

LEGACY OF

*Dr. Jessie R. Johnson*

MONTESSORI

# Parent and Student Handbook 2020-2021

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Approved by the Board of Directors on 9/24/2019

We're excited that you're a part of the Legacy of Dr. Josie R Johnson Montessori (*formerly known as Bright Water Montessori*) family. The parent and student handbook contains important information about our school. We encourage you to review the handbook and use it as a reference throughout the school year.

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## 2020-2021 Administrative Team

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**Lorine Williams**, Associate Director of Community and Family Engagement, [lorine@jjlegacy.org](mailto:lorine@jjlegacy.org)

## Contacting the School and Staff

All phone calls must be made through the main office at (612) 302-3410 and [office@jjlegacy.org](mailto:office@jjlegacy.org). Calls to the teachers should be made before or after school hours. Teachers are not available to speak on the phone during class time, but you may leave a message with the office, and the teacher will call you back. The best way to communicate with teachers is through email.

## Board of Directors

Legacy of Dr. Josie R Johnson Montessori is governed by a Board of Directors, which sets the policies for school operations.

The Board will announce meeting times once finalized. Meetings are open to all parents with a forum for parental participation at the beginning of each meeting. Parents are welcome and encouraged to attend.

If you have a question about the Board, please feel free to email [office@jjlegacy.org](mailto:office@jjlegacy.org).

Name	Position
Shana Moses	Board Chair
Brooks Cavin	Member at Large
Christopheraaron Deanes	Member at Large
Emerald Woodberry	Secretary
Kenna Cottman	Teacher
Matthieu Culp	Finance
Renaë Dressel	Governance
Sherri Green	Member at Large
Tonica Abdur Salaam	Ex-Officio
Jamal Abdur Salaam	Ex-Officio

## Mission, Vision, Values

**Mission:** Legacy of Dr. Josie R Johnson Montessori provides an excellent and equitable Montessori education in North Minneapolis to an intentionally diverse community of students.

**Vision:** Our students will develop the character strengths, social and emotional skills, creativity, passion for learning and college preparatory academic capabilities that will enable them to lead lives of joy and purpose.

### Rules of Respect

The following rules of respect are an expectation of behavior by children, staff and parents in their life at school:

1. Respect for self
2. Respect for others
3. Respect for materials, tools, and equipment
4. Respect for the environment

### The Montessori Philosophy and Curriculum

*“The essence of independence is to be able to do something for one’s self. Adults work to finish a task, but the child works in order to grow, and is working to create the adult, the person that is to be.”*

- Maria Montessori

### Our History

Legacy of Dr. Josie R Johnson Montessori, formerly known as Bright Water Montessori, began as an independent Montessori program for preschoolers in 2004. Montessori preschool has long been popular with white families in affluent areas geographically and is becoming more popular as more public elementary programs open. After seeing the demand from families for a Montessori option, we opened a public charter elementary school in 2008, as the only free Montessori school in North Minneapolis. We began and currently still serve children ages 16 months-12 years old.

At Legacy of Dr. Josie R Johnson Montessori, we believe in the power of authentic Montessori education and authentic adults, adults who are purposed for children and can lead children in igniting curiosity and student-led learning to pursue equity and excellence. In North Minneapolis, where the school is located, Legacy of Dr. Josie R Johnson Montessori is the only tuition-free elementary Montessori program. Montessori education has traditionally been offered in elite and privileged communities while serving a small percentage of students of color. We aim to change that pattern. We believe that students of color deserve the same access to powerful academic pedagogy as their counterparts who are in different racial and socioeconomic positions.

The goal of Legacy of Dr. Josie R Johnson Montessori—to combat educational inequity—is ambitious because addressing the institutional racism and structural barriers nationwide sit at the heart of the challenge of reversing academic inequities between students of color and their white peers, as research shows that the most impactful factor is race, not economics. Race, when paired with socio-economic disparities, has the potential to damage families and communities as well as destroy our children's souls and motivation to live in their purpose.

### Legacy of Dr. Josie R Johnson Montessori Commitments

- **Our highest priority is the safety and well-being of its students.**
- **We are committed to diversity.** A Montessori education prepares children for life. In today's global community, children must learn to live and work with people and ideas drawn from multiple sources, backgrounds and cultures. Legacy of Dr. Josie R Johnson Montessori actively recruits families from diverse racial, ethnic, and economic backgrounds. We welcome families with non-traditional structures.
- **We are committed to joyful learning in an authentic Montessori environment at each stage of development.** Education begins at birth and every component of a Legacy of Dr. Josie R Johnson Montessori education - toddler, preschool, and elementary - is intentionally designed to meet the unique needs of that stage of development. We adhere to the Montessori principles which create learners who are internally motivated, love to learn and are able to be active member of a community.
- **We are committed to working in partnership with parents.** Parents are a child's first and most powerful teachers. We know that education takes place both at home and at school. Children will receive the best possible education only when their parents and their school work together.
- **We are committed to operating on Minneapolis' Northside.** Legacy of Dr. Josie R Johnson Montessori is the only Montessori option available to families living in North Minneapolis.
- **We are committed to environmental stewardship.** Care of the natural world is a logical extension of the Montessori teaching about care for the environment. As children grow, they move from lessons in the Toddler about sorting recyclables, compost, and garbage to lessons about gardening in the Children's House and to lessons on conservation and energy consumption in the Elementary classes.

