am
Pick-up: 3:00-3:10 pm

-  Azteca, Cherokees
-  Maya, Luna
-  Aire, Taino

- South Dakota:
 - Main entrance: Agua, Sol and Tierra



Primary: 8:20 am-8:30 am

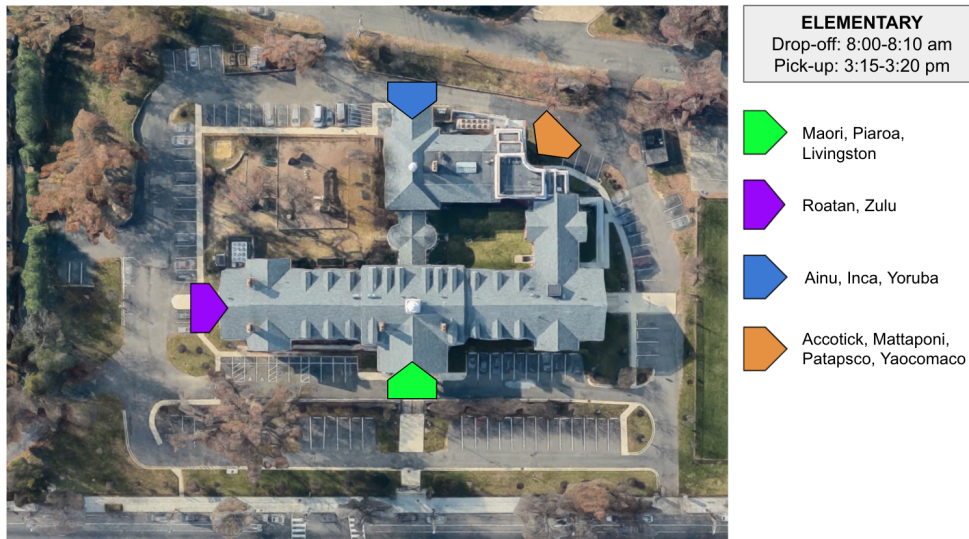
-  LAMB's Entrance
-  One-way traffic
-  Bicycle Racks

- **Elementary (1st to 5th Grade):** Students must be dropped off and picked up by a parent or authorized guardian. Due to the high volume of traffic expected, and limited parking, all Elementary families must use the kiss and ride system to drop their child(ren)

off at their designated door(s). Staff members will be outside helping students get out of their cars.

- Please have your child **READY** to immediately exit the car on the sidewalk side.
- To ensure an efficient process, please promptly follow the traffic patterns to exit once you have dropped off/picked up your child.
- Assigned doors:
 - **Main (green) entrance:** Livingston, Maori, Piaroa
 - **South (purple) entrance:** Roatan, Zulu
 - **Back (blue) door:** Ainu, Inca, Yoruba, Accotick/Mattaponi Spanish
 - **Northwest (orange) door:** Accotick/Mattaponi English, Patapsco, Yaocomaco

4th and 5th grade parents may submit an Unescorted Student Waiver Form (available at lambpcs.org/forms). Completing this form allows a student to enter and leave the school without an authorized adult. Unescorted 4th and 5th graders **must leave LAMB's property immediately (they cannot stay in the building or grounds).**



Arriving safely

Both LAMB buildings are located on busy streets. To keep your children and yourself, and others safe:

- Pay attention, go slow, and do not use your phone while driving.

- Only use safe and legal parking spaces (and plan time to do so).
- Remain on crosswalks, sidewalks, and be mindful of traffic.
- 14th St:
 - There is a crossing guard at the intersection of 14th Street and Farragut Street NW.
 - For cyclists, there are bike racks located on either side of the front porch, and on the back porch.
- South Dakota:
 - There is a crossing guard at the intersection of South Dakota Avenue and Perry St.
 - For cyclists, there are bike racks located next to the main entrance, and directly in front of the entrance near the sidewalk.

Additional Traffic Rules at 14th Street



- All vehicles should enter **ONLY** via the gate on 14th Street and exit via the Southeast alley or the Piney Branch Road exits, unless gates are closed or there are other procedures temporarily in place.
- Upon entry, all drivers should obey traffic signs including, but not limited to, Stop signs, Do-Not-Enter signs, One-Way signs, and traffic arrows on the pavement. This applies before, during, and after school hours. (So at all times!)
- For the safety of our staff, families, and pedestrians, it is important to follow the traffic loop **AT ALL TIMES**. You may **NOT** go against the traffic flow to exit.
- Parents/guardians using the kiss-n-ride system should stay in their car at all times. You may **NOT** leave your car unattended while in the queue.
- Please remember, all parking should be **ON CAMPUS**. Parking off-campus (on 14th Street, Piney Branch, or any other neighboring streets) is not permitted.
- We want to be as respectful to our neighbors as possible. By parking off-campus, you may also run the risk of getting ticketed.

Late Arrivals

Elementary students are late at 8:15 a.m. and Primary students are late at 8:30 a.m. We expect students to be on time. Being late to class can impact student performance in school. We are legally required to record when students are late and report it to the Office of the State Superintendent of Education (OSSE). For every three unexcused late arrivals, students will be marked as having been absent for one day of school.

Late students must be signed in by a parent or guardian, unless they have an Unescorted Waiver Release form on file (grades 4 & 5 only.) Please ring the doorbell at the main entrance for assistance. You must come inside and sign your child in. Your child must get a tardy (late) pass at the front desk to give to their teachers. They will not be allowed in their classrooms without a tardy pass.

Dismissal times

- Primary students are dismissed at 3:00 p.m.
- Elementary students are dismissed at 3:15 p.m.

Dismissal procedures

We follow the same procedures we use during arrival. For primary (PK3-K) students, families should park and wait for their child outside their designated doors, which are the same as drop-off.

Lower and Upper Elementary (grades 1-5) should be picked up from their designated doors, which are the same as drop-off. If driving, please follow the same traffic patterns used during morning arrival. Staff members will be outside to help escort students to their cars. Upper elementary students may also be dismissed without an adult if families have filled out the unescorted waiver form.

Students are not permitted to play in the parking lot, playground, fields, and other areas once they are picked up.

Signing students out

Most students may not leave the school unless they are accompanied by an authorized person who is 18 or older and is listed on the student's pick up list. Upper EI students who have an Unescorted Waiver Form on file and have younger siblings may sign themselves out, but may not sign out a younger sibling. The form can be found at lambpcs.org/forms. These students may not stay on LAMB property after signing out. They must leave the premises immediately, including the building, playground, and parking lot. If a student signs themselves out but stays on school property, you, their parent/guardian, would pay a \$25 fee. If the student stays on school property after signing themselves out three times, they will no longer be allowed to sign themselves in or out. You will have to sign them in and out.

In an emergency: You must email the front desk with the name of another adult (18 or over) who you have authorized to pick up your child. This person must show identification before they can take your child off school property.

Leaving school early for appointments

If your child has a medical or dental appointment during school hours, you must arrange an early dismissal for them by notifying their teachers and the front desk before the day of their early dismissal. You must make the early dismissal request and sign the student out from the front desk. One early dismissal counts as one tardy and three early dismissals equal one absence.

Late pick up

Pick up your child on time at 3:00 p.m. if they are in Primary or 3:15 p.m. if they are in Elementary. If you don't pick your child up on time, you will need to pay a \$25 fee.

Attendance

Your child needs to attend school regularly in order to learn. We expect students to attend school **every day** that we are open. We are legally required to record and report absences, late arrivals, and early dismissals to the Office of the State Superintendent of Education (OSSE). While we understand that some absences and tardiness may be unavoidable, please avoid unnecessary absences and tardiness.

Absences

If your child needs to be absent, please email your child's teachers and the front desk as soon as possible (14th St - frontdesk@lambpcs.org or South Dakota - frontdesksd@lambpcs.org). If your child is repeatedly absent or tardy without explanation, or if absences are excessive, we will contact you.

Unexcused absences

Once a student has a total of 10 unexcused absences in a year, we are legally required to refer them to the Child and Family Services Agency (CFSA). This only applies to full-day unexcused absences, not the accumulation of tardies or partial-day absences. We must refer them within two business days of them reaching 10 absences. After 20 days in a row of unexcused absences, the student will be removed from our school.

Please see the full [Attendance Policy](#) for a list of excused and unexcused absences.

Before and Aftercare School Enrichment Program (BASE)

LAMB offers a before and after school program for a fee. You must sign your child up in advance to use either service. Most BASE programming is done in Spanish immersion.

- **Before care: 7:15 a.m. until class starts.** Students do art projects, read, play, and/or eat breakfast with staff.
- **After school: End of the school day until 6:00 p.m.** Students receive a snack, go outside for recess, and do different types of activities.

BASE is available throughout the school year. It is available on all regular school days and on certain Parent/Guardian - Teacher Conference days (see annual calendar). BASE is closed on staff professional development days and holidays.

Maria-Jose Carrasco 5/17/22 3:43 PM

Comment [2]: @taylor@lambpcs.org
Add drop-in policy
Assigned to Taylor Mitchell

Activities will vary depending on the school site, season, and age group. Some are guided by our multi-talented staff. Others are led by other professionals under contract to LAMB. Activities may lead to performances at our Peace Ceremonies or at International Day.

Costs

Below are the programs' costs per month for this school year:

- Full time (Before and after care): \$480
- After care only: \$425
- Before care only: \$110
- Partial after-care attendance: \$325

Rates for students receiving free or reduced lunch:

- Before and after care: \$125
- After care: \$100

The BASE fee includes daily snacks. Parents and guardians are responsible for paying for field trips, late pick-up fees, or late monthly payments.

Registering for BASE

You can register your child online at lambpcs.org/BASE. The entry fee to enroll is \$100. This fee will be used to pay for materials, special events, special guests, and supplies. This fee is non-refundable.

You may apply for a reduced monthly fee if your family's adjusted gross income is within the sliding scale range for your family size. [The enrollment fee will be waived for these families.](#)

Paying for BASE

LAMB manages registrations and payments via Active Network, an online management system. Once you register your child, Active Network will send you payment reminders every month. Payment is due on the first of the month. Amount owed and payment history can be viewed in Active Network. Automatic payments are option for all interested.

You must pay directly through your Active Network account set up during registration. If you need to pay in person you must coordinate payment with the BASE Director, Taylor Mitchell, or BASE manager, [Juan Alfaro](#). Please make checks payable to LAMB PCS and specify for which child/children and month in the subject line of the check. If we need to return your check, you will need to pay a \$25 fee. You are responsible for making payments on time, whether or not you view the invoice.

Tuition assistance due to financial need

Late payment policy

BASE payments are due the first of every month. If we have not received your payment by the 10th of the month, we will charge you a late fee of at least \$40 or 10% of the amount you owe. If you don't pay BASE fees, including late fees, we may no longer allow your child to participate in the program.

Maria-Jose Carrasco 5/18/22 4:08 PM

Comment [3]: @taylor@lambpcs.org need to ad the process to ask for scholarships
Assigned to Taylor Mitchell

Drop-off and pick-up

You may sign your child in as early as 7:15 a.m for our before care program. You must pick up your child by 6:00 p.m. from our aftercare program. [pickmykid?](#)

Late pickup policy

Late pick up after 6:00 pm (12:30 pm on half days) requires that the person who picks up the child pay a fine directly to the Program Coordinator, Director or instructor upon arrival. This fine is \$5.00 every 5 minutes after 6:05 pm. For example, at 6:10 pm, \$5.00 would be due. At 6:10 pm, \$10.00 would be due, and so on. NOTE: We will schedule a meeting with you if your child is picked up late two times. After 3 late pickups your contract may be terminated immediately.

Birthdays

As a Montessori school, we have a special way of celebrating birthdays. Contact your child's teachers to arrange the celebration.

- You may bring a snack for the students to share. However, do not bring candy or sweets.
- Please do not give out birthday party invitations at school unless the entire class is invited.

Candy, toys, and electronic devices

Candy, toys, and electronic devices are not allowed at school.

Students may not use electronic devices (such as cell phones) during the school day or at programs and activities organized by LAMB. Devices will be confiscated and will only be returned to an adult. LAMB is not responsible for lost or damaged devices.

Children may bring books, pictures, or special items from a trip or special event. We encourage students to bring things from home that relate to special projects at school.

Closings

LAMB follows the D.C. Public School System (DCPS) closing policy for inclement (bad) weather. We cannot predict when DCPS will announce a closure or delay. Please check <http://dcps.dc.gov/>, local TV and radio stations, or @DCPublicSchools social media accounts for school closings, delays, and early dismissals.

If an unexpected issue forces us to close the school, we will notify you via email, text, or voice call.

Communications

Family communication policy

To give your child the best education possible, parents and the school must communicate with each other. We are always looking to improve the ways we communicate with parents and guardians. And, we need your cooperation and help.

We expect all members of the LAMB community to apply our PAZ values (positive words, respectful actions and learning zone) when communicating with each other. These values are especially important when managing disagreements or conflicts.

We expect both family members and staff to approach the person with whom you have a concern in a respectful way. If we receive a communication (in person or electronically) that the administration believes is inappropriate and/or threatening, we will ask the sender to send an appropriate message instead and/or restrict the sender's messages.

Communicating with the school

If you have an issue or questions related to the classroom or the school that this handbook does not answer for you:

1. Discuss your concern with your child's teacher. (Avoid doing this during arrival/dismissal as these times have a high volume of traffic.)
2. If the issue cannot be resolved at that level, discuss it with either Principal, Assistant Principal, Special Education Coordinator or BASE Director .
3. If the issue cannot be resolved by the administrator, discuss the issue with the Executive Director.

A complete directory of our staff and their contact information is online on ParentSquare (see details below). If you have a general question, please email the front desk. We aim to reply within one business day.

Communicating with teachers

We encourage you to regularly share information about your child with their teachers. You can talk with teachers through email, ParentSquare, or in person (by arranging a meeting).

Online communication

LAMB uses two online systems to communicate with families.

	ParentSquare	Transparent Classroom
What we use it for	<ul style="list-style-type: none">• To send out most schoolwide, building-specific, and/or community-specific communications.• Families can use it to:<ul style="list-style-type: none">○ Send and receive school/class information○ See calendar items and get reminders○ Share pictures and files○ Get emergency alerts○ Sign up to volunteer, and more	<ul style="list-style-type: none">• To give families a glimpse into their children's communities and to communicate student academic progress.• Teachers send each family individual academic updates such as lessons, academic progress, etc.

Why we use this system	ParentSquare allows us to engage with families in a variety of ways, all through one system.	Transparent Classroom is a Montessori-specific communication and record-keeping tool. It allows us to share Montessori-specific academic progress and information on Montessori materials and lessons.
How to use it <i>For both systems, you will get an initial email asking you to create an account.</i>	Go to parentsquare.com/ or download the ParentSquare app. Once you register, you can choose how you want to receive messages from us (text, email, or through the app) and how often. Learn how to use it: ParentSquare Parent Videos (https://parentsquare.zendesk.com/hc/en-us/articles/203414049-For-Parents-Getting-Started-)	Go to transparentclassroom.com Learn how to use it: Go to the “Getting Started” menu for short instructional videos

On ParentSquare, and therefore, for most of our school wide communications, individuals can set their preferred language, including English, Spanish, French, Amharic, among many others. Once you set your language of preference, you will receive all ParentSquare communications automatically in this language. Since the system does the translation automatically, please note that the quality of the translation may not be completely perfect.

Transparent Classroom does not allow individuals to set their language of preferences. Communications that go through this system will go in English, Spanish and/or both.

ParentSquare Code of Conduct

LAMB provides ParentSquare as a communication tool for our community members. Besides being LAMB's main communication channel with families, ParentSquare provides an open and engaging space for parents and caregivers to interact with each other and with the school.

The following policies maximize a positive experience for all LAMB ParentSquare users. Please take a moment to review and understand all subscribers' expectations in this electronic community space. Your decision to participate in ParentSquare indicates that you have read and accepted this Code of Conduct without limitation or qualification.

All members of our community must abide by the rules outlined below.

- Posters are solely responsible for the content of their posts. LAMB neither condones nor is it responsible for any postings from parents or caregivers.
- Defamatory, abusive, profane, threatening, and offensive content is strictly prohibited and will be deleted.

- Postings must provide content and resources relevant to our school community (education, parenting, etc.). Subscribers agree to reserve discussions for topics that might include but are not limited to soliciting the advice of peers, participating in the ongoing dialogue, and asking questions related to the school community.
- ParentSquare is meant to stimulate conversation, not to create conflict. Contradictory opinions are welcome, but always be thoughtful and respectful of fellow posters. Refrain from posting material that could be viewed as offensive. Personal remarks about the poster are not allowed.
- Commercial messages and service advertisements are not permitted unless previously approved by LAMB. For these types of posts, email us at communications@lambpcs.org to get approval for posting. Posts will be deleted if they don't have prior approval. Permission may be granted to services related to LAMB.
- Subscribers who post inappropriate information will be reminded to follow these guidelines and asked to refrain from posting such information.
- LAMB reserves the right, at our discretion, to suspend or terminate ParentSquare access to subscribers that have violated these rules.
- LAMB ParentSquare members may not forward any postings to any third parties who are not subscribers to LAMB's ParentSquare without the prior written permission of the individual who posted the particular posting.
- Any documents, photos, videos, or other recordings posted in ParentSquare are for internal use only. Please respect the privacy of our community and do not share outside of ParentSquare, especially on social media.

We reserve the right to update or modify these rules, at any time and without prior notice, by posting the revised version on ParentSquare. These changes will be effective as we post the revised version on the site.

LAMB website and calendar

LAMB's website is a good source of information. Among other things, you'll find:

- Monthly blogs about LAMB, Montessori, and bilingualism
- Information about all our programs
- School calendar
- Forms

Visit our website at lambpcs.org.

