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## Board Meeting Policy

Lee Montessori Bylaws call for at least six (6) meetings per year. Continuing Lee Montessori's commitment to ensuring that parents have the information necessary to make educated decisions about whether to apply to or re-enroll at our school, as well as complying with DC laws, all Lee Montessori Board Meetings are open to the public. We will strive to notify families at least one month prior to the meetings. Public meetings will be announced at least two (2) weeks prior to the event, with notifications going out:

1. Via ParentSquare to families of all Lee Montessori students; and
2. Information on Board Meetings can be found on our [Public Portal](#), including agendas and minutes.

## Arrival, Dismissal, and Attendance

### Student arrival Policy

*Class instruction begins at 8:30 am for all students. Children not attending before care should arrive at the drop-off area between 8:20am and 8:30am.*

The school reserves the right to implement policies to prohibit students from entering the school at/after 9:00am, without proper notice or excuse.

Lee Montessori PCS implements a morning drop off protocol. Please know that school parking lots are not designed to handle the number of vehicles that come to campus at the beginning and end of each school day.<sup>1</sup> Lee Montessori PCS staff will do everything we can to encourage parents to follow the parking lot rules and maximize the flow of traffic. The staff knows that your time is precious, but the safety of every student is our priority.

Please follow the law: do not park illegally (red curbs, handicapped parking without a place card, etc).

### Student Drop Off in the Mornings

- Student drop off begins at 8:20 for children not enrolled in before care
- Please say your goodbyes before unloading students this will help keep cars moving orderly
- Follow the directions of the staff members on duty.
- Students are to exit their vehicle only on the passenger side and they must be able to get themselves out of the car without any help from their parents.
- Parents are to remain inside their cars – do not leave your car unattended.
- Do not pull into the parking lot to drop off/pick up your child. Children are not to walk across/through the staff parking lot. Children are to always walk on the sidewalks.
- Please dress your child(ren) appropriately, prior to pulling up to the curb, as they will be unloading and loading in the outdoor elements curbside.
- Parents dropping their children off after 8:30 should check-in at the front desk - Children should not be left unattended to enter the building.

### Early Dismissal

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

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

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

*Please note that dismissals are not permitted between 3:20 pm and 3:45 pm.*

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<sup>1</sup> Note: Parking in the lot during the school day is intended for school purposes only - violation may result in your vehicle being towed.

## Dismissal

Students are dismissed at 3:45 pm daily, with an optional 1:00pm dismissal every Monday, and should be picked up from the designated area. Please ensure that you supervise your child(ren) at all times once you have picked up your children. Students should be picked up promptly if they are not participating in the aftercare program. Students who are not picked up by the designated time will receive a drop-in charge for aftercare.

## Student Pick Up in the Afternoons

- Place the provided sign on your car passenger visor with the name of your child(ren).
- Parents are to remain in their vehicles - do not leave vehicles unattended in the parking lot.
- Do not pull into staff parking spots to drop off/pick up your child. Children are not to walk through the staff parking lot. Children are to always walk on the sidewalks.
- If you arrive before 3:45pm please wait in your car.
- Follow the directions of staff members on duty.
- Car line students will wait in the designated area for their parent's car.
- Backpacks must go inside the passenger area of the car, not in the trunk. If you need to use your trunk space, then you will be directed to a designated loading area away from the car line.

## Absences

Lee Montessori PCS believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communication between teachers and students and establishes regular habits of dependability. The purpose of this policy is to encourage regular school attendance. It is intended to be positive, not punitive.

This Policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teachers, and administrators.

### Parent or Guardian's Responsibility

It is the responsibility of the student's parent(s) to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school to solve any attendance problems that may arise.

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

### **What are Excused Absences?**

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

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

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

### **In-Seat Attendance**

Lee Montessori is held accountable by the DC Public Charter School Board by, in part, our performance on a [Performance Management Framework](#). Part of this is the rate at which students are present at school. This includes both excused and unexcused absences. In other words, **absences for sickness, vacations, and other reasons are still counted against us.**

### **Tardiness**

Students are considered late after 8:30 am and parents must sign in late students at the front office. Students will not be allowed in the classroom without a tardy pass.