### Parental Expectations for Families at Legacy of Dr. Josie R Johnson Montessori

- We are all here for the well-being of the students. **Families are expected to work together with the Legacy of Dr. Josie R Johnson Montessori staff to assure that the child is well cared for and is able to reach their full potential within the school.** We will ask families to give us all relevant information that will help us in working with children. We want to support the work of the parents or guardians, and we ask to be supported as educators. **We'd like parents to attend two Parent-Teacher conferences each school year.** We also invite parents to schedule an observation and bring questions or concerns directly to your child's guide or administration.
- **We observe the Four Rules of Respect: RESPECT YOURSELF, RESPECT OTHERS, RESPECT THE MATERIALS, and RESPECT THE ENVIRONMENT.** We ask that all parents, staff and students base their behavior on these expectations. We also ask parents to observe these rules in the school, always speaking respectfully to children and other adults. Part of respecting your children and the school means **our school is a cell phone free zone.**
- **Students must be here on time and have regular attendance.** School begins at 9 a.m. but children are welcome into the classroom or breakfast at 8:45 a.m. Families who arrive after 9:05 a.m. should report to the office so their children can be escorted to class by office staff. If

a student is continually late or absent, as per state statute, we report this information to the Hennepin County Truancy Department.

- We believe that students do their best when they have an adequate amount of **sleep**. We ask that families make sure elementary children have at least 9 hours of sleep and preschool children have at least 10-11 hours of sleep. Sleep will assure that children retain what they have learned and are able to be their best each day.
- **Children perform best when they are healthy.** Please do not send your children to school when they are sick. Children must be fever-free for 24 hours before returning to school. If they get sick at school you will be notified, so please arrange to have them picked up promptly. **Please keep your contact information current with the school.** In order for our students and staff to stay healthy, it is vital you keep sick children at home.
- **Read your Parent Communications.** The Parent Handbook details your child's education, routine and important information. The Parent email newsletter information you about what's happening at Legacy of Dr. Josie R Johnson Montessori. It is sent monthly. Classrooms also send home newsletters to inform families.
- **We provide several Parent Education events throughout the year.** We invite each family to attend at least one Parent Education event each year. This will enhance your understanding of your child's education.
- **We ask that you read to your children daily. Part of your child's education happens at home.** Children develop a love of books when they are read to. This is also the best way to develop vocabulary, deepen comprehension, and become critical thinkers. Even if your child is reading fluently, please take the time to read to them each night. It is a wonderful bonding experience. **You can pick up books from the little book libraries throughout the school.**
- **Dress Expectations:** Dress for the weather! Children need closed-toed soft sole shoes. Children are encouraged to wear shorts under skirts and dresses. Children should wear comfortable play clothes that they can move in and get dirty. Children should wear clothing that they can manage on their own.

## Role of Administration

The administrators of Legacy of Dr. Josie R Johnson Montessori are committed to leading and supporting the staff in the school's mission to meet the needs of the children and to communicating the school's mission and activities to parents. The administrators also field parental concerns and feedback. The administrators carry out the broad educational policies established by the Board and act within the limits of the financial policy set by that body. Within these basic guidelines the administrators determine the methods for:

- carrying out Board policies;
- creating operational procedures;
- overseeing the business operation;
- developing and evaluating student programs and services;
- providing administrative and professional leadership for staff; and,
- orchestrating external relations.

The administrators also have the responsibility for the day-to-day operation of the school, including working closely with Our Lady of Victory to ensure a respected relationship between both parties.

## Admissions Procedure

All parents are encouraged to tour the school before applying for admission.

## Preschool Admission

Admission Applications and Scholarship Applications are due April 15 annually. Application packets may be picked up in the office. Parents will be notified of admission status by May 15.

**Tuition & Tuition Assistance:** Legacy of Dr. Josie R Johnson Montessori Montessori is committed to offering tuition assistance to families in need and can be accessed by completing our Scholarship Application, which is due annually on April 15. Parents who apply for tuition assistance will be asked to first apply for Hennepin County Child Care Assistance.

We expect families to keep their financial commitment to the school and pay tuition on time. Parents are expected to pay when their children are absent, official school holidays, and vacation times that are not on the school calendar. **Tuition payments are due the first week of the month. If you wish to make two payments a month, one may be made the first week and the second by the 15<sup>th</sup> of the month. If your account becomes more than two months past due, you will be given a notice and your child will be unable to attend unless special arrangements are made.**

## Elementary Enrollment

The enrollment period for the upcoming school year begins **November 1 and ends November 30**. Enrollment forms for the upcoming year may be submitted anytime during the month of November. If there are more students who apply for enrollment than we have spaces for the school will hold a lottery for admissions on December 1. **There is no preference given to children in the preschool program who wish to enroll in the elementary charter school. They must participate in the lottery and there is no guarantee of admission.**

## Arrival and Dismissal

The school day starts 9 am. All students must arrive between 8:45 and 9 am to have a successful beginning to the school day. Students who arrive after 9:05 a.m. are tardy and must stop at the receptionist desk to receive a tardy slip to ensure they are not marked absent for the day. Students must enter the school through DOOR 1 (the Fremont Ave N entrance). Elementary students may be dropped off in front of the building and independently walk to their classrooms. Elementary Extended Day students should be dropped off at Door 3 or at the back playground, and **must be signed in by the adult who bring them to school.**

Children's House students (**including Kindergartners**) must be escorted into the building and signed in by the adult who brings them to school. Children's House Extended Day students should be escorted by an adult through Door 1 and into the Extended Day area on the lower level. They must be signed in by the adult who brings them to school.