Student Behavior and Engagement Policy

LAMB expects every member of our community to behave in a respectful way towards themselves and others. This philosophy is deeply embedded in our Montessori approach, which emphasizes respect for all community members and seeks to equip students with the skills to regulate their own behavior and resolve conflicts with their peers. Our Grace and Courtesy curriculum teaches our students to show respect in various ways. Teachers and all staff members communicate our expectations for how students will behave at school through direct instruction and modeling of those expectations. The PAZ acronym reminds all members of the LAMB community of the positive behaviors we practice:

- Positive Words
- Respectful Actions
- Learning Zone

Restorative Behavior Approach

In the 2022-2023 school year, LAMB is in its third year of implementation of a schoolwide restorative approach to student behavior. In our third year of implementation, we will continue training teachers on this approach and integrating some practices into our school wide routines, with the aim of adopting a full restorative model over the next several years. A restorative approach to behavior is one that seeks to understand the roots of behavior issues. This approach also supports students in being accountable and having an opportunity to be responsible, gather new skills and resources, offer repair steps to all who were impacted by a behavior or event, and turn these reflections into learning moments.

Proactive Practices

LAMB believes that the foundation of any student behavior approach should be proactive practices that help children feel welcomed in their classroom communities, that teach them to be aware of their own emotions and ways to manage them, and that give them skills to interact in a way that will eventually help them to resolve many of their own interpersonal conflicts. All classrooms at LAMB will build this foundation through Grace and Courtesy lessons, community-building activities, social-emotional learning-focused read alouds, peace tables, and other daily routines.

Response to Disruptive or Harmful Behaviors

When students have disruptive or harmful behaviors at school, these behaviors will be assessed on a scale of urgency and level of impact and will accordingly be given the resources, space, time, and facilitated support to have all voices heard and see if a restorative solution can be worked out for all.

A restorative process usually follows four stages of action. They are not linear and are often repeated if necessary:

- **Co/Self-Regulate:** help calm the child's nervous system so the child feels safe
- **Reflect:** provide inquiries to help all involved dig into the roots of issues
- **Relate:** provide empathy to the ways in which all parties were impacted and the underlying relationship and situational needs expressed
- **Restore / Resource / Re-invent:** Repair steps to both the relationship/s and the situation, gathering new resources (including trying/practicing new skills) and support, accountability practice, agreement-making practice, and follow-up.

Some core questions to be asked through a restorative approach to behavior include:

- "What happened?"
- "How were/are you feeling then/now? What were you/are you needing now?"
- "Who was impacted and how? Who else? How else?"
- "What needs to happen now to make it work for everyone?"
- "How will you know that this agreement worked for all?"

Addressing the severity of impact for behaviors is most important in our school in order to offer the social, emotional and academic well-being for our community members. For the most serious behaviors, LAMB may choose to implement an in-school suspension to allow students time to continue their coursework on school grounds with a “pause” from the relational difficulties as well as spaciousness and support for further individual reflection and repair steps. LAMB will not assign an in-school suspension unless the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress.

The following table describes the standard practices for responding to various student behaviors:*

Severity of Behavior	Frequency of Behavior		
	Single or occasional incidents	Multiple/Repeated	Consistent or Severe
	Possible interventions may include:		
Classroom disruption	<ul style="list-style-type: none"> • Redirection • Verbal reminder of community norms and values • 1:1 check-in 	<ul style="list-style-type: none"> • Redirection • Verbal reminder of community norms and values • Guided individual reflection (lower and upper elementary students) • Independent work space • Class conference/community meetings • Family communication 	<ul style="list-style-type: none"> • Independent work space • Class conference/community meeting • Family Communication and restorative conference • Referral to SST or possible Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)
Verbal teasing, exclusion, or name-calling causing emotional or social distress	<ul style="list-style-type: none"> • Verbal reminder of community norms and values • Guided student reflection (lower and upper elementary students) • Guided conflict resolution/restorative inquiry or dialogue with teacher support • Family communication 	<ul style="list-style-type: none"> • Restorative circle with all parties impacted/involved with agreement and follow-up • Guided conflict resolution/restorative dialogue with teacher support • Guided student reflection (lower and upper elementary students) • Family communication 	<ul style="list-style-type: none"> • Restorative circle with all parties impacted/involved with agreement and follow-up • Family Communication and restorative conference • Referral for Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)

			<ul style="list-style-type: none"> SST referral for behavior support and/or in-school counseling
Physical aggression	<ul style="list-style-type: none"> Guided conflict resolution/restorative inquiry or dialogue with teacher support Guided restorative student reflection (lower and upper elementary students) Family communication 	<ul style="list-style-type: none"> Guided conflict resolution/restorative dialogue with teacher support Guided restorative student reflection (lower and upper elementary students) Family communication and restorative conference Temporary separation from class community for reflection and support 	<ul style="list-style-type: none"> Restorative circle with all parties impacted/involved with agreement and follow-up Family Communication and restorative conference Referral for Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) SST referral for behavior support and/or in-school counseling
Severe harmful behaviors (I.e. threat of serious violence to self or others or extreme harassment)	<ul style="list-style-type: none"> Temporary separation from class community for reflection and support Family communication and restorative conference (within 48 hours) Possible contacting of additional support (counselors) or authorities Restorative circle with all parties impacted/involved with agreement and follow-up Referral for in-school suspension Re-entry restorative agreement with resources and follow-up 	<ul style="list-style-type: none"> Temporary separation from class community for reflection and support Family communication and restorative conference (within 48 hours) Possible contacting of other support (counselors) or authorities Restorative Circle with agreement and follow-up Referral for Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) SST referral for behavior support and/or in-school counseling <ul style="list-style-type: none"> Referral for in-school suspension Re-entry restorative agreement with resources and follow-up 	

* Exceptions to these interventions may be possible in extreme circumstances.

Procedures for Students with IEPs and 504 Plans

All behavior reports that involve IEP or 504 Plan students require the involvement, support, and expertise of our SPED Manager and behavior specialists in the restorative process. The SPED Manager and/or their designee(s) will determine if the behavior is a manifestation of the student's disability. If the behavior is a manifestation of their disability LAMB will reassess their behavior plan and/or their services.

Restorative approaches research shows how this approach to behaviors supports SPED students' needs and especially students at different intersections of identities:

<http://powertopubliceducation.weebly.com/blog/zero-tolerance-policy-vs-restorative-practices>

Parents can request more information and a copy of the procedural safeguards by contacting our **Special Education Manager, Amanda Arellano** - amanda@lambpcs.org.

LAMB staff behavior towards students

All members of the LAMB community are held to a very high standard of behavior and are asked to uphold our values of integrity, human dignity, and respect. We support and endorse a strict policy of respect toward each other and particularly toward our students. LAMB's discipline policy provides guiding principles regarding adult interactions with students and with each other. It is not intended to be a finite or exhaustive list of permissible and impermissible behaviors.

Permissible activities are ones that afford each person the highest level of respect, whether they are students, staff, or family members.

Impermissible activities include, but are not limited to:

- At no time during any activity occurring in LAMB facilities or sanctioned by LAMB can an adult - staff, volunteer, contractor, etc. - be alone with a child or children where the employee and child or children are not readily visible to others, except in regard to parents/guardians and their own children.
- Employees and adults in the LAMB community shall never touch a student in a manner that is sexually explicit or suggestive, for purposes of sexual gratification or that may otherwise constitute abuse (sexual or otherwise).
- Employees and adults in the LAMB community should never physically move, grab, or touch a student, or take something from a student, with aggression, uncontrolled anger, and/or with intent to intimidate or harm. This includes a complete prohibition on corporal punishment of any kind.
- Employees and adults in the LAMB community shall not use derogatory remarks, profanity, foul language, or any other verbally abusive communications with students. Verbal abuse, derogatory remarks, and profanity are not permitted.
- Employees and adults in the LAMB community must avoid favoritism and the appearance of same by avoiding such individualized attention [e.g., gifts, favors, nicknames, or other actions which may single a child out as preferred (or, which may also run the risk of making that child feel uncomfortable)].

Employees of LAMB are required to report any impermissible activity they become aware of (whether through observation or report by another) to the HR Manager or the Executive

Director. Employees and adults in the LAMB community are expected to be mindful of both the tone and language used in communicating with students and each other.

Dress code

Students should wear:

- Comfortable clothes that they can button/unbutton or remove by themselves.
- Weather-appropriate clothes (because they go outside for recess).
- Comfortable, closed-toed shoes appropriate for the playground.

Primary students need to keep a complete change of clothes at school. They also wear slippers or other comfortable shoes in their classrooms (please bring the slippers at the beginning of the school year).

Label all your child's clothing and belongings with their name. LAMB is not responsible for lost items. Misplaced or lost items will be put in the Lost and Found bins. If no one has claimed an item as theirs, it will be donated to local charities.

Students cannot wear:

- Clothes and other personal items (hats, backpacks, etc.) that show characters from TV shows or movies.
- Flip flops or heels.

If your child's outfit does not follow these policies, you may be required to bring them a change of clothes to school. LAMB may take away non-clothing items that violate this policy and return them to the student at the end of the day.

Family participation

When a new child joins our community, we consider their entire family a part of our community.

There are different ways LAMB engages with families:

1. Parent/Guardian-Teacher Conferences

These conferences are formal meetings in which you and your child's teachers talk about your child's academic progress.

LAMB asks that families attend parent/guardian-teacher conferences each year. Each year, we publish the dates for these conferences on the academic calendar (www.lambpcs.org/calendar or on Parentsquare.com). You can sign up for a meeting time on a sign-up sheet, through ParentSquare.

2. Classroom observations

You are welcome to schedule a visit to observe your child in their classroom. We strongly encourage you to observe the classroom three times per year. We think it's useful to visit once before each of your parent/guardian-teacher conferences. Each facility has an Observation Guide available at the front desk that you can refer to during your visit. Please contact your child's teachers to schedule an observation.

3. School events

During the school year, we will invite you to attend a variety of events at the school. These events include:

Peace Ceremonies: Peace ceremonies are opportunities for classes to showcase what they are learning in song and dance. They center the school on the culture of peace and respect for the environment and each other, which is critical to the Montessori model. Families are encouraged to attend these performances and often come to watch the ceremonies and celebrate their child's growth and performance. The ceremonies are also broadcasted live online.

Family workshops: Twice a year, we offer workshops and sessions for parents and guardians. We offer information about our Montessori and bilingual methods, child development, and more. These sessions are led by our teachers and staff. They're a great opportunity to learn tips and ideas to support your child's education and growth.

4. Volunteer hours

We rely on the participation of family members like you to meet our ambitious goals. We believe that everyone can contribute something valuable to our LAMB community.

We expect families to volunteer at least **20 hours of service per year**. If you are a single parent, please tell us how you would like to contribute to your LAMB community.

You have many options of how to volunteer. You can help in the classroom, serve on parent committees, or help with special events, field trips, going outs, book fairs, school celebrations, PTO, etc.). We encourage families to share any hobbies or special interests they have with their child's class and/or the school as well.

To explore volunteer opportunities, please contact Claudia Silva, Director of Family Engagement at claudia.s@lambpcs.org. You can track your volunteer hours in ParentSquare.

5. Parent Teacher Organization (PTO)

The LAMB PTO is a forum where parents/guardians and teachers share ideas and discuss school-related issues. The PTO encourages parents and guardians to become more engaged in LAMB. Families' ideas and feedback also support and enhance LAMB. We have meetings several times per year at the different facilities. You can contact the PTO at pto@lambpcs.org.

Field trips and Going Outs

Field trips/Going Outs are planned throughout the year to enhance the thematic units and/or the educational experiences of children. Taking students on field trips is a great responsibility and opportunity for the students. To ensure a safe and enjoyable experience for all students, LAMB has set out the following guidelines for Field Trips/Going Outs.

For each field trip, students must have a completed and signed permission form prior to the date of the excursion. Field trips will not be confirmed until the required number of adult chaperones has been confirmed. All parents will be encouraged to serve as chaperones as part of their volunteer service. Student safety is a priority at all times, and especially on field trips. If your

child's behavior compromises his/her safety and the safety of the group, a parent will be required to accompany the child until the child demonstrates the ability to exercise self-control when off school grounds.

Chaperones

Parents/guardians may volunteer to chaperone a field trip. Teachers will assign students to each chaperone, and the chaperone will be responsible for these students.

We encourage chaperones to take the DC Mandated Reporter training online every year at <https://dc.mandatedreporter.org>. This training is created by the Child and Family Services Agency.

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

- Chaperones should check in with the person in charge at least 15 minutes before the scheduled field trip time.
- Chaperones will be responsible for students as assigned by the teachers.
- Chaperones should, at all times, supervise their students from the moment of departure from the school until they are returned to their classrooms. If a chaperone needs to use the restroom or other private moment, it is essential that s/he secure an alternate chaperone to provide coverage and supervision of students. Please keep all such moments of privacy to a minimum and only as needed (e.g., please do not take personal telephone calls unless they are of an absolute emergency nature).
- Chaperones should follow rigorously the instructions given by the teachers.
- Chaperones cannot exchange students with other chaperones unless authorized by the teachers.
- If the students are demonstrating behavioral issues; chaperones should notify the teachers immediately!
- Chaperones should make sure that the lunches are nut free; if lunch contains nuts it should be removed immediately and teachers and/ personnel should be notified.
- Chaperones should make sure that students do not share their lunches (home or school lunches).
- Upon return, all chaperones are responsible for returning all students to their classrooms and making sure that the teachers have received them.
- If a chaperone needs to take a student to the restroom, she should take the entire group to the restroom or make sure that they are being supervised by the teachers and/or other personnel prior to separating from the group. A chaperone should never be alone with a student or group of students (with the exception of her/his own child).
- Pursuant to School's policies, chaperones understand the school may perform a criminal background check and Sex Offender Registry check.
- Chaperones must comply with the School's policies and procedures on child abuse prevention.

If anyone, including students, observes that these expectations are not met, they should report it to the Director of Family Engagement immediately. If the Director of Family Engagement is not available, they should report it to the Chief of Staff.

Mandated Reporting of Abuse or Neglect

Our students' safety and security is crucial to us. If we suspect that a child is being abused or neglected, we report it to the appropriate governmental agencies immediately. All LAMB staff are "mandated reporters." A mandated reporter is legally required to tell DC Child Protective Services (CPS) if they suspect a child is being abused or neglected. They must report this immediately, even if they only suspect that abuse or neglect is happening or if all the information is not available. In addition, LAMB policy also requires its employees to immediately inform the Executive Director if they suspect a child is being abused or neglected.

A child may be being abused or neglected by their parent/guardian or by other adults in the child's life, such as an older sibling, relative, or friend of the family. Unfortunately, a child may also be abused or neglected by a school employee. In all of these situations, LAMB will take action that follows the law. In addition, LAMB will take actions that respond to the child's needs.

Once we file an abuse report with CPS, they decide whether or not to investigate the situation. CPS will evaluate the type of mistreatment and its causes, such as who is responsible. They will also determine whether and in what ways the child is at risk if their situation does not change. If the concern arises at school or involves school staff, LAMB will also do its own investigation of the incident or concern.

If the report to CPS involves a concern that the parent or guardian is the perpetrator of the abuse or neglect, school staff is not allowed to report or discuss the incident with the parent or guardian. If the report to CPS does not involve a concern that the parent or guardian is the perpetrator of the abuse or neglect, school staff will inform the parent or guardian of the incident as soon as practicable.

Where a staff member reports a sincere concern regarding abuse or neglect and/or participates in an investigation, we will not retaliate against them. Retaliation for reporting a sincere concern is prohibited.

Meals and snacks

Breakfast

LAMB offers free breakfast to all students from 7:30 a.m. to 8:15 a.m. **at the cafeterias.**

Lunch and snacks from home

- LAMB strives to be a **nut-free** school zone, where there are no nuts or food made with nuts on our property. Many students have allergies to nuts that are very dangerous to them. They can be affected by foods made with nuts, even if other children are eating them and they are not. If you send your child to school with lunch, please make sure you provide your child with a well-balanced, nut-free meal.
- Send food that does not require refrigeration or heating/microwaving. If you require either option for medical reasons, contact the front desk.
- Candy and sodas are not allowed.
- Mark your child's lunchbox with their name.

Snacks

All students have access to snacks during the morning work period. Parents may chose to send snacks with their child or to participate in the school-purchased snacks. The school asks

parents to pay a fee for school-purchased snacks which is waived for our at-risk families. The school works to provide fresh produce and whole-grain snacks that are low in sugar and not highly processed.

Lunch program

Traditionally, LAMB offers lunch every full school day, for a fee. We offer standard, vegetarian, and dairy-free lunches through an outside vendor. We may be able to accommodate certain other dietary restrictions. Please check with the front desk. We will send you the menu for the month at the beginning of each month.

Some students are eligible for the free- or reduced-price lunch program. For more information and to access the free- and reduced-price meal application, contact the front desk.

For more questions about our lunch program, email meals@lambpcs.org.

Lunch late payment policy

You must pay for your child's lunch program monthly, when you place your lunch orders. If you haven't paid by the 10th of the month, you will be charged a 10% fee of the balance you owe.

Naps

Three-years old may take a nap in the afternoon. If your child naps, send a small blanket, sheet, and pillow (clearly labeled) in a bag that your child can carry by themselves.

Non-discrimination policy

LAMB is committed to giving all people an equal opportunity to get a good education. We follow federal and local nondiscrimination laws. We do not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, political affiliation, disability, familial status, or source of income.

If you have any questions about our non-discrimination policies, please contact Charis Sharp, our Executive Director (202-726-6200 or charis@lambpcs.org).

If you believe that LAMB has discriminated on the basis of any of the above categories, you may submit a grievance. Please follow our grievance procedures as described on page 39.

Previously Enrolled Returning Students

Students previously enrolled in our school for at least one school year may be able to re-enroll if they:

- Moved out of the DC metro area, including Northern Virginia and Maryland
- Didn't leave to attend another school in the DC metro area
- Weren't away for more than three years.