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

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

### **Late Pick-up**

Students who are not picked up by 4:05 pm will be escorted to the aftercare program. Parents are responsible for any fees incurred.

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

### **School Closures & Delays**

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

In general, Lee Montessori PCS will follow any school delay or closure decisions made by the District of Columbia Public Schools. Lee Montessori PCS will also notify all major television news stations, once a decision has been made. Information will be immediately posted on the Lee Montessori Facebook and Twitter pages and main website home page.

## **Behavior and Discipline Policy**

### **Discipline Policy**

Our approach to discipline at Lee Montessori is based on a mutual respect between adults and children and the belief that Lee Montessori must be a safe place, both physically and emotionally, for children to explore the limits of their current capacities and knowledge and stretch to new abilities, while refining their social and emotional skills. The purpose of our Student Behavior Policy is to aid children in developing self-awareness, regulation, and social responsibility. The Montessori Method supports children in identifying behaviors that support the development of the community and their own positive contribution to that. Children and teachers work together to build, teach, and practice the schoolwide expectations, as well as unique expectations for given spaces. Students learn that they must be part of building the positive and inclusive community at Lee Montessori and that their behavior has a direct impact on that growth.

Children will be given time to share concerns and manage conflicts with peers through proactive and restorative circles. Abuse of any kind will not be tolerated. Appropriate use of non-violent communication and frustration tolerance skills are taught and modeled by all staff. When a student is unable to self-regulate, staff will support them in de-escalating and repairing any harm they may have caused.

In alignment with Montessori's constructivist approach to learning, Lee strives to take a constructivist approach to behavior. Interventions are designed to teach students the skills necessary to cope with challenging situations and to be an engaged, positive member of the Lee Community. To that end, Lee is using Behavior Flip this year to document incidents and interventions. Behavior Flip allows families and staff to see not only incidents of challenging behavior, but the work the child has completed to restore the relationship or damage done.

**Bullying:** Lee Montessori requires all employees, and encourages Parents, to report any known incidents of bullying or willful or deliberate violence to their child's Teacher and/or the Principal within 24 hours of

witnessing or observation. When such an incident is observed, employees are required to complete an Incident Report and to send a copy to the Principal. Families of the children involved in bullying or willful violence will be notified. Incidents of Normal Peer Conflict may or may not be reported, depending on the details and events.

Lee Montessori PCS has adopted the District of Columbia Office of Human Rights District Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at <http://ohr.dc.gov/bullyingprevention/policy>.

## Discipline Procedures

Staff are trained in the Positive Discipline Model. Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. Children who feel a sense of connection to their community, family, and school are less likely to exhibit challenging behaviors. Just as students must learn to read and write, to be successful, contributing members of their community, children must learn necessary social and life skills. Staff will follow a necessary set of steps to help each student recognize their emotions and regulate their response to a given situation. Removal from the environment would be the most restrictive and last step taken. The child will return once regulated and prepared to restore any harm that has occurred. The priority for Lee in maintaining an emotionally and physically safe environment for all members of the community. LMPCS uses a Restorative Practices Manual for interventions and consequences.

The Lee Montessori community assists children in developing the skills necessary to control their own actions and develop self-discipline. Natural or logical consequences are used as a means of helping the child to develop inner limits.

## Due Process Procedures for Students with Special Needs

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

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

## Restorative Justice

### What is Restorative Justice/Restorative Practice?

Above all, Restorative Practices and the Restorative Justice methods outlined below are meant to repair and restore the community, and the individual's role in the community. 80% of practices at a school should be proactive, making only 20% restorative.

### Restorative Justice and its Influence on School Policies and Practices at Lee Montessori

Inclusion in the disciplinary process is a basic tenet of restorative justice. Students, Guides, and staff are all included. A restorative school culture is one that supports:

- Creating caring climates to support healthy communities
- Understanding the harm and practicing empathy for the harmer and the harmed
- Listening and responding to the needs of the harmer and the harmed
- Encouraging accountability through personal reflection in a collaborative space
- Reintegrating the harmer into the community as a valuable, contributing member of society
- Changing the system when it contributes to harm

At Lee Montessori, Positive Discipline is being used in Community Meetings in classrooms. These Community Meetings are being used to strengthen the community and create time for all members to spend time together.