The school day ends at 4 p.m. All students who are "parent pick-up" will be supervised outside of Door 1 (off of Fremont Avenue North) until they are picked up. Elementary students (including Kindergartners) must be picked up by 4:05 p.m. Children's House students must be signed out by their parent or guardian. Should your child not be picked up by 4:05 p.m. they will be escorted to Extended Day where you will need to sign them out. **You will be charged the drop-in rate for extended care.**

**All Extended Day and Preschool children must be picked up by 5:30 p.m. in the evening.** If you do not pick up your child by 5:40 p.m., you will be charged \$1.00 per minute for any time after 5:40 p.m. that you are late. You will be asked to sign a late slip for arriving after 5:40 p.m. and you

will be billed for this time. Please call ahead of time if you anticipate a problem; you will still be a charged.

Faculty must be alerted when a person who is not a parent or family member will be picking up the child. You must notify a staff member in writing or by phone about who will be picking up and make sure that the person has identification they can present to the staff member in charge.

## Grade Designation

Grade designation is downplayed at Legacy of Dr. Josie R Johnson Montessori. For purposes of standardized testing, children are designated in grades, but in the class, children are given lessons with any academic peers. Generally, the transition between lower and upper elementary is made with peers on a grade-level basis. However, Montessori Method allows and encourages work at the child's own level, regardless of the classroom environment. Therefore, every child will be working at their own academic level, whether they are attending a Children's House, lower or upper elementary class. Questions regarding early or late transitions between the two levels will be considered on a case-by-case basis, and decided by an administrator, in consultation with the teachers and parents.

## Reporting and Accountability

### Assessment Tools and Schedules

Our general approach to assessment is to recognize the value of assessment tools to inform parents, teachers, and students about skill levels and rates of progress. At the same time, we want to recognize the limitations of each tool, and to use a combination of tools to give a comprehensive and accurate assessment. We also want to integrate assessment tools into routine work, defining a rightful place for them in each child's educational experience.

Here is a list of assessment activities that we do at Legacy of Dr. Josie R Johnson Montessori:

**MAP:** School administers the MAP (Measuring Academic Progress) test, which is used by numerous schools in Minnesota and around the country. The reasons are numerous:

The MAP test is administered in Reading, Language, and Math for all students in grades 3-8. It is also administered in Science for grade 4. The tests are designed so that each task is isolated on the computer screen; that is, the student will see only words and pictures that pertain to the task at hand. The format is multiple choice. The test adapts to the level of the student as he/she proceeds. You can infer from that that the student's score is going to be more meaningful as a reflection of the level they were functioning at on the test, rather than a tally of right and wrong answers.

For more on the MAP test, visit:

[www.nwea.org/products-services/computer-based-adaptive-assessments](http://www.nwea.org/products-services/computer-based-adaptive-assessments)

**Minnesota Comprehensive Assessment (specific grades):** This is a standardized test required by the state. The MCA III requires all 3<sup>rd</sup> through 8<sup>th</sup>-grade students to participate in the Reading and Math Assessments. 5<sup>th</sup> and 8<sup>th</sup> grade students also are required to participate in the Science Assessment that is a computer based measure.

The tests are in spring and results are delivered to schools and families in late summer. The scores are reported to parents in a format that compares their child's scores with scores of other children at their child's age/grade level in the state

For more information about the MCA test, visit  
[www.education.state.mn.us/MDE/JustParent/TestReq](http://www.education.state.mn.us/MDE/JustParent/TestReq)

**Year-End Progress Reports:** We report results from the tests as well as some general performance observations. These are mailed out after the end of the school year. If you have any questions about assessment or accountability, the best source of information is your child's teacher. For philosophical and technical questions about the tests, reporting formats, schedules, etc., feel free to contact the Head of School.

**Minnesota Academic Standards:** Legacy of Dr. Josie R Johnson Montessori Elementary School is required to meet the academic standards of the state of Minnesota. The standards are the basis for much of the testing we do. Parents can access the standards by going to the website for the Minnesota Department of Education.

# General Operating Procedures A through Z

The parent and student handbook has been organized alphabetically for ease of navigation.

## Absences and Tardies

Please notify the school by calling (612-302-3410) or email [office@jjlegacy.org](mailto:office@jjlegacy.org) before 9 a.m. if your child will be absent or tardy. For multiple day absences due to an illness, a daily call from a parent is necessary. If your child does not come to school and we have not been notified, we will attempt to contact a parent or guardian.

### Excused Absences

There are times when a child cannot attend school for legitimate reasons. Excused absences are occurrences considered legitimate reasons for non-attendance. Excused absences include:

- o Illness: extended illness related absences might result in a request for a doctor's excuse (after being sick for 3 days, Legacy of Dr. Josie R Johnson Montessori requires a doctor's note to excuse an absence.
- o Sickness or death in the family
- o Impassable road due to weather
- o Observance of religious holidays not recognized by public schools.
- o Quarantine, requires a doctor's note
- o Court appearance
- o Suspension, Exclusion, or Expulsion from school (This refers to students who have been removed from school following 121A.40 Minnesota Fair Pupil Dismissal Law.)
- o Emergency medical or dental treatment for the student
- o Other agreed absences pre-approval from administration

### Unexcused Absences

The school does not recognize unexcused absences as legitimate reasons for non-attendance. Procedures to Address Unexcused Absences:

- o First unexcused absence: Attendance person will call and inform parent or guardian.
- o Second unexcused absence: The administrator will contact a parent or guardian in writing explaining the policy for excused and unexcused absences.
- o After the third unexcused absence, the student is considered a "habitual truant." The school will follow the procedures described under Truancy.

### Tardiness

**A tardy** is any late arrival or early departure without a legitimate reason. It is important that your child arrives at school on time every day. Tardiness not only affects a student who is tardy, but causes a disruption in the classroom and is a loss of educational time for your child.