Procedures

- If a family meets these conditions, they can complete our Intent to Return form. Please fill out the form and include:

- A letter requesting re-enrollment with confirmation you met the conditions during your child's absence
- The grade level you'd like your child to be in.
- Re-enrollment paperwork including the DC residency verification form.

When complete, please send everything to our Registrar at admissions@lambpcs.org. If a student meets the requirements to re-enroll, they'll be assessed and placed in the proper grade. They may be moved to a more appropriate class based on academic, social, or emotional needs.

Maria-Jose Carrasco 4/21/22 5:01 PM

Comment [4]: @claudia.s@lambpcs.org
@estefania@lambpcs.org necesitamos pensar y finalizar esto bien
Assigned to Claudia Silva-Ruschel

Recess

Recess is an important time of the day where students get to move around, socialize, play, or have time to themselves. When the weather allows it, students go outside for recess. Please dress your child appropriately for outside play.

Rights to receive information about teacher's professional qualifications: Title 1

Parents have certain legal rights to request and receive information about the professional qualifications of their child's classroom teacher. The Every Student Succeeds Act (ESSA) and requirements from the Department of Education give them these rights.

Title 1 also gives eligible children the right to receive lunch for free or for a reduced price. For more information about these rights, please contact Anna Marie Wrin Yombo, our Human Resources Manager, at anna@lambpcs.org.

Safeguards and grievance procedures

LAMB has several policies to protect our students, families, and staff. These policies also outline the processes we follow to address concerns. If you have a concern, we encourage you to follow the process we described in the "Communicating with the school" section. If none of those individuals address your concern, follow the following policies:

Submit a formal grievance

If you cannot resolve a problem or concern by speaking with the people involved (and following the process mentioned above), you can submit a formal grievance. To do so, complete the Formal Grievance Form. This form is available at the front desk or you can download it from lambpcs.org/forms.

You must submit this form, as well as any supporting documents, in printed, written form. You can't submit it online or by email. You must deliver it, either in person or by postal mail, to:

Maria-Jose Carrasco
Chief Operating Officer
Latin American Montessori Bilingual PCS
5000 14th Street NW
Washington, DC 20011

You can read the full grievance policy on page 39.

Sex and gender non-discrimination: Title IX policy

Title IX (or “nine”) is a federal law that makes discrimination based on sex, gender and/or gender identity illegal. It outlines how people can submit a complaint about this law being violated. It also outlines the steps LAMB will take to address any potential violations to this law. You can read our full policy about this law on page 43.

If you have questions about this policy, please contact any of these individuals:

Maria-Jose Carrasco
Chief Operating Officer
(202) 935-5706
maria-jose@lambpcs.org

Anna Marie Wrin Yombo
Title IX Deputy
(202) 794-9408
anna@lambpcs.org

Americans with Disabilities Act (ADA) and Section 504 compliance

LAMB complies with the regulations from the ADA. Amanda Arellano, our Special Education Manager, coordinates our efforts to follow the ADA. If you have any questions or would like to file an ADA-related complaint, contact her at amanda@lambpcs.org.

Bullying prevention policy

LAMB defines bullying as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

- May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- Shall be reasonably predicted to:
 - Place the youth in reasonable fear of physical harm to his or her or their (hereinafter all references to gender are intended to be neutral and “s/he, they” may be used interchangeably) person or property;
 - Cause a substantial detrimental effect on the youth’s physical or mental health;
 - Substantially interfere with the youth’s academic performance or attendance; or
 - Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by LAMB

LAMB has a comprehensive policy to prevent bullying and to address any complaints we receive. This policy is designed to protect the emotional and physical well-being of students. It outlines how to submit a complaint and the steps the school will take to address it. You can read the policy on page 34.

School Emergency Response Plan

LAMB works with the District of Columbia's Emergency Safety Alliance (ESA) to prepare for and respond to emergencies. ESA is an interagency team that plans, implements, manages, and sustains emergency response planning to schools in D.C.

LAMB's School Emergency Response Plan includes emergency drills, or practices. The main goal of the drills is for the entire school community to practice responding safely to possible emergencies. LAMB is legally required to do these drills at each school building several times a year.

The drills include fire drills (once per month), lockdown drills (twice per year), severe weather drills (once per year), and emergency evacuation (once per year). The date and time of each drill is not announced to the community in advance. The drills allow us to practice following the ESA requirements safely, in a controlled environment.

Security

All visitors, including parents/guardians, must enter LAMB buildings through the front entrance and sign in at the front desk. After signing in, visitors will be given a visitor pass which they must display while on school property.

Special Education (SPED)

Special education involves giving specialized instruction and services to students with disabilities such as autism, blindness, deafness, developmental delay, emotional disturbance, intellectual disability, learning disability, among others.

LAMB is legally required to provide this type of education and services to students with disabilities who qualify for them. LAMB has the following procedures in place to identify, locate, and evaluate students with disabilities:

- **Universal screening:** At the beginning of each school year we assess all students on their skills in the areas of reading, math, and written language.
- **Assessment information and analysis:** Students who fall below the range of expectation (depending on severity) in the assessments are referred to teacher-based monitoring and intervention, or to a more intensive intervention. We decide on what to do to support the student based on the student's data and parent/guardian and teacher input. Students who fall within a significant range of deficit in the assessments are automatically referred to the Student Support Team for higher level structured intervention.

If your child has a disability that affects their education and they qualify for special education services, please share all your records related to your child's disability with LAMB. This helps us provide seamless student services.

For students who qualify for special education, we create Individualized Education Plans (IEPs) or 504 plans. LAMB uses an inclusion model of education. That means that we help students with disabilities participate in their classrooms to the greatest extent appropriate.

The special education services we offer include:

- Specialized instruction

- Counseling
- Behavioral support services
- Speech and language therapy
- Occupational therapy

The Special Education Team

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

- Parents - They provide information about their child, help make decisions about education plans, and partner with teachers and staff to help their children succeed.
- General Education and Special Education Teachers - Teachers are responsible for delivering core instruction, delivering specialized instruction, implementing accommodations (including behavior plans), co-planning together, participating in IEP (and other special education related) meetings, and collaborating with students, parents and related service providers.
- Special Education Manager - The manager is responsible for providing teachers with relevant student information (including IEP snapshots), scheduling/facilitating IEP meetings, monitoring student progress on IEP goals, supervising related service providers, and serving as a liaison to parents.
- Related Service Providers - Their schedules and responsibilities are determined with the SPED manager. Their role is to provide services outlined in the IEPs, participate in IEP meetings, collaborate with teachers (about IEPs), deliver training to teachers, complete IEP report cards, and administer assessments. Providers can observe students involved in the SST process. This should be scheduled with the SPED manager. The service providers may include:
 - Counselor - The counselor is a professional mental health specialist that provides services to students whose emotionality impacts their ability to participate in the classroom.
 - Behavior Specialist - The behavior specialist works primarily in the classroom with students and teachers by gathering behavior data, developing behavior plans, and assisting with the implementation of plans.
 - Speech/Language Pathologist (SLP) - The SLP provides services to assist students with speech production (how they pronounce words) and language production (how they understand and generate language) in and outside of the classroom.
 - Occupational Therapist (OT) - The OT provides services that focus on fine and gross motor skills, including sensory integration in and outside of the classroom.

For more information, contact our Special Education Manager, Amanda Arellano, at amanda@lambpcs.org.

Student Support Team

The Student Support Team is a group of school level professionals who work to find, discuss, and implement solutions for students who demonstrate difficulty making academic and/or social emotional gains in the classroom. This team includes grade level administrators, counselors, teachers, parents, and other support staff such as the reading specialists and the occupational therapist. For more information contact Alexandra Foust at alexandra.foust@lambpcs.org.

Making a referral to the Student Support Team

All referrals to the Student Support Team should be submitted to the Student Support Team (SST) Coordinator (Alex Foust). Referrals can be made at any time, by anyone who has a concern about a student. To make a referral, fill out and submit the *SST Referral Form* available at <https://www.lambpcs.org/forms>.

Once a form is received, the team meets to discuss the referral and data related to the student and to decide on whether or not the student needs support services. Among other data, the team looks at the student's behavior in class, academic progress, information from the parents/guardians, previously tried interventions, current classroom-based assessments, teacher and specialist observations, among others.

Consent

LAMB will not evaluate any student for special education services without written consent from the student's parent(s) or guardian(s).

Mental health services

Certain students may be eligible for individual or group therapy with a school counselor. These services happen separately from classroom activities.

To be eligible for these services, the student must either:

- Have mental health symptoms or concerns that affect their ability to participate in the classroom
- Have been referred to the SST Coordinator, or
- Be receiving special education services

Referring students for mental health services

If parents or teachers have concerns about a child's mental health in school, they should make fill out and submit the Mental Health referral. The exception is if there is evidence of child abuse or neglect, or if the child behaves in overly sexualized ways or ways that make them a danger to themselves or others.

If a child shows either suicidal or homicidal ideation, they must get a mental health evaluation by a trained mental health professional outside of LAMB.

- Suicidal ideation and/or attempts: A plan to die by suicide or an attempt to do so
- Homicidal ideation: A plan to commit homicide, or an attempt to do so

Like abuse and neglect, teachers and administrators are required to report suicidal/ homicidal ideation.

Student assessment

Regular student assessments help us monitor students' academic progress. We use several types of assessments, based on various standards and topics. We track each student's work, observations made by their teachers, and occasional standardized evaluations that the student takes. The District of Columbia, the Public Charter School Board, and/or our own accountability plan require us to include a few standardized assessments.

Primary assessments

Name	What it measures	Grades	Schedule
Bracken School Readiness Assessment	Knowledge of colors, letters, numbers/counting, size/comparison, and shapes.	PK3 and PK4	Fall, spring
Pre-IPT	English language skills of English language learners	PK3 and PK4 Given to students who speak a language other than English at home (exclusively or in addition to English).	Fall
NWEA MAP Growth Assessment	Mathematics, English reading, Spanish reading	K	Fall, winter, spring
WIDA: ACCESS for ELLs	English proficiency of English Language Learners	K	Spring

Elementary assessments

Name	What it measures	Grades	Schedule
NWEA MAP Growth Assessment	Mathematics, English reading, Spanish reading	1st - 5th	Fall, winter, spring
STAMP (Standards-based Measurement of Proficiency)	Foreign language proficiency in Spanish	4th and 5th	Spring

WIDA: ACCESS for ELLs	English proficiency of English Language Learners	1st to 5th	Spring
Partnership for Assessment of Readiness for College and Careers (PARCC)	Mathematics and English Language Arts (ELA)	3rd to 5th	Spring
DC Science Assessment	Sense-making and problem solving in science	5th	Spring
DC Health and Physical Education Assessment	Students' health and physical education knowledge	5th	Spring

Student health

Health requirements

All students are legally required to have certain immunizations to attend school. You can find the list of required immunizations on ParentSquare or at www.lambpcs.org/forms. If the student does not come into compliance within a 20-school day period, the student will be prohibited from in-person attendance until the immunization certification is submitted. If you think your child is entitled to an exemption under the law, contact our Executive Director at charis@lambpcs.org.

To enroll your child in LAMB, you must submit completed Universal Health Certificate and Oral Health Assessment forms before the start of *each* school year. These forms are available on ParentSquare and at www.lambpcs.org/forms.

Illness

Please do not send your child to school when they are sick. If your child comes to school not feeling well or feels unwell while in school, we will call you to pick them up.

Keep your child home if they have a fever, have been vomiting, or have diarrhea. Your child should not return to school until they have had zero symptoms for 24 hours without the help of fever-reducing or other medicine.

If your child has a contagious disease, such as strep throat, chicken pox, hand-foot-and-mouth disease, scarlet fever, conjunctivitis (pink eye), and/or other diseases, please notify the front desk immediately. This will help us be aware of early signs of illness in other students.

Medications

Only the school nurse is allowed to give medication to students while at school. Students should not have medications with them or in their personal belongings.

If your child needs to take medication at school, please complete the Authorization for Medication Authorization form, available online on ParentSquare, at www.lambpcs.org/forms, or at the front desk.

You must make an appointment with the nurse to drop off the medication (Other staff cannot accept medications). You must bring the medication in its original package, sealed, and properly labeled (for example, with the medication name, dosage, the child's name, and their date of birth). We will *not* accept any medication that's not in its original package.

Injury

If a student gets a minor injury, the school nurse or health designee will give them first aid at the school. LAMB will complete a School Health Report Form.

If a student gets a more serious injury or a head injury, we will contact you and, if necessary, we will request emergency medical services.

Food allergies

To lower the risk of students having severe allergic reactions to nuts in their environment, LAMB strives to be a nut-free school zone. If your child has any food allergies or restrictions (foods they cannot eat for health reasons or that would be dangerous for them to be near), you must tell us in writing.

Head lice

If we find that your child has head lice, we will call you and give you the option to take your child home early. Please treat your child as soon as possible. You can buy over-the-counter treatments at most drugstores or request a prescription from your doctor.

To help us prevent a larger outbreak of head lice among our students, please notify the front desk if you discover head lice in your child. We will keep your child's name confidential.

Student Records (FERPA Notice)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians should submit to the School Registrar (admissions@lambpcs.org) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian 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

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parent/guardian believes are inaccurate. Parents/guardians may ask the school to amend a record that they believe is inaccurate. They should write to the School Registrar at admissions@lambpcs.org, 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/guardian, the school will notify the parent/guardian 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/guardian 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/guardian serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

4. FERPA also authorizes disclosure of directory information unless the parents/guardians notify the school in writing that they do not wish for directory information to be disclosed without prior consent. Directory information includes, but is not limited to, the following student information:
 - Student name
 - Address and telephone number
 - E-mail address
 - Photo
 - Date and place of birth
 - Grade level
 - Dates of attendance

Parents/guardians may instruct LAMB to withhold any or all of the information identified above by completing the "Release of Student Directory Information Form," available upon request in writing within one month after the first day of the school year.

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

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

Transportation

Get Around Guides

These guides include information about metro stations, bus routes, and Capital Bikeshare bikes/stations nearest to our campuses. They also include information about rideshare/carpool applications for your smartphone.

- [Get Around Guide - 14th St \(ENGLISH\)](#)
- [Get Around Guide - SD \(ENGLISH\)](#)

Commuting during COVID-19

Now more than ever, it's important to be mindful of our health and safety, as well as the health and safety of others. Below are some tips to keep in mind if/when using public transportation, whether you're commuting to school, work, or for leisure!

- [Commute with Care \(English\)](#)

Carpooling

Due to COVID Safety Guidelines LAMB has not supported carpooling. However, LAMB will reevaluate this and let the community know once we are ready to support it.

Electric Vehicle (EV) Charger Policy

LAMB's 14th Street facility has two Electric Vehicle (EV) chargers both located on either side of the main entrance. These parking spaces are reserved for electric vehicles.

Kids Ride Free (KRF) Smartrips

The Kids Ride Free Program allows DC students to receive a Smartrip free of charge for the purpose of commuting to and from school, and/or school-related activities. KRF Cards can be used on Metrobus, Metrorail, or DC Circulator. It's important for students to always keep KRF cards on their person, or they will be required to pay the regular fare. To qualify, your child(ren) must meet ALL of the following requirements:

- Be a resident of D.C.
- Be ages 5-21
- Be enrolled in an elementary or secondary public, private, charter, or parochial school located within the District; or a "ward of DC" through the Foster Care System.

To obtain a KRF card for your child(ren), please fill out [this form](#). Once your Smartrip has been assigned and activated, you will be notified and can retrieve your card at the front desk. Please allow up to two weeks for this process, as we have a limited number of Smartrips provided to us at a time and therefore may need to order more.

If your KRF Card is lost, stolen, or malfunctioning, please contact the front desk for a replacement card. Once replaced, any previous cards will no longer be active. You will not be charged for a new card, however, you will be required to pay the full fare until you receive a replacement.

- [Student Ride Guide \(ENGLISH\)](#)
- [Frequently Asked Questions \(FAQ\)](#)

Using School Facilities for Other Events

If you want to use school facilities for meetings and/or special events, you must contact the Operations Manager. In general, you may only use the school's facilities for school-sponsored programs and programs supervised by the PTO or Board of Directors.

Section 3: Policies & Procedures

Attendance policy

Students are expected to attend school every day that we are in session. LAMB is required to record and report absences, late arrivals, and early dismissals. At LAMB, school attendance is required for all students. Students are also expected to be on time. Every three unexcused tardies will be considered an absence.

LAMB is legally required to refer students to Child and Family Services Agency (CFSA), no later than 2 business days after the accrual of 10 unexcused full day absences within a school year. After twenty (20) consecutive days of unexcused absences, the student will be dropped from the school roster.

Attendance school-based support team

As described below, LAMB may refer a child (ages 5-13) to the Child and Family Services Agency ("CFSA") after the accrual of ten (10) unexcused full-day absences within one (1) school year. The school-based student support team will meet within five school days of the referral and regularly thereafter to:

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

Reporting absences

Please note that absences may be verified or unverified, as explained above. LAMB may or may not excuse verified absences. The school will determine, in its sole discretion, whether an absence is excused.

In accordance with OSSE's truancy guidelines and school reporting requirements, LAMB requires a written statement (email or paper) from the parent or guardian verifying the reason for a student's absence. This written statement should be provided in advance, if possible, or upon the student's return to school. This written statement does not guarantee that an absence will be excused; rather, it ensures that the absence will not be unverified. Unverified absences are counted as unexcused absences.

Parents/guardians are required to notify the school on all days when students will be absent. The preferred method of notification is an email sent to 14th Street (frontdesk@lambpcs.org), or South Dakota (frontdesksd@lambpcs.org). If email is unavailable, parents should call the school to report the absence.

Additional information will be required for an absence to be excused (see below). Absences will be deemed unexcused unless the student's parent/guardian provides the school with a valid excuse within 5 school days upon the student's return to school.