## Responses to Behavior, Levels of Behavior, and School Consequences

### Levels of Behavior and Adult Response

Behavior Type		Adult Response	Possible Consequence(s)
Type	Behavior Flip Label		
<b>I: Minor Issues:</b>			
<ul style="list-style-type: none"> <li>Minor disruption</li> <li>Verbal disrespect (unkind words)</li> <li>Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate Language</li> <li>Aggravating Others</li> <li>Behavior that interrupts instruction</li> <li>Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>Manage the Environment</li> <li>Prompting</li> <li>Caring Gesture</li> <li>Proximity</li> <li>Redirection</li> <li>Positive Pause</li> <li>Name the consequence</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privilege/time</li> <li>Assigned work area in the classroom</li> <li>Apology/making amends/Restorative conversations</li> </ul>
<b>II: Learning Environment Interrupted</b>			
<ul style="list-style-type: none"> <li>Disrupting learning environment</li> <li>Interpersonal conflict</li> <li>Inappropriate use of materials that is disruptive</li> <li>Repeated Level I behaviors in a work period (2 or more)</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Conflict</li> <li>Physical Horseplaying</li> <li>Repeated Level 1 behaviors (2 or more)</li> <li>Classroom disruption</li> </ul>	All of the above and: <ul style="list-style-type: none"> <li>Time Away</li> <li>Follow through with consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privilege/time</li> <li>Assigned work area</li> <li>Apology/making amends/Restorative conversation</li> <li>Phone call home*</li> <li>Practice the lagging skill</li> </ul>
<b>III: Safety of the Environment is Interrupted:</b>			
<ul style="list-style-type: none"> <li>Physical aggression</li> <li>Targeted throwing of objects/breaking materials</li> <li>Harassment/Bullying</li> <li>Verbal aggression/threats</li> <li>Repeated Level II behaviors in a work period (3 or more)</li> <li>Elopement from space</li> </ul>	<ul style="list-style-type: none"> <li>Repeated Level II behaviors (3 or more)</li> <li>Elopement</li> <li>Targeted throwing/breaking materials</li> <li>Bullying</li> <li>Aggression-Physical</li> <li>Aggression-Verbal</li> </ul>	All of the above and: <ul style="list-style-type: none"> <li>Call for support</li> <li>Isolate the child (if escalated)</li> <li>Follow Crisis Protocol, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Loss of privilege/time</li> <li>Assigned work area</li> <li>Apology/making amends/Restorative conversation or circle</li> <li>Phone call home*</li> <li>On-going practice the lagging skill (on child's time)</li> <li>Behavior chain analysis*</li> <li>Removal from future activity/suspension (by admin only)</li> </ul>
<b>Level IV: Real Imminent Threat to Students/Staff</b>			
<ul style="list-style-type: none"> <li>Extreme physical aggression</li> <li>Weapons possession</li> <li>Elopement from school property</li> <li>Threats made against school community</li> </ul>	<ul style="list-style-type: none"> <li>Elopement from school property</li> <li>Extreme physical aggression</li> <li>Threats made against the school community</li> <li>Weapons</li> </ul>	All of the above and: Emergency services notified (as necessary)	<ul style="list-style-type: none"> <li>Family notified within 1 hour and meeting scheduled*</li> <li>Alternate location chosen until the family can arrive at school</li> <li>Removal from future activity</li> <li>Suspension</li> <li>Expulsion</li> <li>Restorative conversations/circles</li> <li>Behavior chain analysis*</li> <li>On-going practice of lagging skills (on child's time)</li> </ul>

\* required

## Emergency Procedures for Physical Intervention

Lee Montessori provides all staff with non-violent crisis intervention training through the Mandt System. This training provides the safest means of holding a child in a crisis situation.

Physical restraint may be used only when:

1. Non-physical interventions have been implemented and demonstrated proven ineffectiveness; and
2. The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

- a. The term “Physical Restraint” does not include a physical escort, or a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of assisting a student in moving to a safe location.