If students have excessive tardiness the following procedure will be followed by Legacy of Dr. Josie R Johnson Montessori School's administration: 1) Parents or guardians are sent a letter from the administration if their child is tardy six or more times in a trimester. Six tardies equal one absence.

## Arrivals and Departures

School begins at 9 a.m. Please make sure that your child arrives at school on time. Late arrivals are disruptive to the teachers and classes in session. Children being dropped off should not arrive

prior to 8:45 a.m. Children arriving before that time will go into before school care and will be charged the appropriate fee.

Your child will be dismissed only to their designated bus or to a parent or other pre-authorized adult. A note signed by a child's parent is necessary in order for someone other than the parent or pre-authorized adult to pick up the child or for the child to ride a different bus. A picture ID will be checked. A staff person will be waiting on the sidewalk with the children at dismissal time. Any elementary child not picked up by 4:05 p.m. will be put in after school care and will be charged the appropriate fee.

## **Attendance**

The staff members of Legacy of Dr. Josie R Johnson Montessori desire our students to have the best educational experience possible. One essential component for a successful education experience is attendance. See "Absence" above for specific information about excusable and inexcusable absences from school.

It is important that your child arrives at school on time every day. Tardiness not only affects a student who is tardy, but causes a disruption in the classroom and is a loss of educational time for your child.

If students have excessive tardiness the following procedure will be followed by Legacy of Dr. Josie R Johnson Montessori administration: 1) Parents or guardians are sent a letter from the administration if their child is tardy six or more times in a trimester. 2) If tardiness continues, the administration may at its discretion, total the amount of tardy time to equal unexcused absences with unexcused absence procedures to be followed.

## **Behavior: Policies, Expectations, and Procedures**

These Rules of Respect constitute an expectation of behavior by students, staff and parents/guardians/caregivers in their life at Legacy of Dr. Josie R Johnson Montessori:

1. Respect for self
2. Respect for others
3. Respect for materials, tools and equipment
4. Respect for the environment

### **A. Development of Self-Discipline and Positive Behavior Guidance**

Discipline in a Montessori environment is not imposed on the child but, rather, is created in the child when there is a beautiful blend and perfect balance of freedom and structure. Maintaining this delicate balance is one of the foundations of the Montessori environment. It is on this foundation of freedom and structure that the child builds discipline. Freedom is not often associated with discipline. Usually, people assume that since the child is offered freedom—to move, to communicate, to choose, and to repeat—there is no structure to the environment.

Freedom, however, does not mean one can do whatever one wants. Responsibility to oneself and one's community are essential components of freedom. We offer freedoms, but with limitations that facilitate the development of responsibility and an internal center of control.

The development of self-discipline in this manner allows the individual to choose the right behavior because it is right for him or herself and for the community. Inner discipline is not

something automatically present within the child, but rather evolves under the right care and in the proper environment. As adults in the child's life, we need to model and guide while supporting the child through the process of developing self-discipline. We begin by offering limited freedoms based on the child's abilities to make appropriate choices at that particular time. As the child's ability to make choices and follow rules improves, more freedom is offered.

At the elementary level, self-discipline is in a continual process of development and learning to balance the freedoms and responsibilities required in the Montessori classroom are central to the health of the classroom and the achievement and development of our students.

The Rule of Respect exemplifies Legacy of Dr. Josie R Johnson Montessori's expectations of the behavior of our students, staff and parents/guardians/caregivers in their life at the school.

Legacy of Dr. Josie R Johnson Montessori staff will model these expectations by treating our students with dignity and respect and providing them with challenging and absorbing activities. Legacy of Dr. Josie R Johnson Montessori will also practice positive behavior guidance by establishing clear and realistic limits that are developmentally appropriate and are enforced firmly and consistently.

Positive behavior guidance techniques include:

- Clear and consistent school and classroom rules
- Explicit discussions of freedoms and responsibilities in the classroom, hallways, lunchroom, playground, bathrooms, and other campus locations
- Encouragement and catching students when they make positive choices
- Corrections without criticism
- Anticipation of problems before they occur and teaching students how to anticipate sticky situations
- Redirection from conflicts toward constructive activity
- Offering students alternatives to aggressive behavior, such as walking away, ignoring, or talking through a problem
- Modeling and teaching students conflict resolution and mediation techniques

These positive behavior guidance techniques will be used and taught throughout the building.

When a student disregards or has trouble living up to the Rules of Respect, the supervising staff person will seek the underlying causes of the child's behavior and, in doing so, try to help the child understand the inappropriateness of his or her choices and find more appropriate alternatives.

When students continually struggle to follow the Rules of Respect, teachers will also reinforce Legacy of Dr. Josie R Johnson Montessori's positive behavior techniques with an additional set of interventions.

Positive behavior reinforcement interventions include but are not limited to:

- Verbal Warning
- Take a Break
- Buddy Room
- Call Home

When a disruptive or inappropriate behavior occurs repeatedly, the guide will refer the student to an administrator, who will work with the student to understand the inappropriateness of his or her choices and to find an appropriate alternative. The administrator may also use some combination of the following interventions to modify and improve student behavior (see also, DISCIPLINE).

- Behavior Plan
- Talking Circles
- Peer Mediation
- Restorative Justice

## **B. Legacy of Dr. Josie R Johnson Montessori's R.E.A.C.H. values:**

Respect is a fundamental expectation for all the members of the Legacy of Dr. Josie R Johnson Montessori community, students, teachers, and caregivers, but Legacy of Dr. Josie R Johnson Montessori is equally committed to promoting R. E. A. C. H. values in our intentionally diverse learning communities. REACH stands for Respect, Enthusiasm, Achievement, Community Membership, and Hard Work.