Excused absences

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

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

Unexcused absences

If you do not communicate with the school about your child's absence within 5 school days of the child's return to school, the absence will automatically be unexcused.

Even if documented, the following are examples of unexcused absences:

- Weather
- Vacation
- Car trouble
- Oversleeping
- Heavy traffic (unless is a city-wide emergency)

No child may be expelled or receive an out-of-school suspension due to an unexcused absence or tardiness.

Bullying Prevention Policy

Objectives and Purpose

A key responsibility of the **Latin American Montessori Bilingual Public Charter School (LAMB)** is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core LAMB values. Thus, to facilitate our mission and in accordance with District of Columbia law, LAMB has established this bullying prevention policy. This policy protects the dignity and safety of LAMB students and describes LAMB's strategies to identify and prevent incidents by connecting our students to necessary services. LAMB will investigate reported incidents which may violate this policy and provide appropriate remedies for victims of verified incidents of bullying.

Contact Information

LAMB's Prevention Specialist is responsible for coordinating LAMB's bullying prevention efforts. Bullying incident reports, as well as questions, comments, and concerns about this bullying policy and LAMB's prevention efforts should be directed to the Prevention Specialist:

Claudia Silva
Director of Family Engagement
5000 14th Street NW Washington DC 20011
claudia.s@lambpcs.org
(202) 726-6200

Definition of Bullying

LAMB defines bullying as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Shall be reasonably predicted to:
 - Place the youth in reasonable fear of physical harm to his or her or their (hereinafter all references to gender are intended to be neutral and "s/he, they" may be used interchangeably) person or property;
 - Cause a substantial detrimental effect on the youth's physical or mental health;
 - Substantially interfere with the youth's academic performance or attendance; or
 - Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by LAMB.

Prohibition against Bullying and Retaliation

Acts of bullying against a LAMB student, including cyberbullying whether by students, volunteers or staff, are prohibited:

1. On LAMB grounds and immediately adjacent property, at LAMB sponsored or related events on and off LAMB grounds, on any vehicle used for LAMB business, at locations where LAMB may gather students for transportation, education, and/or LAMB-sponsored event purposes, or through the use of any electronic devices owned by LAMB, leased by LAMB, or used for LAMB business; or
2. At a location or function unrelated to LAMB, through the use of any electronic devices, including those not owned or leased by LAMB, if the acts of bullying or cyberbullying create a hostile environment at the school for the victim or witnesses, infringe on their rights at LAMB, or materially and substantially disrupt the orderly operation of LAMB.

Retaliation against students, volunteers, or employees who report bullying, provide information about an act of bullying, or witness an act of bullying is also prohibited. Consequences for retaliatory behavior by an employee, volunteer, or student at LAMB in response to a bullying

investigation or finding may include, but are not limited to education, reprimand, deprivation of privileges, ban on participating in LAMB activities, ban from LAMB facilities, suspension or expulsion (if a student), or termination (if an employee or volunteer).

Code of Conduct

LAMB expects students to behave in a way that supports LAMB's objective to provide a safe and welcoming environment for other students, LAMB staff, and community members. Students who are part of the LAMB community are expected to:

1. Treat all members of the LAMB community with respect;
2. Respect the property of LAMB, its staff, and other students connected to LAMB;
3. Respond appropriately to instructions from LAMB staff;
4. Follow LAMB's Positive Behavior Matrix (PAZ)

Reporting Incidents of Bullying or Retaliation

LAMB expects all employees and volunteers to report incidents of bullying or retaliation they witness or are made aware of to the Principal, an Assistant Principal, or the Prevention Specialist.

Youth, parents, guardians, and community members are encouraged by LAMB to report any incidents of bullying they witness or become aware of. Reports of bullying may be made to LAMB's Prevention Specialist (whose name and contact information is listed above), to any Assistant Principal, the Principal or to the Executive Director for guidance regarding next steps. To submit a formal complaint, individuals have to fill out and submit the bullying incident form available online at lambpcs.org/forms. The form should be sent to the Prevention Specialist (claudia.s@lambpcs.org).

Reports of bullying by youth, parents, guardians, and community members may be made anonymously by placing the complaint in the drop box located in their building. Please note that LAMB cannot take disciplinary action solely on the basis of an anonymous report (absent sufficient information to corroborate or investigate). LAMB's ability to investigate or respond to an anonymous report may be limited if the report does not contain sufficient information about the parties involved or the facts and circumstances of the conduct. In response to an anonymous report, LAMB will conduct an inquiry to the best of its ability and remedy the situation, if appropriate. LAMB will only investigate reports regarding students who are currently enrolled.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the Prevention Specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim, or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation. These steps may vary from case to case and will be determined and implemented in LAMB's sole discretion.

Once LAMB receives an allegation of bullying, the Prevention Specialist will assess the allegation/complaint. If there is enough information to determine that bullying, as defined above, has or is occurring, then the Prevention Specialist will take steps to notify the following groups as necessary and as is determined to be appropriate by LAMB:

Parents and guardians : LAMB will notify the parents or guardians of reported victims, bullies, and if appropriate, witnesses to incidents of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The Prevention Specialist will determine if parents or guardians should be informed prior to or after the investigation of an incident. In certain circumstances, the Prevention Specialist may determine that it would not be appropriate to notify parent(s)/guardian(s). Should this occur, the Prevention Specialist will document the decision not to inform parent(s)/guardian(s) and the reason for making that decision.

Schools: LAMB will notify the schools of all reported victims and bullies in an incident of bullying to ensure that youth are not victimized across schools and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If LAMB determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Prevention Specialist may wish to consult with either a law enforcement officer or legal counsel. LAMB is required to report suspected ongoing abuse of a minor to child protective services and/or local law enforcement. See LAMB's Family Handbook for more information about Mandated Reporting of Abuse.

LAMB will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies, to protect victims from further or sustained victimization, and/or to meet LAMB's obligations under the law. LAMB will make every effort to protect the confidentiality of those who report bullying incidents.

The Prevention Specialist, whose contact information is listed above, is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than two (2) days after the Prevention Specialist receives a completed bullying incident form,, and will conclude no later than thirty (30) days after the receipt of such a report. The course of an investigation will vary case by case and will be carried out as determined by LAMB. As part of the investigation, the Prevention Specialist may interview appropriate individuals, including alleged victims, students allegedly engaging in bullying behavior, witnesses, staff, parents, or guardians. The Prevention Specialist may also collect written or other evidence.

The Prevention Specialist will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited.

In investigating an incident of bullying, the Prevention Specialist will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. When investigating a reported incident the Prevention Specialist will attempt to determine what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim has few or no mechanisms for ending the incident

or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The Prevention Specialist is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Prevention Specialist determines that an incident of bullying has occurred, they should take the response steps enumerated in LAMB's Behavior and Discipline Protocol to prevent the recurrence of an incident and restore the safety of a victim. In addition to this protocol, the consequences of bullying are further outlined in this policy, below.

Students and their parents (if appropriate) will be notified when the investigation has concluded and, to the extent practicable, the outcome of the process. Please note, however, that LAMB may be limited in how much information it can disclose, including information about any discipline that was imposed.

Consequences of Bullying

The goal of discipline or sanctions is always to appropriately correct the bullying behavior, prevent another occurrence of bullying or retaliation, and protect the target of bullying. Further, LAMB recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, LAMB shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts, as referenced above. To ensure equitability in applying sanctions, measures may be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the person bullying, and the age and developmental status of the youth involved.

Responses to incidents of bullying may include, but are not limited to:

- Education (recognizing our students are of a young age and may be in need of a teachable moment)
- Any appropriate response steps from LAMB's Behavior and Discipline Protocol
- Reprimand
- Deprivation of LAMB privileges
- Bans on participating in optional LAMB activities
- Ban or Suspension from LAMB facilities
- If the bully is a student, suspension or expulsion imposed consistent with LAMB's policies set forth in its Family Handbook
- If the bully is an employee, termination of employment

The imposition of sanctions may be delayed during an appeal, as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, LAMB will make its best efforts to refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

LAMB views discipline of students as a learning opportunity and does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

Students with disabilities may be disciplined, suspended, or expelled on the same basis as those without disabilities. LAMB provides reasonable accommodations to students with disabilities; providing accommodations do not prevent LAMB from disciplining those students if necessary. Students with disabilities are, however, entitled to certain additional procedural protections during the discipline process. These protections include the requirement for a meeting to determine if behaviors resulting in expulsion or suspension for more than ten (10) days over the course of the year are a manifestation of a student's disability. Parents can request more information about this process and a copy of the procedural safeguards by contacting the Special Education Coordinator or Section 504 Coordinator.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Prevention Specialist to LAMB's Executive Director. This appeal should be submitted no later than thirty (30) days after the initial determination. Upon receipt of an appeal, the Executive Director must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended by up to an additional fifteen (15) days if the Executive Director sets forth in writing the reasons why more time is needed to conduct an investigation. In responding to an appeal, the Executive Director will inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Publication

This policy will be included in the Family and Staff handbooks and will be made available at LAMB's website. The policy, and age appropriate versions thereof, will be distributed and/or communicated to LAMB students and parent(s)/guardian(s).

Grievance Policy

The grievance procedures outlined below establish, generally, how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. Any person who believes they have been discriminated against or who otherwise wishes to bring a complaint related to LAMB's administration of its programs may file a complaint by following the steps outlined below. LAMB reserves the right to take whatever actions it deems appropriate to best educate students, keep them safe, and resolve conflict. That means that the school reserves the right to alter, amend, or interpret these provisions within its sole discretion, unless such action or interpretation would violate due process or applicable law.

LAMB strives to treat all members of its community fairly and with respect. However, the school realizes that disagreements may arise. LAMB is committed to resolving disagreements and misunderstandings while preserving good relationships among all members of its community.

Informal complaint

Ideally, anyone with a concern should first attempt to resolve it informally with school staff. You may bring an informal complaint to the attention of a classroom teacher or advisor, Assistant Principal, or BASE Director or BASE Coordinator. These individuals will seek to resolve the complaint by working with those involved to reach a cooperative agreement. Please remember that all concerns and complaints are very important to LAMB. Every member of the faculty and administration is also working diligently to run a school that focuses on education and safety, as well as making sure the students are engaged and having fun. To that end, LAMB asks that

anyone seeking informal resolution please allow time for said resolution. The school's employees are encouraged to act as quickly as possible, and resolution may take time.

Formal grievance

A formal grievance may be brought if you are unable to resolve your concerns informally, or if you would rather bring your concerns in a more formal, documented manner, directly to the administration. In order to bring a formal grievance, **adults** (including parents and staff members) must complete the Formal Grievance Form. The Formal Grievance Form is available at the front desk in each school location. Formal Grievance Forms, along with any supporting documents, must be delivered in writing either in person or by postal mail to the address below, and cannot be sent by email.

Maria-Jose Carrasco
Chief Operating Officer
Latin American Montessori Bilingual PCS
5000 14th Street, NW
Washington, DC 20011

Students may complete the Student Complaint Form, or may talk to any staff member and specify that they would like to make a formal complaint. The Student Complaint Form is available at the front desk in each school location. Students may give their forms to any staff member or can place them in the drop box located in their building.

Resolution of formal grievance

After receiving a formal grievance, the Chief of Staff will determine which member of the administration is best suited to resolve the grievance. That individual will:

1. Meet with the grievant.

LAMB will determine whether it needs any additional information before attempting to resolve the formal grievance. If it does, it will request a meeting or telephone call with the grievant.

2. Determine whether mediation is appropriate.

LAMB will evaluate the complaint and, if appropriate, recommend mediation. The nature of mediation is flexible, but in general, one or more School officials will meet with the grievant and any other involved parties to discuss the incident(s) that led to the grievance and potential resolutions. The goal of mediation is for the parties involved to agree on a solution or resolution together.

3. Conduct an investigation.

LAMB will designate an individual to conduct an impartial investigation into the grievance if mediation fails or is not appropriate. An investigation may involve interviews, taking statements and/or collecting documents.

4. Provide a written response to the grievance.

LAMB will provide a written summary of the investigation findings, including a determination of whether the grievance was substantiated, and if so, a proposed

resolution. Note that, depending on the nature of the grievance, LAMB may be limited in what information it can release to the grievant. LAMB will strive to provide this response within 20 school days after receipt of the Formal Grievance Form.

Appeal of a formal grievance

If you remain dissatisfied with the resolution of the formal grievance, you may submit a written statement of appeal to the Executive Director within 10 school days of receiving the grievance response. The statement of appeal must be delivered in writing either in person or by postal mail to the address below, and cannot be sent by email.

Charis Sharp
Executive Director
Latin American Montessori Bilingual PCS
5000 14th Street, NW
Washington, DC 20011

If your grievance is with the Executive Director or if the Executive Director responded to the formal grievance, you may submit your statement of appeal to the Chair of the Board of Directors the address below. The statement of appeal must be delivered in writing either in person or by postal mail, and cannot be sent by email.

Alan Golding
Board Chair
Latin American Montessori Bilingual PCS
5000 14th Street, NW
Washington, DC 20011

An appropriate member of the leadership team will contact the grievant after receiving the statement of appeal to schedule a meeting. Usually this meeting will occur within 10 school days of filing the statement of appeal.

The appropriate member of the leadership team shall provide a final written response explaining the outcome of the appeal and any corrective or remedial action to be taken. This final written response will typically be provided within 20 school days after receiving a written request for appeal.

Prohibition against retaliation

LAMB prohibits retaliation against any individual who has made a complaint pursuant to this grievance policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. LAMB also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor. Any individual found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Parents and guardians, students, staff members, and other members of the LAMB community are expected to cooperate in good faith in the investigation and resolution of any grievance raised by them or against them.

Section 4: LAMB Staff and Student Sexual Abuse and Misconduct Policies

Preventing and Addressing Student Sexual Abuse by School Staff at LAMB

Introduction

The School Safety Omnibus Amendment Act of 2018 (SSOAA) requires schools to adopt and implement a policy that prevents and addresses student sexual abuse by school staff. It also requires schools to provide training for staff at the time of hiring and at a minimum every two years thereafter on sexual misconduct, student sexual abuse, and child abuse. Additionally, schools must provide training and information for parents/guardians on an annual basis regarding child abuse, sexual misconduct, and student sexual abuse. LAMB is committed to implementing best practices to prevent and respond to student sexual abuse.

LAMB's policy includes requirements for preventing student sexual abuse as well as procedures for responding to allegations of student sexual abuse. For a list of definitions of key terms used throughout this policy, please consult Appendix A.

A. Scope of Policy

This policy applies to all LAMB campuses and facilities and all school staff and students enrolled in LAMB, regardless of sexual orientation or gender identity. All employees, contractors, and agents of the school shall adhere to this policy. The policy applies to all actions that occur between school staff and students.

B. Prohibition of Student Sexual Abuse by School Staff

LAMB prohibits actions of student sexual abuse by school staff. Any behavior by school staff toward a student that is unwelcome conduct of a sexual nature and would reasonably cause the student to feel uncomfortable is prohibited, regardless of whether such behavior is complained of by the student, the behavior is overtly sexual, or such behavior could constitute a crime. These behaviors may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The school takes seriously all allegations of student sexual abuse. When the school knows or reasonably should know that such an act has occurred, the school shall take immediate action and follow the procedures outlined in this policy. The school shall act upon any knowledge of abuse, regardless of whether the student who was abused has filed a complaint or has otherwise notified the school.

C. Key Considerations

Situations that involve allegations of student sexual abuse by school staff are highly sensitive and often complex. LAMB will contact the CFSA hotline at (202) 671-SAFE or MPD at 911 if they are uncertain about how to proceed with a situation. CFSA and MPD are available to consult with schools, and the two agencies closely collaborate with each other to ensure the proper response and protection of students.

Preventing Student Sexual Abuse by School Staff

A. Informing the School Community about the Policy

At least once per school year, schools shall provide students, families, and school personnel with this policy and information about where complaints may be filed. In order to ensure that students and families are adequately informed about the policy and procedures, the school shall make this policy available in the following locations: on the school's website, in the main office, in the school health suite, in the office of the school counselor and school social worker, and in the parent and student handbooks. Schools shall inform students of this policy in a developmentally appropriate manner each year as part of the social and emotional learning curriculum.. This policy shall also be included in the LAMB staff handbook.

B. Training

LAMB recognizes the importance of educating its employees and families regarding the prevention of sexual abuse between staff and students.

In addition to mandated reporter training, school staff shall receive training on sexual misconduct, sexual abuse, and child abuse upon hiring and biennially thereafter. Staff training shall include instruction on the following:

- Recognizing and reporting sexual misconduct, student sexual abuse, and child abuse;
- Receiving disclosures of sexual misconduct, student sexual abuse, and child abuse in a supportive, appropriate, and trauma-informed manner;
- Prevention, warning signs, and effects of sexual misconduct, student sexual abuse, and child abuse; and
- Communicating with students and parents regarding reporting and preventing sexual misconduct, student sexual abuse, and child abuse.

Training and information on sexual misconduct, sexual abuse, and child abuse shall also be made available for parents/guardians annually. Training for parents/guardians shall include instruction on the following:

- Recognizing and reporting sexual misconduct, student sexual abuse, and child abuse;
- Receiving disclosures of sexual misconduct, student sexual abuse, and child abuse in a supportive, appropriate, and trauma-informed manner;
- Prevention, warning signs, and effects of sexual misconduct, student sexual abuse, and child abuse;
- Effective, developmentally appropriate methods for discussing sexual misconduct, student sexual abuse, and child abuse; and
- School and community resources available to assist with the prevention of, and response to, sexual misconduct, student sexual abuse, and child abuse.