Instances when restraint is **not** to be used:

1. Physical restraint is not to be used as a means of punishment, coercion, convenience, or retaliation.
2. Physical restraint is not to be used as a response to the destruction of property, school disruption, eloping to a familiar or safe area, refusal of the student to comply with school rules or staff directive, or verbal threats that do not constitute a threat of imminent serious physical harm.
3. Physical restraint should not be used as an intervention if the student has known health or physical problems which would knowingly exacerbate their condition.
4. Physical restraint should not be used in any manner that obstructs the airways or impairs breathing.

Such necessary interventions are fully in line with guidelines set out in the DCMR 30. Without this intervention, the child can be left at risk of actual physical or psychological harm.

## Recess and Playground Policies

### Recess/Playground Rules for Primary Students

Each child must inform a Teacher or an adult on recess duty if there is an emergency, an injury, find anything on the grounds that can pose harm, or a need to leave the playground for any reason.

1. Respect others’ bodies. No physical contact involving hitting, kicking, punching, pushing, or shoving will be tolerated. Children may not play fighting games; adults may intervene and help children come up with a new game. Positive and safe forms of physical contact are permitted with permission of both children. This may include: hugging, holding hands, linking arms, playing tag, etc.
2. Throwing: Only balls may be thrown (no wood chips, sand, rocks, sticks, etc.). Balls must be returned to the basket/bin when finished, only then are they available to play with. Children may walk with sticks.
3. Respect the playground equipment and school materials. Chalk is only for the ground/cement.

### Recess/Playground Rules for Elementary Students

The expectation is that children will play kindly and safely. When friends are hurt, intentionally or otherwise, it's the perpetrator's responsibility to ensure that the injured is okay and get them the attention they need (first from a recess adult and then the nurse, if need be). Adults facilitate a fair number of guided dispute resolutions and will suggest that child sit out from play to calm down or reflect on what their next steps are or remember what behavior is expected.

1. Children may leave the playground only with permission (and customarily with a second child or an adult).
2. No gun or weapons play, real or imagined.
3. No tackle or hard contact game and a three-second limit for games with holding.
4. We respect our environment:
5. Outerwear:
  - 50 degrees or warmer - coats are optional
  - 40-49 degrees - must bring one outside, may choose to take it off if they want to
  - 39 degrees or less - Must have and wear a coat

If a child doesn't have the gear, they should go to the lost and found to get a loaner.

## In-School Suspension, School Suspension, and Expulsion

Lee Montessori is committed to resolving situations peacefully and following the principles of restorative practices. With this in mind, our core belief is that maximizing the time that students with behavioral challenges spend *outside* of the classroom environment is detrimental in their development, both academically and in their ability to thrive socially and behaviorally in our school, community, and society. With that in mind, we will endeavor to never suspend or expel a child, and will use this policy only during extreme

circumstances. With that in mind, students who willfully cause, attempt to cause, or threaten to cause bodily injury or emotional distress to another person, or who consistently deprive others of the right to a safe learning environment by repeated disruptive behavior will be subject to disciplinary action, including in-school suspension, out of school suspension, and/or expulsion.

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

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

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

Lee Montessori requires that a parent/guardian attend a meeting with the Principal and the student's teacher prior to a suspended student's return to school, although the return of a student is not contingent on this meeting. The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to challenge the decision. After three suspensions from school within the same school year for the same or different infractions, expulsion shall be considered.

A recommendation for suspension shall be made by the Principal to the Executive Director for approval, with a notification to the Board of Directors. A recommendation for expulsion shall be made by the Executive Director to the Board of Directors for approval.

Any parent/guardian that would like to appeal a suspension or expulsion should follow the steps outlined in the Parental Grievance Policy.

## Due Process Procedures for Students with Special Needs

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

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

## Physical Contact/Safe Touch Policy

Lee Montessori is committed to providing a safe and supportive environment to children in our care. The staff of Lee Montessori will provide guidance and adhere to the Safe Touch Policy. Our policy rests on the belief that each staff member and student must appreciate the difference between safe and unsafe touch and will need to demonstrate a clear understanding of the difference. All staff will annually attend a session on safe and unsafe touch in order to best implement appropriate education and response into the classroom. The parents and community of our school will also be offered workshops annually on this matter.