**Respect** is the first pillar of our behavior policy. It is our most basic commitment to create a respectful and caring learning community for your children.

**Enthusiasm** captures our teachers' passion to guide and inspire students. Our entire staff promises to bring this spirit of excitement about learning to school each and every day. It is equally our expectation that students come to school ready and eager to learn. Enthusiasm is also an attitudinal approach to learning, one that finds the positive and the good in the lessons we learn and the people we encounter.

**Achievement** speaks first and foremost to the Legacy of Dr. Josie R Johnson Montessori's belief that all students can succeed academically. Our teachers believe in their students' academic abilities and are committed to helping their students reach the high expectations we have for them. For our students, achievement means being attentive and curious during presentations, completing your work in a timely fashion, exploring areas of interest with vigor and depth, reading daily, and supporting your own achievement by asking questions and requesting assistance whenever you are unsure of what is expected of you.

**Community Membership** speaks to Legacy of Dr. Josie R Johnson Montessori's core values of being an intentionally diverse Montessori community that meets the academic, social, emotional, and physical needs of our diverse student body. It means that everyone in our community, from the staff to the students, will actively look for opportunities to help their classmates, co-workers, school and community. It also means that we will seek each other's support when we encounter challenges that we cannot handle alone and that when we are asked to assist we readily lend a hand.

**Hard Work** is another shared core commitment and value at Legacy of Dr. Josie R Johnson Montessori. At Legacy of Dr. Josie R Johnson Montessori, our staff pledges to work hard every day to ensure that our students get the excellent education they deserve. This is an education that insists upon our students' limitless potential and puts our students on a path to college, career-readiness, and community-mindedness. We also require that our students come to school prepared, focused, and ready to learn and work hard.

### C. Tools for Successful Communities

Legacy of Dr. Josie R Johnson Montessori is a learning community and teachers will work closely with students to define and model the Rules of Respect and our R.E.A.C.H. values. Legacy of Dr. Josie R Johnson Montessori will also provide our students with tools they can use when disagreements occur.

While our goal is to work and live in harmony with the Legacy of Dr. Josie R Johnson Montessori community, disagreements and disputes occur in all dynamic, living communities. Legacy of Dr. Josie R Johnson Montessori is committed to partnering with families to model how best to deal with altercations and help facilitate healing.

1. Legacy of Dr. Josie R Johnson Montessori will help facilitate a “good apology” by using the following steps:
  - A. **Full acknowledgment of the offense.** Start by describing exactly what you did wrong, without avoiding the worst truths. Once the facts are out, acknowledge that your behavior violated a moral code. It doesn't matter whether you and the person you've hurt shares the same ethics: If you've broken your own rules, you're in the wrong. Accept responsibility.
  - B. **An explanation.** A truthful explanation is your best shot at rebuilding a strong, peaceful relationship. The core-deep explanation for your behavior is your key to changing for the better. Explanations help you and your victim understand why you misbehaved and assure both of you that the offense won't recur. Excuses merely deflect responsibility. Leave them out.
  - C. **Genuine expression of remorse.** Anyone who has been on the receiving end of the comment "I'm sorry you feel that way" knows the difference between sincere regret and an attempt to avoid responsibility for bad behavior. Few things are less likely to evoke forgiveness than apology without remorse.
  - D. **Reparations for damage.** An apology includes real repair work: not just saying "I'm sorry." Often there will be nothing tangible to repair; hearts and relationships are broken more often than physical objects. In such cases, your efforts should focus on restoring the other person's dignity. The question "What else do you want me to do?" can start this process. If you ask it sincerely, really listen to the answer and act on the other party's suggestions, you'll be honoring their feelings, perspective and experience. The knowledge that one is heard and valued has incredible healing power; it can mend even seemingly irreparable wounds.
  - E. **Request for forgiveness.** Plan to complete the apology cycle by asking for forgiveness.
2. Legacy of Dr. Josie R Johnson Montessori will also facilitate teacher- and peer-mediated conflict resolution by following these steps:
  - A. Find a mediator if needed.
  - B. One child talks and the other child listen. The mediator may reframe or clarify the issues.
  - C. Use I statements and name your own emotions. (“I felt frustrated when...”, “I feel sad because....”)
  - D. The child who listens, repeats what they heard the first child express.

- E. The second child talks and the first child listens. The mediator may reframe or clarify the issues.
- F. The child who listens, repeats what they heard the second child express.
- G. The second child suggests solutions.
- H. State what you can do and what you want. (“I can do... to solve the problem, and I want you to do ...”)
- I. The first child suggests solutions.
- J. The mediator should encourage creative thinking and reframe or question as needed. The conversation should go on until a solution is reached and agreed to by both students.
- K. The children suggest ways to prevent the conflict from happening again. The mediator should try to move students to this goal.

Legacy of Dr. Josie R Johnson Montessori is a learning community and teachers will work closely with students to define and model the Rules of Respect. It is equally important that our students and families understand clearly what constitutes unacceptable behaviors and how those behaviors will be dealt with (See DISCIPLINE).

## Bicycles

Bicycles are permitted as a mode of transportation to and from school. Students bringing bicycles are asked to walk their bicycles on school grounds and park them in the bike rack. Parents and guardians are reminded that students bring bicycles to school at their own risk and that bicycles should be locked throughout the school day.

## Billing

All billing for Tuition, Before/After School Care, Lunch or any additional outstanding bills will be invoiced once a month through email or postal mail.