C. Interactions between School Staff and Students

LAMB employees are held to a very high standard of professional behavior by parents, students, colleagues, and members of the public. All employees of LAMB must uphold the School's values of integrity, human dignity and respect. LAMB supports and endorses a strict policy of respect toward students and expect employees to act at all times as adult role models in supporting the development of children in a respectful and nurturing environment so that they can reach their fullest potential. This policy is intended to provide guidance, including guiding principles, regarding employees' interactions with students. It is not intended to be a finite or exhaustive list of permissible and impermissible behaviors. If any employee ever has a question about acceptable conduct (whether her/his own, or that of another employee), it is

essential that the employee contact their supervisor or any member of the LAMB leadership team immediately.

As School role models, employees' actions and activities in and out of school should be those we want others to imitate; they should be those that we want our students to aspire to. In other words, they should be those that are moral, ethical, lawful, kind, respectful, earnest, and which contribute positivity and foster learning in our community.

Impermissible activities include, but are not limited to:

- At no time during the LAMB school day, extended learning or other school-sponsored event/program, may any employee or volunteer or independent contractor/service provider be alone with a child or children where the employee and child or children are not readily visible to others. While this Handbook pertains to the School's employees, this rule applies to all adults spending time in our community, except in regard to parents/guardians and their own children.
- Employees shall never touch a student in a manner that is sexually explicit or suggestive, for purposes of sexual gratification or that may otherwise constitute abuse (sexual or otherwise).
- Employees should never physically move, grab, or touch a student, or take something from a student, with aggression, uncontrolled anger, and/or with intent to intimidate or harm. This includes a complete prohibition on corporal punishment of any kind.
- Employees shall not use derogatory remarks, profanity, foul language, or any other verbally abusive communications with students. They deserve our respect and kindness, and verbal abuse, derogatory remarks, and profanity are not permitted.
- Employees must avoid favoritism and the appearance of same by avoiding such individualized attention [e.g., gifts, favors, nicknames, or other actions which may single a child out as preferred (or, which may also run the risk of making that child feel uncomfortable)].

Further, all planned after-school and away from campus contact with students (including transporting students in an employee's vehicle where there is no familial relationship between the student and the employee, babysitting, going to dinner, etc.) must be approved by the student's parents and the employee must notify the School if the away from campus contact involves compensation.

Employees should only communicate with students in-person, using a School or personal telephone used for School functions (with a parent on the line and/or with a parent's permission), or using School email accounts. Texting, connecting via social media, or other direct connections or communications with students are strictly prohibited.

D. Prohibition Against Assisting Employment of Perpetrators of Child Sexual Abuse Offenses

In addition to the prohibition outlined in SSOAA, the Every Student Succeeds Act (ESSA) also includes provisions that prevent school staff from assisting in the employment of perpetrators of child sexual abuse. School employees, contractors, and agents are prohibited from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law. This means that staff members may not help perpetrators by giving recommendations to prospective employers. This

prohibition shall not apply if the information giving rise to probable cause has been reported to a law enforcement agency with jurisdiction over the alleged sexual misconduct or sexual assault and any other appropriate authorities as required by federal and District law and one of the following conditions is true:

1. The matter has been officially closed, or the United States Attorney's Office for the District of Columbia or MPD has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the employee, contractor, or agent engaged in sexual misconduct or sexual abuse regarding a minor or student in violation of District or federal law; or
2. The employee, contractor, or agent has been charged with and acquitted or otherwise exonerated of the alleged misconduct or abuse; or
3. The case or investigation remains open and there have been no charges filed against, or indictment of, the employee, contractor, or agent within four years of the date on which the information was reported to the United States Attorney's Office for the District of Columbia or the MPD.

Any school employee, contractor, or agent who knowingly assists another school employee, contractor, or agent who is known or believed to have engaged in sexual misconduct regarding a minor or student shall be subject to appropriate disciplinary action in accordance with the LAMB staff handbook, up to and including termination of employment.

The LAMB human resources department shall maintain records of all allegations of sexual misconduct, child abuse, or the failure to report child abuse, as well as the outcome of any subsequent investigation for all school employees, contractors, or agents. The LAMB human resources department shall provide this information when contacted by another school that is considering hiring the applicant.

Addressing Student Sexual Abuse by School Staff

A. Reporting Student Sexual Abuse

1. Reporting by a Student, Parent, or Guardian

Complaints of student sexual abuse by a LAMB employee will be investigated in accordance with LAMB's Sexual Misconduct Policy and Complaint Procedure, attached as Appendix B. Students, parents, guardians, and other individuals are encouraged to file complaints as soon as possible after the alleged act to any of the Title IX Coordinators identified in LAMB's Sexual Misconduct Policy and Complaint Procedure or another responsible LAMB employee. No time limit shall be placed upon when a complaint may be filed. Complaints, including anonymous complaints, may occur through any form of communication, including in writing, via telephone, or via in-person conversation.

2. Reporting by School Staff

All school staff have the duty to report the complaint to appropriate school officials. Additionally, all employees of LAMB are required to report any information of neglect and abuse of a child to the Child and Family Services Agency or the Metropolitan Policy in accordance with D.C. law and consistent with the School's Suggested Guidelines for Handling Cases of Alleged Child Abuse, Neglect, or Child Grooming Behaviors, a copy of which is attached as Appendix C.

Upon reporting any incidents of suspected child abuse to in accordance with D.C. law and the School's policies, LAMB employees shall also make a report to the Title IX Coordinator and the Executive Director pursuant to the School's Sexual Misconduct Policy and Complaint Procedure. In an instance where the Title IX Coordinator and/or the Executive Director is the subject of the report, LAMB shall designate an alternative reporting person.

Should the School have received information which triggered its mandatory reporting obligation and Title IX, to avoid interfering with any potential CFSA or MPD investigation, the School should not commence any internal investigation unless and until CFSA or MPD (as appropriate) has advised that the investigative steps contemplated by the School will not impede or interfere with the governmental investigation, or, CFSA and MPD advise that their investigations have been completed. Upon being advised that its appropriate to commence an internal investigation, the School shall adhere to the procedures outlined in its Sexual Misconduct Policy and Complaint Procedures.

B. Responding to Allegations of Student Sexual Abuse by School Staff

The school shall adhere to the procedures outlined in its Sexual Misconduct Policy and Complaint Procedures when responding to allegations of student sexual abuse by school staff. Throughout the investigation process, every effort shall be taken to protect the confidentiality of reporting students in accordance with Title IX of the Education Amendments of 1972 and the DC Crime Victims' Rights Act. The specific procedures may be found in Appendix B below.

1. Interim Measures to Protect the Safety of the Student Experiencing Alleged Student Sexual Abuse

Upon becoming aware of any allegation of student sexual abuse, the school shall take immediate actions to interrupt or stop the occurrence, prevent its recurrence, and address its effects. These actions shall occur regardless of whether the incident is the subject of criminal investigation. Responsive measures shall be designed to minimize, as much as possible, the burden on the reporting student. In order to protect, as much as possible, the confidentiality of the reporting student, responsive measures shall only be shared with school staff who are actively involved in their implementation. The school shall formalize the actions it is taking in a written action plan. These actions may include the following:

- Altering the reporting student's and/or the accused staff member's schedule to minimize or eliminate contact between them. Preference shall always be given to maintaining the reporting student's schedule and modifying the accused staff member's schedule;
- Changing locker locations;
- Allowing the reporting student to withdraw from a class without penalty;
- Providing an escort to ensure that the reporting student feels safe throughout the school building;
- Providing academic support, such as tutoring, for the reporting student;
- Considering steps to ensure safe passage to and from school for the student;
- Providing access to the school's behavioral health team;
- Providing referrals to community-based services; and
- Placing the staff member on administrative leave while the investigation occurs.

2. Resources for Affected Students and Families

The [DC Victim Hotline](#) is available 24/7 by telephone, text, or online chat. Through a partnership with the Mayor's Office of Victim Services and Justice Grants (OVSJG) and the National Center

for Victims of Crime, the hotline provides comprehensive information, resources, and referrals in the District of Columbia. The DC Victim Hotline represents a collaboration of service providers in the District who are working to seamlessly connect victims of crime to free resources and to help them navigate the physical, financial, legal, and emotional repercussions of crime. To contact the Hotline, dial or text 1-844-4HELPDC (1-844-443-5732) or access the online chat at www.DCvictim.org/Chat.

Additionally, the school's behavioral health team is available to provide support for students, which may include individual counseling and referral for community-based services.

Please consult the following for lists of appropriate resources, services, and information for students and families affected by student sexual abuse.

- [Department of Behavioral Health's \(DBH\) Behavioral Resource Directory](#);
- [MPD's Sexual Assault Resources List](#);
- [MPD's Victim Specialists Unit](#); and
- [OSSE's Supporting Mental Health in Schools Resources List](#).

Preventing and Addressing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence at LAMB

Introduction

The School Safety Omnibus Amendment Act of 2018 (SSOAA) requires schools to adopt and implement a policy that prevents and addresses student-on-student acts of sexual harassment, sexual assault, and dating violence. It also requires schools to provide training for staff at the time of hiring and at a minimum every two years thereafter on student-on-student acts of sexual harassment, assault, and dating violence. Additionally, schools must provide information for parents/guardians on recognizing the warning signs of student-on-student sexual harassment, sexual assault, and dating violence, as well as effective, age-appropriate methods for discussing such topics with students.

LAMB's policy includes requirements for preventing student-on-student acts of sexual harassment, sexual assault, and dating violence as well as procedures for responding to allegations of such acts.

Situations that involve allegations of student-on-student acts of sexual harassment, sexual assault, and dating violence are highly sensitive and often complex. LAMB shall contact the Metropolitan Police Department (MPD) at 911 or the Child and Family Services Agency (CFSA) hotline at (202) 671-SAFE if they are uncertain about how to proceed with a situation, including if the school is unsure whether a situation rises to the level of criminal or mandatory reporting requirements under District or federal law. CFSA and MPD are available to consult with schools and a student's identity may be kept anonymous during a consultation. MPD and CFSA collaborate closely to ensure the proper response and protection of students.

A. Scope of Policy

This policy applies to all schools within LAMB and to all students enrolled in LAMB, regardless of sexual orientation or gender identity. All employees, contractors, and agents of LAMB and all students enrolled in schools in LAMB shall adhere to this policy. The policy applies to all actions that occur at school, during school events and activities regardless of their location, and during travel time to and from school, school events, and activities. It may also include contact over social media that has an impact on student safety or performance in school. The policy shall apply to all incidents involving at least one student who is enrolled in a school in LAMB.

B. Prohibition of Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence

LAMB prohibits student-on-student acts of sexual harassment, sexual assault, and dating violence and takes seriously all allegations of such actions. When the school knows or reasonably should know that such an act has occurred, then the school shall take immediate and appropriate action to investigate. The procedures outlined in this policy shall be completed regardless of whether or not the student who was harassed or assaulted files a complaint or otherwise asks the school to take action. If someone other than the student who is the recipient of the alleged harassment or assault files the complaint, then the school shall inform the identified student of the complaint so that safety planning can occur.

C. Key Considerations

As noted above, the policy applies to all actions that occur at school, during school events and activities regardless of their location, and during travel time to and from school, school events and activities. It may also include contact over social media that has an impact on student safety or performance in school. The school shall follow the LAMB student discipline policies, as required by DC Official Code § 38-236.01 et. seq, to determine actions that fall within the school's responsibility to address as discipline matters. Regardless of whether an action occurs within the school's scope of responsibility to address as a disciplinary matter, school staff shall always report any information of suspected criminal conduct to MPD by calling 911 or suspected abuse or neglect of a child within the child's home to CFSA in accordance with D.C. law and LAMB's policies.

If younger children are involved, it may be necessary to determine the degree to which they are able to recognize that certain sexual conduct is that to which they can or should reasonably object and the degree to which they can articulate an objection.

Preventing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence

A. Informing the School Community about the Policy

At least once per school year, schools shall provide students, families, and school personnel with this policy and information about where complaints may be filed. In order to ensure that students and families are adequately informed about the policy and procedures, the school shall make this policy available in the following locations: on the school's website, in the main office, in the school health suite, in the office of the school counselor and school social worker, and in the parent and student handbook. Schools shall inform students about this policy in a developmentally appropriate manner. Schools are encouraged to use health curricula as a means to open conversations related to sexual harassment, sexual assault, and dating violence. This policy shall also be included in the LAMB staff handbook.

B. Training

LAMB recognizes the importance of educating its employees and students regarding the prevention of student-on-student acts of sexual harassment, sexual assault, and dating violence. Information on recognizing the warning signs of student-on-student acts of sexual harassment, sexual assault, and dating violence, as well as effective age-appropriate methods for discussing such topics with students, shall be made available for parents/guardians.

Additionally, school staff shall receive training utilizing evidence-based standards on student-on-student acts of sexual harassment, sexual assault, and dating violence upon hiring and biennially thereafter. Staff training shall include instruction on the following:

- Identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law which may be triggered by such incidents;
- Communicating universal prevention techniques to students that increase their ability to set and communicate about appropriate boundaries, respect boundaries set by others, and build safe and positive relationships; and

- Receiving reports and disclosures from students regarding student-on-student acts of sexual harassment, sexual assault, or dating violence in a supportive, appropriate, and trauma-informed manner.

Addressing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence

A. Reporting Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence

1. Student, Parent, and Guardian Reporting

Students, parents, guardians, and other individuals are encouraged to file complaints of student-on-student acts of sexual harassment, sexual assault, and dating violence to the Title IX Coordinator as soon as possible after the alleged act, in accordance with LAMB's Sexual Misconduct Policy and Complaint Procedure, a copy of which is attached as Appendix B.

Reporting students, parents, guardians, or other individuals may choose to simultaneously alert MPD by calling 911. Even if MPD is investigating, the school shall continue its own investigation, as legal standards for criminal investigations are different from the standards under Title IX. Schools shall not delay their investigation while the MPD investigation occurs. However, schools shall refrain from interviewing any involved parties until after MPD has conducted its interviews.

2. Reporting by LAMB Employees

All employees of the School have the duty to report complaints of student-on-student acts of sexual harassment, sexual assault, and dating violence to the Title IX Coordinator pursuant to LAMB's Sexual Misconduct Policy and Complaint Procedures. Similarly, all LAMB employees are obligated to report any instances of alleged child abuse or neglect to the Child and Family Services Agency or the Metropolitan Police in accordance with D.C. law and the School's policies.

B. Responding to Allegations of Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence

The school shall adhere to the procedures outlined in its Sexual Misconduct Policy and Complaint Procedures when responding to any report of student-on-student acts of sexual harassment, sexual assault, and dating violence made pursuant to this Policy. Throughout the investigation process, every effort shall be taken to protect the confidentiality of reporting students in accordance with Title IX of the Education Amendments of 1972 and the DC Crime Victims' Rights Act. The specific procedures may be found in Appendix B below.

1. Interim Measures to Protect the Safety of the Reporting Student and to Prevent the Recurrence of Sexual Misconduct

Upon becoming aware of any allegation of student-on-student acts of sexual harassment, sexual assault, or dating violence, the school shall take immediate actions to interrupt or stop the occurrence, prevent its recurrence, and address its effects. These actions shall occur regardless of whether the incident is the subject of a criminal investigation. Responsive measures shall be designed to minimize, as much as possible, the burden on the reporting

student. In order to protect, as much as possible, the confidentiality of the reporting student, responsive measures shall only be shared with school staff who are actively involved in their implementation. The school shall formalize the actions it is taking in a written action plan. These actions may include the following:

- Altering the reporting student's and/or the accused student's schedule to minimize or eliminate contact between them. Preference shall always be given to maintaining the reporting student's schedule and modifying the accused student's schedule;
- Changing locker locations;
- Allowing the reporting student to withdraw from a class without penalty;
- Providing an escort to ensure that the reporting student feels safe throughout the school building;
- Providing academic support, such as tutoring, for the reporting student;
- Considering steps to ensure safe passage to and from school for the student;
- Providing access to the school's behavioral health team;
- Providing increased monitoring, supervision, or security at the locations or activities where the misconduct occurred;
- Providing referrals to community-based services; and
- Administration of appropriate discipline procedures for the accused student in accordance with the LAMB student handbook, as required by DC Official Code § 38-236.01 et. seq.

2. Legal Protections for Reporting Students

Upon filing a complaint, the reporting student shall be informed of their rights under the following laws:

- Title IX of the Education Amendments of 1972, approved June 23, 1972;
- The Scott Campbell, Stephanie Roper, Wendy Preston, Louarna Gillis, and Nila Lynn Crime Victims' Rights Act of 2004, approved October 30, 2004;
- The Human Rights Act of 1977, effective December 18, 1977; and
- The DC Crime Victims' Rights Act.

3. Resources for Affected Students and Families

The [DC Victim Hotline](#) is available 24/7 by telephone, text, or online chat. Through a partnership with the Mayor's Office of Victim Services and Justice Grants (OVSJG) and the National Center for Victims of Crime, the hotline provides comprehensive information, resources, and referrals in the District of Columbia. The DC Victim Hotline represents a collaboration of service providers in the District who are working to seamlessly connect victims of crime to free resources and to help them navigate the physical, financial, legal, and emotional repercussions of crime. To contact the Hotline, dial or text 1-844-4HELPDC (1-844-443-5732) or access the online chat at www.DCvictim.org/Chat.

Additionally, the school's behavioral health team is available to provide support for students, which may include individual counseling and referral for community-based services.

Please consult the following for lists of appropriate resources, services, and information for students and families affected by student-on-student acts of sexual harassment, sexual assault, and dating violence.

- [Department of Behavioral Health's \(DBH\) Behavioral Resource Directory](#);

- [MPD's Sexual Assault Resources List](#);
- [MPD's Victim Specialists Unit](#); and
- [OSSE's Supporting Mental Health in Schools Resources List](#).

4. Counseling and Intervention for the Accused Student

As mandated reports, school staff who know or have reasonable cause to believe that a student is a victim of sexual abuse must report that knowledge or belief to CFSA by calling (202) 671-SAFE or to MPD by calling 911. If the accused student's behavior indicates that they may be the victim of child sexual abuse or child abuse, then school staff shall report such suspected abuse or child abuse in accordance with D.C. law and its own policies. Please note: CFSA shall only be contacted if the alleged perpetrator of the abuse is the student's parent, guardian, or custodian. In all other cases, the school staff member shall file the report with MPD.