It is often appropriate for children to be given some physical contact and comfort by a staff member and/or a peer they know and trust. For children within the primary and elementary developmental stages, appropriate social relationships are still being established. There is a greater need for a nurturing environment where it may be more appropriate for closer physical contact during some activities.

### Definition of Safe Touch

Touching that creates a positive emotional and/or social growth in the person touched and/or properly affects the safety and well-being of the person such as:

- Hand shakes
- Shoulder hugs
- Linked arms
- Holding hands

### **Definition of Unsafe Touch**

Touching that creates improper or negative social or emotional effect on the child. Unsafe touching usually involves coercion or other forms of exploitation of the child, satisfaction of needs at the expense of the child, and physical force.

### **Understanding Touch**

Adults must always be aware that all children interpret and react to touch in different ways. Some children might be over-demonstrative and try to demand a great deal of affection and physical contact. Other children may shy away from or have a dislike of physical contact. Lee Montessori staff will always approach each child's individual needs and respond in the best interest of the child.

### **Bathroom Protocol**

In classroom bathrooms with two stalls, two children may be in the bathroom at a time but each child must be in their individual stall or at the sink. In the hallway bathrooms, students must follow the same protocol. If a child has difficulty following these procedures, they may lose the right to go to the bathroom at the same time as another student.

We understand that children may require help with changing or going to the bathroom and it is always done so with the dignity of the child being maintained at all times. An adult will always be closely monitoring the bathrooms to determine if children need assistance and are following bathroom protocol.

### **Bullying Policy**

Lee Montessori PCS has adopted the District of Columbia Office of Human Rights' District Wide Bullying Prevention Policy. A copy of the policy can be obtained from the office or found online at <http://bit.ly/OHR-Bullying>.

## **Admissions Preferences**

Lee Montessori provides preferences for enrollment to the following, in order of preference:

1. Children of founding Board Members
2. Siblings of currently-enrolled students
3. Children of staff members

Lee Montessori has applied to the DC PCSB for approval to apply an [Equitable Access Preference](#).

## **Nondiscrimination Policy**

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

## **Parental Grievance Policy**

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

## Parent Complaints

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

1. Parents should first schedule a conference with the immediately-involved teacher or administrator to discuss the issue. The school reserves the right to redirect parent(s) to the appropriate personnel if this step has not been followed.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Principal. Prior to the scheduling of any such meeting, parent(s) must first provide the Principal with a Grievance Letter that identifies: (a) the issue/ concern/ complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The Principal will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the Executive Director, following the same steps outlined in Step 4.
4. If a resolution cannot be reached through a discussion with the Principal, parent(s) may submit a formal Parental Grievance Packet to the Lee Montessori Board of Trustees ([boardchair@leemontessori.org](mailto:boardchair@leemontessori.org)). This packet must include the information and materials discussed below.<sup>2</sup>

## Process for Board Review of Parental Grievances

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

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

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

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

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

## Notification of Rights Under FERPA<sup>3</sup>

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Lee Montessori, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Lee Montessori may disclose appropriately designated "directory information" without written consent, unless you have advised us to the contrary in accordance with Lee Montessori procedures. The primary purpose of directory information is to allow us to include

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<sup>2</sup>Grievances should be submitted using Lee Montessori policies. Information on the DC Public Charter School Board's procedures for receiving complaints and/or concerns can be found at <https://bit.ly/393Wv0S>, which states that the DC PCSB's goal as it relates to complaints is to "ensure that the school has (a) followed its complaint process in order to address the parent's concern (See D.C. Code §38-1802.04(c)(13)); (b) is in compliance with its charter and charter agreement; and (c) has not violated any applicable laws."

<sup>3</sup>Note: This policy is a modified version of the U.S. Department of Education's Model Notice for Directory Information. ([Link](#))

information from your child's education records in certain school publications. Examples include an annual yearbook or Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.<sup>4</sup>

If you do not want Lee Montessori to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify us in writing. Lee Montessori has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

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

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

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

Family Policy Compliance Office  
U.S. Department of Education  
4000 Maryland Avenue, SW  
Washington, DC 20202-5901

### **Rights regarding the student's education records**

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

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<sup>4</sup> Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write to the Principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. 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:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202