Payments are encouraged to be made online through the billing portal that you received your invoice. Payments are also accepted in person to the school office. Make checks payable to either Legacy of Dr. Josie R Johnson Montessori Elementary as noted on the invoice and write a brief note on the comment line as to the purpose of the check. Please keep all payments current.

## Birthdays

Many children like to celebrate their birthdays at school by bringing a treat. Treats must be commercially prepared and only one treat per child is allowed. We require healthy treats only. Non-food items such as stickers or pencils are welcome. A book or gift to the classroom in lieu of a treat is another option. Please talk with your child's teacher to learn what procedures they use to celebrate birthdays.

## Bullying Policy

Legacy of Dr. Josie R Johnson Montessori Montessori and Legacy of Dr. Josie R Johnson Montessori Elementary employees and administrators work hard to create **a culture of respect and kindness**. Legacy of Dr. Josie R Johnson Montessori is a highly diverse preschool and charter elementary Montessori school in North Minneapolis. In order to be effective in our teaching and communications we must appreciate and value the benefits of our diversity. We begin each school year talking and working with employees and students to assure we are communicating the importance of a culture of respect and kindness. We meet with parents to share our commitments to work with them for their children, and to let them know what we expect of their children in terms of behavior.

We review with students our 4 Rules of Respect as our honor code which are

- Respect for self
- Respect for others
- Respect for the classroom materials
- Respect for the environment.

The employees at Legacy of Dr. Josie R Johnson Montessori review rules daily and give the students what we call “lessons in Grace and Courtesy.” These lessons give children guidance in how to be polite and appropriate in the world.

**Bullying and teasing are not tolerated at Legacy of Dr. Josie R Johnson Montessori.** We define bullying as any intentionally hurtful act that involves an imbalance of power or strength. Usually bullying appears to be aggressive, but it can be expressed in a subtle secretive manner, also. Bullying can take the form of teasing, name calling, hitting, threatening, excluding from a group, or unkind talking or writing or emailing about another person. Teasing can start out playful, but it is hurtful in nature. Teasing involves pestering or making fun of someone for any aspect of their person which includes discrimination based on gender, race, ethnic origin, family structure, sexual preference, or ability. We empower children to confront teasing and bullying, as well as to advocate for others who may be victims of this behavior. We acknowledge that teasing and bullying may also take place outside of school or through the internet. Legacy of Dr. Josie R Johnson Montessori treats all incidents that affect students.

## Bus Policy

**Children’s House:** Students must be brought to school by parents or guardians. If a Children’s House preschool child four (4) years of age or older has a sibling enrolled in Legacy of Dr. Josie R Johnson Montessori Elementary, they may ride the bus to and from school with administration approval. Kindergarteners are eligible for busing.

**Elementary:** Families must fill out busing forms to be eligible for bus service. Children are picked up so that they can arrive at 8:45 a.m. and they leave the school at 4:05 p.m. If a preschool sibling of an elementary student is 4 years or older they may ride the bus with their sibling provided the requirements of Legacy of Dr. Josie R Johnson Montessori Elementary Transportation Policy has been met.

Riding the bus to and from school is a privilege for students. Students need to be well behaved and respectful of supervising staff when riding the bus and while waiting for the bus in order to enjoy this privilege. Parents are encouraged to email [transportation@jjlegacy.org](mailto:transportation@jjlegacy.org) with questions, bus change requests, or concerns.

### Guidelines:

- Buses will wait at a stop for one minute. If no student is present then the bus will leave and the driver will call the dispatcher to record the time. Buses will not return to pick up students who have missed the bus.
- Students will be dropped off at their bus stop whether or not an adult is present. It is the parent’s responsibility to be at the stop to greet children or to make alternate

arrangements. Legacy of Dr. Josie R Johnson Montessori recommends that you plan with your child what to do if no adult is home when the child is dropped off.

- Parents requesting changes in riding status must submit that request to [transportation@jjlegacy.org](mailto:transportation@jjlegacy.org). If a parent does not want their child to take the bus on a given day, we ask that parents call the main office (612-302-3410).
- Inappropriate behavior on the bus or while loading the bus, will not be tolerated and be handled as follows:
  - First Incident: Student is warned by Legacy of Dr. Josie R Johnson Montessori staff to stop misbehaving.
  - Second Incident: Student's parents are notified.
  - Third Incident: Students will be suspended from riding the bus for a whole day (morning and afternoon services).
  - Fourth Incident: Legacy of Dr. Josie R Johnson Montessori administration will evaluate the situation and decide on an appropriate consequence which may include a longer suspension or termination of bus privileges for the rest of that period. Legacy of Dr. Josie R Johnson Montessori reserves the right to suspend a child from riding the bus if it is determined that it is not in the best interest of the school and its students.

Please note: If the behavior of the bus is violent or demeaning towards pedestrians, steps may be skipped.

## Calendar

A calendar is given out at the beginning of the school year listing events, days off and other useful information. Updates to this calendar will come out in the Parent Newsletter.

## Change of Address and Contact Information

Please notify the school office promptly if you change your address, phone number, email address or emergency information. Please submit to [office@jjlegacy.org](mailto:office@jjlegacy.org). This is required in order to keep our records current.