Students who are alleged to have committed acts of student-on-student sexual harassment, sexual assault, or dating violence shall also be connected with appropriate counseling and intervention strategies, beginning with the school's behavioral health team. The school's behavioral health team may determine that the student should be connected with other resources, which may include resources from the Department of Behavioral Health's (DBH) [Behavioral Health Resource Link](#) or OSSE's [Supporting Mental Health in Schools Resources List](#).

Title IX: LAMB Sexual Misconduct Policy and Complaint Procedure

I. Statement of Nondiscrimination

Latin American Montessori Bilingual Public Charter School ("LAMB" or "the School") is committed to equal opportunity for all individuals in education. In compliance with federal and local laws, LAMB does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, political affiliation, disability, familial status, or source of income in the administration of any of its educational programs and activities.¹

Specifically, in accordance with Title IX of the Education Amendments of 1972 ("Title IX"), LAMB does not discriminate on the basis of sex or gender in its educational programs or activities. Title IX requires that LAMB take specific steps to stop sex and gender-based misconduct, remedy its effects, and prevent its recurrence. Title IX states that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

LAMB has enacted this Sexual Misconduct Policy and Student Complaint Procedures ("Policy") to reflect and maintain its institutional values and community expectations, to provide fair and equitable procedures for determining when sex-based discrimination or harassment has occurred, and to provide recourse for individuals who are victims of sex-based discrimination or harassment. Inquiries concerning the School's application of Title IX may be referred to the School's Title IX Coordinator, Deputy Title IX Coordinators, and/or to the Department of Education, Office of Civil Rights ("OCR"), as identified below in [Section III](#).

II. Scope of Policy

What Conduct Is Prohibited Under This Policy?

This Policy applies to all forms of sex-or gender-based harassment, discrimination, or violence (together, "Prohibited Conduct") that may deny or limit a student's ability to participate in or benefit from LAMB's education programs or activities. Prohibited Conduct can include, but is not limited to sexual harassment, sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. This Policy also prohibits retaliation against a person for reporting Prohibited Conduct under this Policy or for participating in an investigation of an alleged violation of this Policy. Specific examples of Prohibited Conduct, along with definitions of important terms, are listed in Appendix A.

¹ In addition, LAMB does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, political affiliation, disability, matriculation, genetic information, credit information, or any other characteristic protected by applicable law in its employment practices. Employees should refer to the Equal Employment Opportunity policy in the Employee Handbook.

Who Is Covered Under This Policy?

This Policy applies to any Prohibited Conduct by students, employees, faculty, parents, and third parties, including visitors/guests, volunteers, vendors, and contractors. LAMB may be limited in what actions it may take when investigating or responding to a report if an accused individual is not affiliated with LAMB or is no longer affiliated with LAMB at the time the report is made. In such cases, LAMB will still, to the best of its ability, conduct an investigation, take steps to prevent the recurrence of misconduct to the extent it is able, and remedy the effects, if appropriate.

What Locations Are Covered Under This Policy?

This Policy covers conduct which occurs both on and off School grounds. In addition to the School, this includes locations such as field trips, athletic activities, and events for School clubs. Even misconduct that occurs outside of School, during "personal time," could have continuing effects in the School, and therefore is covered by this Policy. It may be difficult to investigate certain conduct that occurs off School grounds. In such cases, LAMB will still, to the best of its ability, conduct an investigation, take steps to prevent the recurrence of misconduct to the extent it is able, and remedy the effects, if appropriate.

III. Title IX Coordinator and Deputy Coordinator Contact Information

The School has designated Maria-Jose Carrasco to serve as LAMB's Title IX Coordinator and Anna Marie Yomboto serve as Deputy Title IX Coordinator. The Title IX Coordinator, in conjunction with the Deputy (collectively "Coordinators"), are responsible for:

- Ensuring compliance with Title IX.
- Overseeing anti-discrimination and harassment training and education.
- Overseeing and coordinating the response, investigation, and resolution of reports made under this Policy.
- Overseeing certain aspects of student discipline, including referring complaints to other personnel in the School as appropriate.

Upon receiving reports of Prohibited Conduct covered by this Policy, the Coordinators will ensure appropriate action to eliminate the conduct, prevent its recurrence, and remedy its effects. A Deputy Title IX Coordinator may perform the Title IX Coordinator's role and assume the Title IX Coordinator's responsibilities in the case of the Title IX Coordinator's absence or refusal, or as otherwise assigned by the Title IX Coordinator.

The Coordinators can be contacted by telephone, email, or in person during regular office hours:

Maria-Jose Carrasco
Title IX Coordinator
LAMB Administrative Office
5000 14th St. NW

Anna Marie Wrin Yombo
Deputy Title IX Coordinator
LAMB Administrative Office
1800 Perry St. NE

Washington, DC 20011
(202) 935-5706
maria-jose@lambpcs.org

Washington, DC 20018
(202) 794-9408
anna@lambpcs.org

Any inquiries concerning the School's application of Title IX and its implementing regulations may be referred to any of the Coordinators, and/or to the Department of Education, Office of Civil Rights ("OCR"):

U.S. Department of Education, Office of Civil Rights
District of Columbia Office
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Facsimile: (202) 453-6021
Email: OCR.DC@ed.gov

IV. Reporting Prohibited Conduct

LAMB strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident involving violence, including sexual assault as defined in Appendix B. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

LAMB also encourages all individuals to make a report of Prohibited Conduct to both LAMB and to local law enforcement, although neither is required. These reporting options are not mutually exclusive. Both internal and external reports may be made simultaneously. The procedures under this Policy may run concurrently with any criminal justice or child protection investigation, and will only be subject to temporary delays at the specific request of law enforcement. Because the standards for finding a violation of a criminal law are different from the standards articulated in this Policy, criminal investigations or reports or determinations made by child protection officials are not determinative of whether a violation of this policy has occurred.

What Should I Do In An Emergency?

If an individual has experienced an act of violence, their first priority should be to get to a place of safety and dial 911. They should also consider seeking any necessary medical attention as soon as possible. Information for emergency resources, as well as information about ongoing counseling, advocacy, and support, are listed in Appendix A.

How Can I File a Complaint/Report at School?

Any individual who wishes to report Prohibited Conduct is encouraged to report directly to the Title IX Coordinator, a Deputy Title IX Coordinator, or any other Responsible Employee. Contact information for the Coordinators can be found in Section 0 above. "Responsible Employee," as well as other important terms in this Policy, is defined Appendix B.

Reports may be made in person, by telephone, or in writing by completing the Student Complaint Form which can be found at the front desk in each school location.

If a complaint implicates the Title IX Coordinator and/or a Deputy, or if a Complainant is otherwise uncomfortable bringing their concerns to another Responsible Employee, they may bring their complaint to the Executive Director. Depending on the nature of the complaint, the Executive Director may designate another appropriate individual to conduct and/or coordinate a response.

What If I Want To Report Confidentially And/OR Remain Anonymous?

All employees of the School are expected under LAMB's internal policies and/or District of Columbia law to immediately report suspected child abuse and neglect to the Executive Director, who assists in coordinating the appropriate response and fulfilling employees' mandatory reporting obligations. Thus, confidentiality cannot be guaranteed when an individual makes a report to a School employee, including school counselors and the school nurse. Responsible Employees also cannot guarantee confidentiality because they are required to inform the Coordinators of reports.

All LAMB employees will, however, maintain the reporting individual's privacy to the greatest extent possible. The information an individual provides to a School employee will be relayed only as necessary for the Coordinators to investigate and/or seek a resolution and to meet the employee's obligations regarding reporting suspected abuse or neglect.

Individuals making reports under this policy may request that the Coordinators not reveal their identity to the individual they are accusing of misconduct. If an individual requests this type of confidentiality, the Coordinators will weigh the request against the School's obligation to provide a safe, non-discriminatory environment for all members of its community. The Coordinators will try to honor these requests, but it is not always possible to do so. Regardless of whether an individual requests confidentiality, the School will make every effort to prevent disclosure of the names of all the parties involved – the reporting individual, the Complainant, the witnesses, and the Respondent – except to the extent necessary to carry out an investigation.

Individuals who wish to remain anonymous can leave an anonymous report by placing a copy of the Student Complaint Form in the drop box located in their building. Individuals leaving an anonymous report should be aware that failure to disclose identifying information about the identities of the parties involved or the facts and circumstances regarding the Prohibited Conduct (including the names of any witnesses) severely limits the School's ability to respond and remedy the effects of the misconduct. Anonymous reports that provide enough information to constitute suspected ongoing abuse of a minor will still be reported to child protective services and/or local law enforcement.

V. Process to Resolve Student Complaints

What Happens After I File A Complaint/Report?

I. Initial Meeting:

The Title IX Coordinator or the appropriate Deputy Title IX Coordinator ("Coordinator") will hold a meeting with the individual who filed the complaint (the "Reporting Individual") as soon as possible upon receipt of the report. If the Reporting Individual is not the victim/target of the Prohibited Conduct (the "Complainant") and is only making a report, then the Coordinator will meet with both the Reporting Individual and the Complainant. At that meeting(s) the Coordinator will address the following issues:

- Ask additional questions to clarify facts/allegations reported by the Reporting Individual/Complainant.
- Assess the severity of the situation.
- Explain the School's resolution procedures and determine if and how the Complainant would like to proceed with the complaint.

The Coordinator will seek permission from the Complainant to initiate a formal report. Permission for a formal report may be given initially, but can be withdrawn at any time. If a Complainant declines to make a formal report, requests that the report remain confidential, and/or later withdraws permission for the formal report, the Coordinator will weigh the request against the School's obligation to provide a safe, non-discriminatory environment for all members of its community.

II. Analysis of Alleged Policy Violation:

If the Complainant chooses to make a formal report and proceed with LAMB's resolution procedures, the Coordinator will make an initial determination regarding which policy the Complaint, if true, would violate. If the Complaint does not implicate Title IX, the Coordinator will refer the Complaint to the appropriate person to resolve the Complaint.

III. Notification to Other Parties:

The Coordinator will provide notice of the Complaint to the individual(s) alleged to have committed the Prohibited Conduct (the "Respondent(s)"). If the Complaint is a Title IX Complaint, the notice will be in writing. The notice shall contain the date(s) the alleged Prohibited Conduct occurred and a brief description of the Prohibited Conduct, as well as a copy of this Policy. The Coordinator may also notify any students' parents/guardians, if appropriate. See Section **IV: Notification to and Participation of Parents/Guardians**.

IV. Interim Measures:

Until the Complaint is resolved, the School may make available reasonable interim measures to prevent harassment and discrimination and to otherwise ensure a prompt and equitable resolution of a Complaint. These measures may include taking steps to avoid further contact between the Complainant and the Respondent, including changes in class schedules, lunch schedules, transportation arrangements, locker locations, extracurricular activities, and other programming or activities. As appropriate, the School may also consider providing a student with an escort while on campus or providing academic support such as tutoring.

How Will The Complaint Be Resolved?

Complaints can be resolved either through informal mediation or through a formal investigation.

Many concerns can be addressed quickly and appropriately by communicating directly with someone. A Complainant is never required to discuss misconduct with an alleged harasser alone. For these reasons, and because the School recognizes that a wide spectrum of behaviors can constitute violations of this Policy or other School policies, the School offers informal resolution (mediation) in appropriate circumstances.

Mediation is the preferred method of resolving many concerns between students. However, it is not appropriate in all situations. The Coordinator will make the determination regarding whether mediation is appropriate. All parties must agree to participate in mediation, otherwise the Coordinator will conduct an investigation.

If the Parties cannot resolve a concern during mediation, if any party refuses to mediate, or if mediation is not appropriate for the Complaint, the Coordinator will initiate an investigation. Any party or, if applicable, a party's parent or guardian, can also decide to end mediation and proceed an investigation at any time.

What Happens In Mediation?

The nature of mediation is flexible, but in general, the Complainant and the Respondent and, if appropriate as determined by the Coordinator, their parents, meet together with the Coordinator or other School officials to discuss the incident(s) that led to the Complaint and potential resolutions. The goal of mediation is for the Parties to agree on a solution or resolution together, and is not to determine fault. Such resolutions may include a no-contact agreement, a permanent change in class, activity, or transportation schedules, a verbal or written apology, or other alternate resolutions. Any agreements reached in mediation will be reduced to writing and, if age-appropriate, signed by both parties.

What Happens In A School Investigation?

If mediation is inappropriate, does not succeed, or is ended by either the Coordinator, a party, or a parent, then the complaint will be investigated formally.

The Coordinator may choose to investigate the complaint themselves, appoint another appropriate investigator from within the School, or retain experienced external investigators. When necessary, the Coordinator will work with other individuals in the School, such as Human Resources or Special Education, to avoid the need for multiple investigations of the same incident. If the Coordinator serves as the investigator, another party will be designated as the decision-maker.

Any investigation should include interviewing the Complainant and Respondent, if possible. It may also include interviewing other relevant witnesses or witnesses identified or requested by the Reporting Individual, Complainant and Respondent. The investigator may collect written or other evidence, including statements from the parties or witnesses. All parties will have an equal opportunity to offer witnesses and other evidence. The investigator will maintain notes of each interview and a file of any evidence collected during the investigation.

What Does The Investigation Determine?

After completing the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond. The report will be sent to the parties and each party will have the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. A decision-maker that will be designated by the Executive Director will review all of the evidence from the investigation and will determine (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of Title IX, of this Policy, or of any other School policy; and (3) if the conduct was a violation of this Policy, what actions the School will take to end the violation, eliminate any hostile environment, and prevent its recurrence.

The adjudicator will make their determination based on a clear and convincing evidence standard. This means that the adjudicator will determine whether they think misconduct is highly and substantially more likely that not to have occurred. In determining whether conduct constitutes a violation of the School's policies, the investigator will consider, for example, the

age and level of understanding of the student(s) involved, the facts and surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between parties involved and the context in which the incidents occurred.

After the investigator makes their determinations, they will prepare a written summary of their findings, including a proposed resolution (such as proposed discipline, as described below).

What Happens If The Investigator Finds An Individual Responsible For Misconduct?

Discipline of Students: If the investigator believes that discipline of a student is appropriate, the investigator will consult with the appropriate Title IX Coordinator/Deputy Title IX Coordinator (if that person did not perform the investigation), and the Assistant Principal to determine the appropriate level of discipline in accordance with the School's published disciplinary process.

Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made. If the recommended suspension is more than ten (10) days in length, students will be given a hearing in accordance with the School's In-School Suspension, School Suspension, and Expulsion Policy (including its procedures relating to the suspension and expulsion of students with disabilities).

Corrective Action for Non-Students: If the investigator believes that corrective action related to or discipline of an employee, volunteer, or third party is warranted, the investigator will consult with the appropriate Title IX Coordinator/Deputy Title IX Coordinator (if that person did not perform the investigation) and the Assistant Principal (in the case of employees or volunteers) or the Executive Director (in the case of third parties or contractors) to determine the appropriate response to the misconduct.

How Will I Know The Investigation Is Complete?

The Respondent (and their parent(s)/guardian(s), if applicable) will be informed in writing of the investigative finding, sanction, and the rationale for the sanction within twenty (20) school days after submission of the complaint. The Coordinator, in their discretion, may extend the time to complete the investigation if such an extension would be reasonable under the circumstances. The Complainant (and their parent(s)/guardian(s), if applicable) will also be informed, in writing, of the outcome of the investigative process. Note, however, that privacy laws may limit disclosure of certain information, such as information about any discipline that was imposed, to the Complainant.

If you do not receive a written response from the School within 30 school days, you may contact the Coordinator regarding the status of the investigation.

VI. Appeal

What If I Disagree With The Finding Or The Discipline?

The Respondent may appeal the outcome from the decision and/or the sanction/remedy by submitting a written appeal to the Chair of the Board of Directors within ten (10) school days after receiving notification of the findings. Disagreement with the finding or sanction is not, by itself, grounds for an appeal. The appealing party must demonstrate that there was insufficient evidence to support the decision, that there is new or relevant evidence, or that the sanction or remedy is substantially disproportionate given the details of the case. The Chair or their

designee shall review the Complaint and the record of the investigation, including the investigator's summary of their findings, and may interview the parties again if necessary. Within fifteen (15) school days of receiving the appeal, the Chair or their designee will respond in writing to the appeal, summarizing the outcome of the appeal and any changes to the findings or discipline.

VII. Advisor Guidelines

May Participants in the Investigation Be Accompanied by an Advisor?

Any individual being interviewed by the Investigators, including the Complainant and Respondent, has the right to be accompanied to any meeting or proceeding related to this resolution procedure by an advisor of their choice. An advisor is an individual who attends as a supportive presence. An advisor may take notes and quietly confer with the individual being advised, but may not speak on behalf of the individual or in any way disrupt any meeting or the resolution procedure. Individuals who may have factual information relevant to the Complaint may not serve as advisors. If an individual being interviewed wishes to have an attorney serve as their advisor, he or she may retain counsel independently. Attorney-advisors may participate in the resolution process to the same extent as other advisors, and will not be permitted to speak on behalf of any individual or to interfere with the resolution procedure. Although the Parties are not required to choose an advisor or to bring their advisor to all meetings, utilizing the same advisor throughout the process, unless there are extenuating circumstances, allows the process to move forward in the most efficient fashion.

VIII. Notification to and Participation of Parents/Guardians

When Will A Parent Find Out About A Report?

The Coordinator will determine whether the Complainant and/or Respondent's parent(s)/guardian(s) need to be notified of a report of harassment or discrimination. The Coordinator, in their professional discretion, may determine that it is not necessary or appropriate to involve a student's parent(s)/guardian(s). However, the parent(s)/guardian(s) of both the Complainant and the Respondent(s) must be notified, unless otherwise directed by law enforcement or required by law, if the report involves physical assault or unwelcome sexual touching.