## Child Abuse Reporting

Under Minnesota law, the reporting of suspected physical abuse, sexual abuse and neglect are required of educational and health care professionals. All Legacy of Dr. Josie R Johnson Montessori faculty are mandated reporters and will comply with these reporting laws. Neglect may include failure to provide necessary food, clothing, shelter, medical care, or school attendance. Reports are made to the Hennepin County Child Protection Program or to the police. The 24-hour Hennepin County Child Protection line is (612) 348-3552. All suspected cases of abuse or neglect at Legacy of Dr. Josie R Johnson Montessori School are immediately reported. (See Maltreatment of Minor Mandated Reporting Policy in Appendix A)

## Clothing Expectations

Children should be dressed in comfortable clothing that they can easily move around in. Children must have clothing easy to put on and take off, so they can assume responsibility for themselves in toileting and dressing for outdoor play. All children should have extra clothes that are labeled with their names. Children should have a pair of indoor shoes or gym shoes for use in the classroom. Shoes for the playground must be flat shoes that are closed-toed and closed-heeled. Clothing

must not have violent or inappropriate words or images. Children are encouraged to wear shorts under skirts and dresses. Students are encouraged to keep a sweater or sweatshirt in their cubbies.

Each child should be equipped with outdoor clothing suitable to the season. We make an effort to go outside every day, except for pervasively rainy days or if the temperature is:

- **Toddlers and Preschoolers—colder than 10 degrees Fahrenheit with wind chill**
- **Elementary – colder than -10 degrees Fahrenheit with wind chill**

Please make sure your children dress appropriately.

## Communication

A good communication flow with your child's teacher is recommended and should be the main way to route questions and inquiries. Parent conferences are scheduled during fall and spring for this purpose. However, you can contact your child's teacher for any additional meetings. The Weekly Update are mostly are sent via email. You may request a paper copy and we'll send it home with your student.

**Problem Solving** – This process of problem-solving pertains to issues in the classroom.

1. A parent with a concern about a classroom or curricular issue should voice the concern to their child's teacher. We believe that the best way of understanding the issue and effecting positive change is for the people closest to the issue to communicate frankly and respectfully about it.
  - a. Concerns should be expressed as soon as possible to allow early resolution at the appropriate level.
  - b. The most direct route to resolving a concern is to confer directly with the person involved, (teacher, assistant, administrator, etc.) More than 95% of concerns are resolved by a conversation between those involved.
2. If the parent communicates with the teacher about a concern and feels a lack of satisfaction, the parent should voice the concern to the administration (the Head of School or Principal). Typically, the administrator will either suggest approaches to the problem, or offer to join the conversation between the parent and the teacher, or both.
3. If the parent tries the new suggestions and/or engages in a conversation with the teacher and administrator together and still feels a lack of satisfaction, they may voice the concern to a board member.

When a parent comes to a board member with a problem, the board member will confirm that the parent has followed the communication channel outlined above. If the parent has not, the board member will offer to facilitate the parent's following of the steps in the communication channel. If, with such facilitation, the parent is still not satisfied with the response, either the parent or the facilitating board member may take the issue to the board.

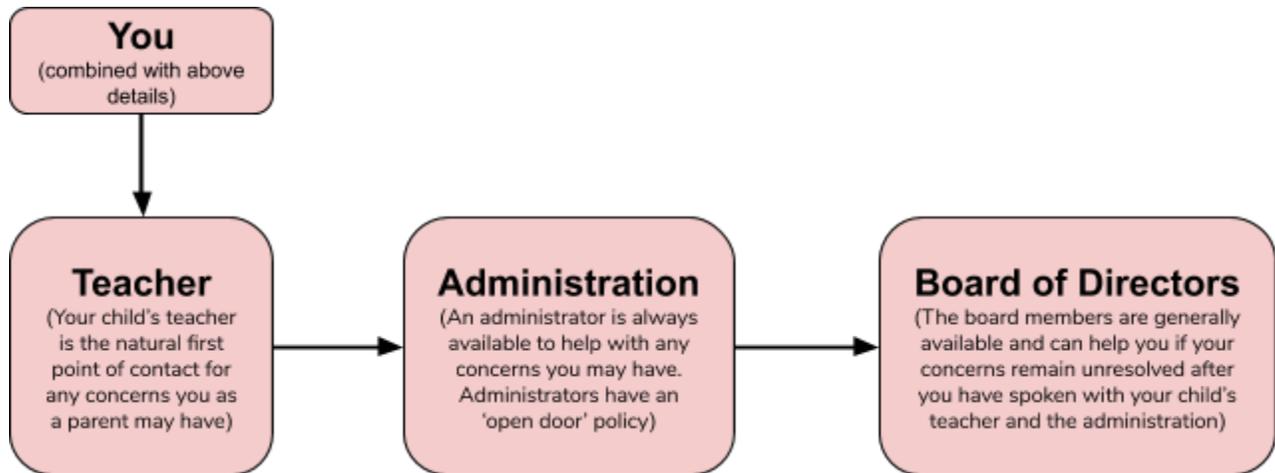
The board may then decide to appoint one or two facilitators from the board (note that this appointment need not be done at a board meeting), with at least one being a staff member, to listen to the parent's concern, and work toward resolution.

The appointed board facilitator(s) will contact the concerned parent within 48 hours of the appointment, and will subsequently make a written report to the board, preferably with the parent's participation.

If a parent has a problem with an administrator, the parent is encouraged to meet in person with the administrator and work toward resolution. If the parent tries that and is not satisfied with the result, they may follow the steps above to involve the board.

Administration and all faculty will work to inform parents of school policies, procedures, and practices, so that parents know what to expect, and can ask questions and clarify issues. We hope to get to know each parent through frequent interaction. We believe that good communication is based on first-hand knowledge of all parties' perspectives, and a comfortable familiarity based on a history of dialogue.

### Problem Solving Flow Chart for Parents



### Computers in the Montessori Classroom

Computers are not on the traditional inventory of materials for a Montessori classroom. But Maria Montessori left a wealth of philosophy to apply to answers to questions regarding modernizing classrooms in Montessori schools.