A Respondent's parent(s)/guardian(s) must also be notified if it is possible that the Respondent will be suspended or expelled if found responsible for misconduct.

The Complainant may request that their parent(s)/guardian(s) not be notified of a complaint involving them. Such requests will be considered by the Coordinator, however, the Coordinator in their professional judgment will determine whether it is appropriate to honor such a request.

If notification is required or warranted, the parent(s)/guardian(s) of the Complainant and/or the Respondent(s) should be notified of the report before the close of the current school day, but must be notified not later than two school days after the report is filed, unless otherwise directed by law enforcement or required by law.

Will A Parent/Guardian Know When An Investigation Is Complete?

If a parent/guardian has been notified of an investigation as described above, they will be notified of the results of the investigation at the same time as the Respondent and Complainant.

Can A Parent/Guardian Attend Interviews With Their Student?

A parent/guardian may be invited to attend an interview with their student at the student's request, or if the Coordinator determines that a parent/guardian's presence is necessary or would be helpful to the investigation. A parent/guardian's role at an interview is primarily as a supportive presence. Parent(s)/guardian(s) may not speak on behalf of the student or disrupt the interview.

IX. Retaliation Prohibited

LAMB will not tolerate retaliation. Retaliation is prohibited by Title IX and this Policy. An individual reporting Prohibited Conduct is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is later not proven. This Policy also prohibits harassment of Respondents. In addition, retaliation is prohibited against individuals participating in an investigation under this Policy (such as a witness). The School will take immediate and responsive action to any report of retaliation or additional harassment and will pursue disciplinary action as appropriate.

X. Record Keeping

The files containing copies of all correspondence related to each complaint communicated to the School, and the disposition of each complaint, including any corrective measures instituted by the School, will be retained by the Coordinators in order to assist in identifying and addressing patterns of concerning behavior.

XI. Training

As part of its commitment to the prevention of Prohibited Conduct, LAMB offers education and awareness programs. Incoming students and new faculty and staff receive prevention and awareness programming as part of their orientation, and all students, faculty, and staff receive ongoing training and related programs on an annual basis. For a description of LAMB's Prohibited Conduct prevention and awareness programs, contact the Coordinators.

Appendix A: External Resources for Victims of Sexual Assault

If you are in a life-threatening situation, call 911 immediately to reach the Metropolitan Police Department.

D.C. Child and Family Services Agency (CSFA)

(202) 671-SAFE (24/7)

CSFA takes reports of child abuse and neglect 24 hours a day, seven days a week.

D.C. Forensic Nurse Examiners (<http://dcforensicnurses.org/>)

1-844-4HELPDC (24/7)

Forensic nurses respond 24/7 to conduct intimate partner violence and sexual assault forensic examinations. Call 24/7 to get a free Uber cab to MedStar Washington Hospital Center for a forensic nurse examination: (1-800) 641-4028

Rape, Abuse, and Incest National Network (RAINN) (<http://www.rainn.org/>)

1-800-656-HOPE (24/7)

RAINN provides live, secure, ANONYMOUS crisis support for victims of sexual assault and their families. RAINN's "online hotline" ([online.rainn.org](https://www.rainn.org/online-hotline)) is available in Spanish as well as English.

DC Rape Crisis Center (DRCRC) (<http://dcrcc.org/>)

(202) 333-RAPE (24/7)

DC Rape Crisis Center offers services that help survivors and their families heal from the aftermath of sexual violence including crisis intervention, counseling and advocacy. These services include, among other things, individual & group counseling in English and Spanish.

This is a CONFIDENTIAL service, however, DCRCC hotline advocates are required by law to report to the appropriate authorities any cases of child sexual abuse, abuse of vulnerable adults and persons who are at risk to themselves or others.

ACCION (<http://dcsafe.org/safe-programs-services/on-call-advocacy-program/accion-la-linea-de-emergencia/>)

1-866-962-5048 (24/7)

In 2008, with support from the District's Office on Latino Affairs, DC SAFE started ACCION: La Línea de Emergencia so that Spanish speaking domestic violence victims could receive DC SAFE services in a way most accessible to them. Spanish speakers may call 1-866-962-5048 24 hours a day, 7 days a week.

En el 2008, con el apoyo de la Oficina de Asuntos Latino para el Alcalde, SAFE empezó la línea de ACCION. Una línea de emergencia diseñada especialmente para Latinas. La línea provee intervención de crisis y servicios inmediatos que están disponible 24 horas al día 7 días a la semana.

U ASK DC (<http://www.assaultservicesknowledge.org/uaskdc>)

This website and smartphone app lists additional information and resources for services in Washington, D.C. While this service is targeted toward university students, the resources it contains can be helpful to students of all ages and their families.

Sexual Misconduct Policy and Complaint Procedure - Definition of Terms:

Prohibited Conduct	All forms of sex- or gender-based harassment, discrimination, or violence that may deny or limit a student's ability to participate in or benefit from LAMB's education programs or activities. Prohibited Conduct can include, but is not limited to sexual harassment, sexual assault, and sexual exploitation, as well as harassment based on gender identity, gender expression, and nonconformity with gender stereotypes.
Responsible Employee	<p>A "Responsible Employee" is any employee who: has the authority to take action to redress sexual harassment/misconduct; who has been given the duty of reporting incidents of sexual harassment/misconduct or any other misconduct by students to the Coordinators or other appropriate designee; or who a student reasonably believes has this authority or duty.</p> <p>Any full-time faculty member, full-time administrator, or full-time staff member is a Responsible Employee. Examples of individuals who are not Responsible Employees include, but are not limited to, the School's janitorial staff.</p>
Sex-Based Discrimination	<p>"Discrimination" occurs when one experiences negative or adverse conduct based on characteristics protected in this Policy and/or applicable local and federal laws, where such conduct has the effect of denying or limiting one's ability to benefit from and fully participate in educational programs or activities or employment opportunities.</p> <p>"Sex-Based Discrimination" refers to a specific type of discrimination, which includes the disparate treatment of a person or group because of that person's or group's sex, sexual orientation, actual or perceived gender, gender identity, or gender expression.</p> <p>Sex-Based Discrimination includes conduct such as assigning students materially different assignments based on their actual or perceived sex or gender. It does not include conduct such as requiring students to use different bathrooms, or using sex or gender as a means to quickly divide the class in half for non-material educational purposes (such as having students complete the same activity by in teams of "boys vs. girls").</p>
Sex-Based Harassment	"Sex-based harassment" includes sexual harassment and gender-based harassment.

Sexual Harassment	<p>"Sexual harassment" includes any of the following types of misconduct on the basis of sex:</p> <ul style="list-style-type: none"> • Unwelcome conduct that is so severe, pervasive, and objectively offensive that it gives rise to a valid employment discrimination or harassment claim or effectively denies a person equal access to the School's education program or activity, including both verbal and nonverbal conduct of a sexual nature; • Conduct by a school employee that conditions an educational benefit or service upon an individual's participation in unwelcome sexual conduct ("quid pro quo" harassment) or • Rape, sexual assault, dating violence, or stalking as defined in the Violence Against Women Act.
Gender-Based Harassment	<p>"Gender-based harassment" is unwelcome conduct of a nonsexual nature based on a student's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.</p>
Unwelcome Conduct	<p>Conduct is considered "unwelcome" if the student did not request or invite it and considered the conduct to be undesirable or offensive.</p> <p>Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex.</p> <p>Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that a student may have welcomed some conduct does not necessarily mean that a student welcomed other conduct. Also, the fact that a student requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.</p>
Hostile Environment	<p>A "hostile environment" exists when sex-based harassment is sufficiently serious to deny or limit the student's ability to participate in or benefit from the College's programs or activities.</p> <p>The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.</p>
Sexual Assault	<p>"Sexual assault" is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:</p> <ul style="list-style-type: none"> • Intentional touching of another person's intimate parts without that person's consent; or • Other intentional sexual contact with another person without that person's consent; or • Coercing, forcing, or attempting to coerce or force a person to touch another

	<p>person's intimate parts without that person's consent.</p>
Consent	<p>"Consent" must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person.</p> <p>Note that because of the age of the students at LAMB and the position of authority that employees hold over students, LAMB will never consider a student to have consented to sexual contact with any employee.</p>
Sexual Exploitation	<p>"Sexual exploitation" occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person's consent. Examples of behavior that could rise to the level of sexual exploitation include:</p> <ul style="list-style-type: none"> • Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent; • Distributing images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and, • Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire. <p>"Sexting" or "revenge porn" may be considered sexual exploitation under this Policy.</p>

Appendix B: Definitions

The following key terms and definitions apply to these policies to prevent and address student sexual abuse by school staff.

Accused Staff Member

The accused staff member is the person or persons who are alleged to have committed the act resulting in the complaint. The accused staff member may be any employee or volunteer of a school, or an employee of an entity with whom the school contracts, who acts as an agent of the school at the school or during activities sponsored by the school.

Accused Student

The accused student is the student or students who are alleged to have committed the act resulting in the complaint.

Child Abuse

Child abuse is the infliction of physical or mental injury upon a child, sexual abuse or exploitation of a child, or the negligent treatment or maltreatment of a child.

Child

For the purposes of this policy, a child is any student who has not yet attained the age of 16.

Consent

Consent means words or overt actions indicating a freely given agreement to a physical act within the course of an interpersonal relationship. Consent to a physical act or contact may be initially given but withdrawn at any time. Lack of verbal or physical resistance or submission by the victim due to their mental or physical incapacitation or impairment, or the use of force, threats, or coercion shall not constitute consent. Past words or actions indicating freely given agreement to a past physical act or contact shall not constitute consent to a future physical act or contact.

LAMB shall always view as unwelcome and nonconsensual any sexual activity between any teacher, counselor, principal, coach, or other person of authority and any student below the age of 20 years enrolled in the school or school system.

As appropriate, LAMB will consider the age of the student (including the legal age of consent in the District of Columbia, as applicable), the nature of the conduct involved, and other relevant factors in determining whether a student had the capacity to consent to the sexual conduct. A student's participation in or acceptance of the conduct does not mean that they consented to the conduct. Some students may lack the ability to consent due, for example, to their age, intellectual or other disability, or incapacitation from the use of drugs or alcohol.

Dating Partner or Intimate Partner

A dating partner, or an intimate partner, is any person who is involved in a relationship with another person that is primarily characterized by social interaction of a sexual, romantic, or intimate nature, whether casual, serious, or long-term.

Dating Violence or Intimate Partner Violence

Dating violence, or intimate partner violence, is abusive or coercive behavior where a dating partner or intimate partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner or intimate partner.

Minor

For the purposes of this policy, a minor is any student who has not yet attained the age of 18.

Reporting Student

The reporting student is the individual who reports a complaint. A parent/guardian or a school staff member may also make a report on behalf of a student.

Sexual Act

A sexual act means:

- 1) The penetration, however slight, of the anus or vulva of another by a penis;
- 2) Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; or
- 3) The penetration, however slight, of the anus or vulva by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- 4) The emission of semen is not required for the purposes of subparagraphs (A)-(C) of this paragraph.

Sexual Assault

Sexual assault means any of the following offenses:

- **First degree sexual abuse:** Engaging in or forcing another person to engage in or submit to a sexual act in the following manner:
 - By using force against that other person;
 - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - After rendering that other person unconscious; or
 - After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- **Second degree sexual abuse:** Engaging in or causing another person to engage in or submit to a sexual act in the following manner:
 - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or

- Where the person knows or has reason to know that the other person is:
 - Incapable of appraising the nature of the conduct;
 - Incapable of declining participation in that sexual act; or
 - Incapable of communicating unwillingness to engage in that sexual act.
- **Third degree sexual abuse:** Engaging in or causing sexual contact with or by another person in the following manner:
 - By using force against that other person;
 - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - After rendering that person unconscious; or
 - After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- **Fourth degree sexual abuse:** Engaging in or causing sexual contact with or by another person in the following manner:
 - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - Where the person knows or has reason to know that the other person is:
 - Incapable of appraising the nature of the conduct;
 - Incapable of declining participation in that sexual contact; or
 - Incapable of communicating unwillingness to engage in that sexual contact.
- **Misdemeanor sexual abuse:** Engaging in a sexual act or sexual contact with another person when one should have knowledge or reason to know that the act was committed without that other person's permission.
- **Attempts to commit sexual offenses:** Attempting to commit any offense defined above.

Sexual Contact

Sexual contact means the touching with any clothed or unclothed body part or any object, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

Sexual Harassment

Sexual harassment is any unwelcome or uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to:

- Place the victim in reasonable fear of physical harm to their person;
- Cause a substantial detrimental effect to the victim's physical or mental health;
- Substantially interfere with the victim's academic performance or attendance at school;
- or
- Substantially interfere with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.

Sexual Misconduct

Sexual misconduct is any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with a student. This includes:

- A sexual invitation;
- Dating or soliciting a date;
- Engaging in sexual dialogue;
- Making sexually suggestive comments;
- Describing prior sexual encounters; or
- Physical exposure of a sexual or erotic nature.

Staff

Staff means any employee or volunteer of a school, or an employee of an entity with whom the school contracts, who acts as an agent of the school at the school or activities sponsored by a school. The terms "school staff" and "school personnel" are used interchangeably throughout this document.

Student Sexual Abuse

Student sexual abuse means any of the following acts committed by a school staff member against a student of a school:

- Sex trafficking of children: To knowingly recruit, entice, harbor, transport, provide, obtain, or maintain by any means a person who will be caused as a result to engage in a commercial sex act knowing or in reckless disregard of the fact that the person has not attained the age of 18 years.
- Abducting or enticing a child from their home for the purposes of prostitution or harboring such a child: For the purposes of prostitution it is unlawful for any person to persuade, entice, or forcibly abduct a child under 18 years of age from his or her home or usual abode, or from the custody and control of the child's parents or guardian or to secrete or harbor any child so persuaded, enticed, or abducted from their home or usual abode or from the custody and control of the child's parents or guardian.
- First degree sexual abuse: Engaging in or forcing another person to engage in or submit to a sexual act in the following manner:
 - By using force against that other person;
 - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - After rendering that other person unconscious; or
 - After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- Second degree sexual abuse: Engaging in or causing another person to engage in or submit to a sexual act in the following manner:
 - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - Where the person knows or has reason to know that the other person is:
 - Incapable of appraising the nature of the conduct;

- Incapable of declining participation in that sexual act; or
 - Incapable of communicating unwillingness to engage in that sexual act.
- Third degree sexual abuse: Engaging in or causing sexual contact with or by another person in the following manner:
 - By using force against that other person;
 - By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - After rendering that person unconscious; or
 - After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- Fourth degree sexual abuse: Engaging in or causing sexual contact with or by another person in the following manner:
 - By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - Where the person knows or has reason to know that the other person is:
 - Incapable of appraising the nature of the conduct;
 - Incapable of declining participation in that sexual contact; or
 - Incapable of communicating unwillingness to engage in that sexual contact.
- Misdemeanor sexual abuse: Engaging in a sexual act or sexual contact with another person when one should have knowledge or reason to know that the act was committed without that other person's permission.
- First degree child sexual abuse: Being at least 4 years older than a child and engaging in a sexual act with that child or causing that child to engage in a sexual act.
- Second degree child sexual abuse: Being at least 4 years older than a child and engaging in sexual contact with that child or causing that child to engage in sexual contact.
- First degree sexual abuse of a minor: Being 18 years of age or older, in a significant relationship with a minor, and engaging in a sexual act with that minor or causing that minor to engage in a sexual act.
- Second degree sexual abuse of a minor: Being 18 years of age or older, in a significant relationship with a minor, and engaging in a sexual contact with that minor or causing that minor to engage in a sexual contact.
- First degree sexual abuse of a secondary education student: Any teacher, counselor, principal, coach, or other person of authority in a secondary level school who engages in a sexual act with a student under the age of 20 years enrolled in that school or school system, or causes that student to engage in a sexual act.
- Second degree sexual abuse of a secondary education student: Any teacher, counselor, principal, coach, or other person of authority in a secondary level school who engages in sexual conduct with a student under the age of 20 years enrolled in that school or school system, or causes that student to engage in sexual conduct.
- Enticing a child or minor:
 - Being at least 4 years older than a child or being in a significant relationship with a minor and
 - Taking that child or minor to any place for the purpose of committing any offense set forth in §§ [22-3002](#) to [22-3006](#) and §§ [22-3008](#) to [22-3009.02](#), or

- Seducing, enticing, alluring, convincing, or persuading or attempting to seduce, entice, allure, convince, or persuade a child or minor to engage in a sexual act or contact.
 - Being at least 4 years older than the purported age of a person who represents himself or herself to be a child and attempting to:
 - Seduce, entice, allure, convince, or persuade any person who represents himself or herself to be a child to engage in a sexual act or contact, or
 - Entice, allure, convince, or persuade any person who represents himself or herself to be a child to go to any place for the purpose of engaging in a sexual act or contact.
- Misdemeanor sexual abuse of a child or minor: Being 18 years of age or older and more than 4 years older than a child, or being 18 years of age or older and being in a significant relationship with a minor, and engaging in sexually suggestive conduct with that child or minor.
- Arranging for a sexual contact with a real or fictitious child: Engaging in a sexual act or sexual contact with an individual (whether real or fictitious) who is or who is represented to be a child at least 4 years younger than the person, or to arrange for another person to engage in a sexual act or sexual contact with an individual (whether real or fictitious) who is or who is represented to be a child of at least 4 years younger than the person.
- Sexual performance using minors:
 - Knowingly using a minor in a sexual performance or promoting a sexual performance by a minor.
 - Knowing the character and content thereof, attending, transmitting, or possessing a sexual performance by a minor.
- Attempts to commit sexual offenses: Attempting to commit any offense defined above.
- Sexually Suggestive Conduct
- Engaging in any of the following acts in a way which is intended to cause or reasonably causes the sexual arousal or sexual gratification of any person:
 - Touching a child or minor inside his or her clothing;
 - Touching a child or minor inside or outside his or her clothing close to the genitalia, anus, breast, or buttocks;
 - Placing one's tongue in the mouth of the child or minor; or
 - Touching one's own genitalia or that of a third person.

Appendix C: LAMB Suggested Guidelines for Handling Cases of Alleged Child Abuse, Neglect, or Child Grooming Behaviors

Introduction and About These Guidelines

These guidelines are intended to provide clarity and consistency around the manner in which the Compliance Officer and/or their designee should investigate reports of suspected abuse, neglect or child grooming behaviors which have been committed by the personnel of the Latin American Montessori Bilingual Public Charter School ("LAMB" or the "School").

Interaction with the School's Mandatory Reporting Obligation

The guidelines outlined herein are not intended to supersede the statutory legal requirements or the School's policy on reporting suspected abuse or neglect to Child and Family Services Agency (the "CFSA") or the Metropolitan Police Department (the "MPD"). To be clear, to the extent that any School employee – not just those who are mandated reporters – knows or has reasonable cause to suspect that a LAMB student is an abused or neglected child, such employee must follow the School's policy on mandatory reporting, including making a report to CFSA or MPD in accordance with the law.

When To Commence an Internal Investigation

Should the School have received information which triggered its mandatory reporting obligation, to avoid interfering with any potential CFSA or MPD investigation, the School should not commence any internal investigation unless and until CFSA or MPD (as appropriate) has advised that the investigative steps contemplated by the School will not impede or interfere with the governmental investigation, or, CFSA and MPD advise that their investigations have been completed.

This is not intended to imply that the School should allow CFSA or MPD's findings, action or inaction to influence its investigation. It is possible that MPD decides not to charge an alleged perpetrator or CFSA determines the allegations to be unfounded or inconclusive. In such instance, LAMB's Compliance Officer or their designee must still conduct a thorough investigation.

Should the School receive a report of information which does not trigger its mandatory reporting obligation, the School should commence an internal investigation, as outlined below.

When necessary or appropriate to commence an internal investigation, the Compliance Officer or appropriate Executive Director's designee will assist in investigating and providing immediate assistance to the victim, their families, and members of the affected LAMB community. Investigations will take place and care is extended whether the abuse, neglect, or child grooming behaviors were recent or occurred in the past.

These guidelines may be modified as appropriate for the particular circumstances. Because each case is different, it is impossible to establish one set of guidelines that can be mechanically applied in every case. Instead, the purpose of the guidelines is to present issues to be considered to foster a thoughtful and thorough approach to each case.

The investigation must be independent and unbiased both in fact and perception. The investigation must be fair, objective, thorough, and ethical.

Mandatory Reporting

LAMB is committed to complying with the laws addressing abuse and neglect of children. District of Columbia law designates individuals in certain occupations and professions as mandated reporters, including school officials, teachers, athletic coaches, nurses and psychologists. Mandated reporters who know or have reasonable cause to suspect that a child has been or is in immediate danger of being mentally or physically abused or neglected are obligated to report suspected abuse or neglect to the Child and Family Services Agency (CFSA) or the Metropolitan Police. LAMB expects all its employees – and not just mandated reporters – to immediately inform the Executive Director or the Executive Director's designee of any suspicions of child abuse or neglect.

Abuse and or neglect may be perpetrated by a parent/guardian or other adults in the child's life, such as an older sibling, relative or friend of the family. Unfortunately, such abuse or neglect could also be caused by an employee of the school. In all of these situations, the School will act in compliance with the law as well as in a manner that is responsive to the needs of the child and others involved in the matter.

In addition to the reporting obligations of each mandated reporter to make a report to CFSA or MPD, all employees who suspect abuse or neglect must report their concerns to the Executive Director or the Executive Director's designee. The Executive Director (or designee), in collaboration with the employee raising the concern and other parties as may be appropriate, shall develop a strategy for addressing any immediate safety concerns, which may include reaching out to a safe adult or having the student stay at school until a parent picks them up as opposed to traveling home. In addition, the School may consider implementing other security measures, such as limiting an adult's access to the School, and or participation or attendance at School activities, whether on or off campus.

To summarize, the steps for reporting suspected abuse or neglect are as follows:

1. Should an employee observe or suspect abuse or neglect of a student, either physical or employee is a mandated reporter, they must immediately report the incident to CFSA or MPD in accordance with statutory law;
2. Regardless of whether or not they are a mandated reporter, the employee should immediately notify the Executive Director or the Executive Director's designee. It is important that the employee confirms that the information has been received by Executive Director or the Executive Director's designee
3. The Executive Director (or designee), in collaboration with the reporting employee and other individuals that may have relevant information, shall establish a strategy for addressing the incident which will include conducting an internal investigation, if appropriate, to determine whether to implement other security measures;
4. When reporting to CFSA or the Metropolitan Police, the reporting employee or School representative designated as the reporter shall memorialize the report made to CFSA or the Metropolitan Police in writing. The written documentation shall include: the date and time the call was made, and the telephone number called. If the report is made on line, the reporter should print out the report or take a screen shot of the information as entered and indicate the entity where the report was made (CFSA or the Metropolitan Police); if the report is made by phone, the reporter should indicate the full name and title of the person receiving the report as well as any and all other individuals spoken to

while reporting the incident, the response of the party receiving the report (if the party receiving the report indicates it is not a reportable incident, inquire as to why that is the case and include that in the reporting document); and a description of the information provided;

5. When reporting to CFSA or the Metropolitan Police the mandatory reporter is required to provide the following:
 - The names, ages, sexes and addresses of the child, the child's siblings and the child's parents or other person responsible for his/her care, if known;
 - The identity of the abuser, if known;
 - The nature and extent of the child's abuse or neglect; and
 - Any other information which might be helpful in establishing the cause of the abuse or neglect or identify the abuser.
6. The Executive Director or his/her designee shall designate an individual who will memorialize the information and process which gave rise to the reporting. The written documentation shall include: the name of the person creating the internal report; the date the internal report was drafted; a timeline of the steps taken by the mandated reporter once she/he observed or suspected there was an obligation to report; description of the information and incidents which gave rise to the reporting and statements from those with information and or who participated in the process (this should include a statement by the mandatory reporter which includes the name of the reporter, the date of the statement and which describes how they learned of the incident giving rise to the report and other relevant and related information); if any interviews or discussions were conducted these should also be memorialized in writing;
7. The written document created by the mandatory reporter, the document created by the Executive Director or the Executive Director's designee and the statements of all others involved in the matter shall be combined and maintained in a file designated for such records.

Investigation

As discussed above, if the information reported triggers the mandatory reporting obligation, an investigation should only be commenced after CFSA or MPD (as appropriate) has advised the School that the investigatory steps proposed by the school will not impede or interfere with the governmental investigation, that they are not conducting any investigation, or that any investigation CFSA or MPD is conducting has been completed.

If the information reported does not trigger the mandatory reporting obligation, the investigation should be initiated as soon as possible.

In any instance, any such investigation should be prompt and thorough.

Receipt of Complaint

The Compliance Officer or designee will be assisted by appropriate personnel in investigating and responding to allegations of abuse. The Compliance Officer or designee will speak with the person(s) making the report and others who may have relevant information in order to obtain as clear and detailed information as possible. The Compliance Officer or designee will manage the case.

After receiving the initial report, the Compliance Officer or designee will determine the specific steps needed to proceed, guided by the following values:

- The safety and protection of children and youth
- A fair and honest search for the truth
- The need to investigate and take appropriate action in all cases of alleged abuse, neglect, or child grooming behaviors
- The need to provide appropriate outreach to victims
- The need to make a report to the Executive Director (or the Executive Director's designee) and LAMB Board in a timely manner

Until the complaint is resolved, LAMB may make available reasonable interim measures to prevent further harm to the alleged victim and to otherwise ensure a prompt and equitable resolution of the complaint. These measures should include prohibiting any direct contact between the alleged child victim and the alleged perpetrator, as well as taking steps to avoid further incidental contact between the alleged child victim and the alleged perpetrator, including changes in class schedules, lunch schedules, transportation arrangements, locker locations, extracurricular activities, and other programming or activities. Where warranted by the nature of the allegations, the alleged perpetrator should have no contact with children until such time as the investigation has determined that there is no immediate or substantial risk.

Investigation by Compliance Officer or Designee

All allegations of abuse, neglect, or child grooming behaviors will be taken seriously and investigated as appropriate to the situation and may include interviewing anyone involved or anyone who may have information about the situation. Investigations will be handled with discretion, maintaining confidentiality to the extent possible.

The Compliance Officer or designee should seek to obtain corroborating evidence, including witness statements, documents and other evidence.

Interview of Alleged Victim(s)

As part of the investigative process, the Compliance Officer or designee should meet with the alleged victim as soon as possible to obtain a full description of the allegations. If the alleged victim is still a minor at the time of the investigation, the School should consult with the alleged victim's parent(s)/guardian(s) prior to initiating any interview and should offer them the opportunity to be present, if appropriate. If the alleged victim is represented by an attorney, and no access to the alleged victim is permitted, then the Compliance Officer or designee should attempt to meet with the attorney for the alleged victim.

In any interview, whether with the victim, their parent(s)/guardian(s) or their attorney, the Compliance Officer should ensure that they are accompanied by another member of the administrative team who will assist with documenting the matters discussed during the interview.

Any interview conducted should be conducted in a fashion that is appropriate given that age and developmental needs of the respective victim. At the outset of the interview, the Compliance Officer or designee should introduce themselves and state that the purpose of the meeting is (1) to investigate the allegations to determine, as best as possible, and to understand the truth of the matter, (2) to explain, as fully as possible, the process that is being undertaken, (3) advise

the person of the reporting requirements under civil law, and (4) to offer appropriate assistance to those who may have been harmed by abusive conduct.

When interviewing the victim:

- Make sure the location of the interview is free from distractions and the alleged victim is at ease as possible
- Establish rapport
- Start with open-ended questions/statements (e.g., tell me what happened; let's start at the beginning...)
- Ask specific or clarifying questions to get specific details
- Ask the alleged victim to give as many details as possible
- Ask for any documentary evidence (e.g., notes, texts, photos, social media conversations)
- Assess body language of the alleged victim

In addition, the following matters of inquiry should be pursued:

- Whether the alleged abuse has been reported to the local civil authorities
- Whether any other person has knowledge of the alleged abuse or of facts related to the alleged abuse
- Whether the alleged victim has had any contact with the alleged perpetrator since the alleged abuse occurred
- Whether other persons may have been harmed; and whether the alleged victim is receiving or requires any treatment due to the alleged abuse

Interview of Witness(es) Identified by the Alleged Victim

At least one other administrative personnel should be present at the meeting to assist with documenting the meeting by making careful notes of the interview. Any interview conducted should be conducted in a fashion that is appropriate given that age and developmental needs of the witness(es).

When interviewing the witness:

- Tell the witness that an allegation is being investigated
- Begin with general questions about whether they have witnessed any improper or inappropriate conduct or behavior by anyone
- Be specific and focus on matters of which the witness has personal knowledge

Interview of Alleged Perpetrator

The Compliance Officer or designee should contact the alleged perpetrator to arrange a meeting to discuss the allegations. The general nature of the meeting should be disclosed to the alleged perpetrator in advance of the meeting; however, the specific details of the matter should not be discussed in advance of the meeting. Share as little of the information as possible. Sometimes the alleged perpetrator will bring an attorney with them. In certain circumstances, the Compliance Officer may wish to inform the alleged perpetrator of his/her ability to request that his/her attorney be present. The School may wish to consult outside counsel to determine whether it is advisable to so inform the alleged perpetrator. Additionally, the Compliance Officer should inform the alleged perpetrator that he/she may decline to be

interviewed, but that declining to be interviewed may allow the School to make an inference about the veracity of the allegations and take action accordingly.

The meeting with the alleged perpetrator should be conducted by the Compliance Officer or designee. At least one other administrative personnel should be present at the meeting to assist with documenting the meeting by making careful notes of the interview. It is generally not advisable to involve people who know the alleged perpetrator well. Depending upon the conclusions drawn by the Compliance Officer or designee initially, the purpose and scope of the meeting with the alleged perpetrator may vary.

If the Compliance Officer or designee concludes that the allegations seem to be true, then when interviewing the alleged perpetrator:

- Present the general nature of the allegations to the alleged perpetrator without revealing any names or specifics
- Explain the process that is being undertaken
- Ask the alleged perpetrator if they have done anything similar to the allegations
- Ask the alleged perpetrator to provide information concerning the allegations
- Ask for any documentary evidence to support the alleged perpetrator's position (e.g., notes, texts, photos, social media conversations)
- Instruct the alleged perpetrator to have no contact with the person(s) making the allegation or with the victim(s).
- Assess body language of the alleged perpetrator.

If, during the meeting and unless the alleged perpetrator produces convincing evidence to refute or cast serious doubt on the allegations, the Compliance Officer should inform the alleged perpetrator that they are being suspended immediately. Following such meeting, the Compliance Officer should immediately report such conclusion to the Executive Director (or designee) and the Chair of the Board of Trustees. The Executive Director (or designee) shall provide the Compliance Officer with written notice of the suspension, which the Compliance Officer will provide to the alleged perpetrator.

If the Compliance Officer or Designee concludes that the allegations do not seem to be true, then:

- Disclose the information concerning the allegation to the alleged perpetrator
- Ask the alleged offender to disclose any relevant information concerning the complaint

Evaluating the Evidence

The Compliance Officer or Designee should always consult with legal counsel concerning allegations of abuse and cases of child grooming behaviors. The personnel file of the alleged perpetrator should also be reviewed for prior disciplinary actions, warnings, etc. If necessary, interview more potential witnesses. Review all notes and follow up with anyone necessary, if the notes are not complete.

It is the Compliance Officer or designee's role to make a finding even if the alleged victim and alleged perpetrator provide conflicting information and even if there are no witnesses. A credible determination must be made based on all the information gathered. It may be necessary in difficult cases to re-interview certain people. Inconsistent statements weigh against a person's credibility. If a person is able to tell of events consistently, then their credibility is strengthened. Extreme caution should be used when re-interviewing children.

Final Report of the Compliance Officer or Designee

At the conclusion of the investigation, the Compliance Officer or their designee should prepare a written report on the findings and recommendations to the Executive Director (or designee) and LAMB Board. The Compliance Officer or their designee determines whether the complaint appears to be valid and makes recommendations. The final report should include:

- Summary of factual findings
- Evidence in support of the findings
- Personnel action
- Outreach to victims and potential victims
- Recommendations on community outreach

Outreach to Other Potential Victims

As noted above, if the information reported triggers the mandatory reporting obligation, an investigation should only be commenced after CFSA or MPD (as appropriate) has advised the School that they are not conducting any investigation or that any investigation CFSA or MPD is conducting has been completed.

If, during the course of any investigation, the alleged victim or alleged perpetrator identifies other possible victims, those persons should be interviewed as soon as possible. The guidelines described above for communicating with alleged victims should be used. If warranted, supplemental reports of suspected child abuse should be made to the appropriate local authorities.

When other possible victims have not been identified by the alleged victim or alleged perpetrator, but there is reason to believe that other people may have been harmed, the following methods of identification may be used as appropriate in the particular case:

- Discrete investigation by the Compliance Officer, designee, or third party (attorney or private investigator)
- Public disclosure of the allegations
- Interviews with LAMB personnel
- Contact with local authorities

Community Outreach

As noted above, if the information reported triggers the mandatory reporting obligation, an investigation should only be commenced after CFSA or MPD (as appropriate) has advised that the investigatory steps contemplated by the School would not impede or interfere with the governmental investigation, that they are not conducting any investigation, or that any investigation they are conducting has been completed. Similarly, the School should not communicate about any such CFSA or MPD investigation unless and until the School has been instructed that CFSA or MPD, as appropriate, has completed its work.

In certain circumstances, it may be necessary to communicate more broadly with the School community. In those instances, the School should take the following steps.

Communication with Affected Communities

A public disclosure generally consists of a meeting of parents and/or guardians of students of LAMB. Often, a public disclosure is not appropriate for a variety of reasons. The following factors may be considered in determining whether to make a public disclosure:

- Whether the allegation seems to be true;
- Whether the alleged event is suspected to be a part of a pattern of behavior;
- The size of the affected community;
- The age of the allegation;
- Whether other corroborating evidence exists; and
- The need for additional information.

Before the decision is made to make a public disclosure, the School must contact any involved government agency that conducted an investigation or is still conducting an investigation, to determine whether the public disclosure would in any way interfere with the investigation or any future investigation by the governmental agency into the incident. If the decision is made to make a public disclosure, a meeting should be held for the parents and/or guardians as soon as possible to minimize rumors and undue media coverage. The meeting should be conducted by the Executive Director or designee and Compliance Officer. The meeting should be limited in time; generally, one hour is sufficient. Members of the media should be asked to leave the meeting room so that a candid discussion may occur without fear that parents and/or guardians will be quoted by the media. The Compliance Officer or designee should prepare a brief statement for the media.

The purpose of the meeting is:

- to discuss the allegations or information
- to request relevant information from the affected community
- to assure that the resources of LAMB are available for the community
- to provide information (through a psychologist or counselor) concerning how to address the children of LAMB
- to answer relevant questions

The alleged victim's name should never be disclosed. A statement of facts should be prepared in advance by the Compliance Officer and legal counsel. The presenters should try not to deviate from the statement in the discussion.

Communication with the Media

To ensure consistent public statements, all media inquiries should be directed to the Executive Director or designee. Information should be disclosed only when it serves the public outreach and investigative function of the Compliance Officer or designee. The anonymity of victims should be respected even if the victim chooses to disclose his or her name to the press. No substantive information should be given "off the record."