The sequence of lessons in Montessori education follows a pattern of concrete toward abstract. Generally, the climb to abstraction opens up new concepts and skills to exercise in concrete ways, giving the sequence of concrete to abstract a recursive quality. As a person matures and their brain develops fully, the abstract tends to dominate their thinking and their work. However, most people retain a real need to continue to work in the concrete realm to a greater or lesser extent throughout their lives.

In the Montessori program, in the Toddler community and Children's House, there is no computer usage by the children. In the lower elementary the children's psychological plane generally requires them to continue to work more extensively on a concrete level. With burgeoning abstracting power developing in the upper elementary, the children spend more of their time in the abstract realm, with there being a rough balance between concrete and abstract levels of work.

Computers are by nature abstract. When you move a mouse on a computer, the actual movement of the arrow on the screen is many abstract steps removed from your concrete act of pushing the mouse across the pad. Images on a screen are not "real", or concrete: they are virtual; they are simulations of some other real things. For that reason, computers play a minimal role in lower

elementary, mostly used in relation to MCA testing and test prep. The greater abstracting ability and need in upper elementary allow for the slightly increased use of the computer at that level: learning keyboarding, doing some word processing, doing some research on the internet, and getting some lessons in spreadsheets are all appropriate in a limited way.

### Contacting Teachers

The school office is open from 8:00am to 4:30pm during the school year. Teachers may be contacted by email during the school day or a message may be left with the office manager to deliver to the teacher. Teachers are available to meet with parents or guardians before or after school by appointment. An entire staff directory can be found on our website at <https://www.jjlegacy.org/staff-directory>.

### Custody Disputes

In cases where parents are separated or divorced and one parent has legal custody, the school must have proof in the form of a copy of the court order that spells out both custody and visitation rights. Legacy of Dr. Josie R Johnson Montessori must have on file appropriate legal documentation in order to assure compliance with any limiting court order.

### Discipline Policies and Procedures - Elementary

The following Rules of Respect constitute an expectation of behavior by students, staff and parents/guardians/caregivers in their life at Legacy of Dr. Josie R Johnson Montessori (See BEHAVIOR):

1. Respect for self
2. Respect for others
3. Respect for materials, tools and equipment
4. Respect for the environment

Providing our students with an excellent education in a safe environment are our top priorities at Legacy of Dr. Josie R Johnson Montessori. Toward that end, keeping our students in the classroom where learning occurs is a priority. Teachers and students will spend a significant amount of time learning our Rules of Respect and putting those rules into action. Legacy of Dr. Josie R Johnson Montessori is committed to educating the whole child and we understand the work of teaching and learning about respect as key to nurturing student's independence and to creating safe, functioning classrooms. The work of fostering and nurturing positive behaviors takes place throughout the year and our teachers are committed to doing this work in their classrooms.

If students struggle to follow the Rules of Respect, teachers will work closely with them as they learn to make better choices. Our teachers will use a range of positive behavior strategies and interventions to promote, model, and reinforce the Rules of Respect in their classrooms (See BEHAVIOR).

Legacy of Dr. Josie R Johnson Montessori is equally committed to maintaining a safe learning environment for all of our students. If classroom strategies and interventions are not succeeding in creating positive, respectful behaviors that are conducive to promoting a healthy, safe learning environment or if a student's behavior is unsafe and creates an unsafe learning environment, guides will refer students to an administrator.

### Referral to the Principal:

- A. Teachers will send children, who fail to follow these Rules of Respect and refuse to modify their behavior after several in-class interventions have been used, to an administrator with a referral slip. Based on the recommendation of the teacher, as indicated on the referral slip, an administrator will discuss the behavior with the student, call home, decide on a loss of privilege, or some combination of these actions. Including, but not limited to:
- Behavior Plan
  - Talking Circles
  - Peer Mediation
  - Restorative Justice
- B. Any violent or unsafe behavior towards self or others at the elementary level warrants a referral slip to the office with a phone call home. The second time such an incident occurs, the student will be on in-school suspension. The third time, the child will be suspended for one day.

Violent and unsafe behaviors (Level II behavior) include but are not limited to:

- Hitting, kicking, biting, spitting, pinching, etc. (physical aggression)
  - Physical or verbal threats
  - Persistent bullying or intimidation of other students
  - Inappropriate sexual touching
  - Leaving the building or school grounds without permission
  - Purposeful destruction of class materials or equipment that require replacement
- C. A child who has been sent to the office two times in a given day will be sent home on his/her third trip to the office. Within a week of the child's return to school, parents, administrators, teachers, and the child must meet to discuss the child's behaviors and how to support correction of that behavior.
- D. Every child sent to the office must come with a referral slip, which will be filed in the child's file, and the incident will be documented in the child's file.
- E. Extreme or violent acts such as hazing, intentionally injuring another child/adults, or other acts of violence will be met with immediate suspension for two days. The child and family must meet with the staff and the Director in order for the child to be admitted back into school.

## Behavior Plans

The school will take immediate steps to work with a child, along with the child's parent(s), whose behavior is harmful to himself or herself or to the other children in the environment. If there is a child who is repeatedly aggressive or defiant and does not respond to various redirection and discipline methods used, the student will be referred to our Child Find team and a new plan will be made with the family for addressing the difficult behaviors. This may be either a behavior plan or simply research based interventions. This plan will be put into effect and tried for the next month or recommended timeframe. The parents and staff will meet again to assess the plan and evaluate the progress.

## Other Unacceptable Behaviors

There are a number of other unacceptable behaviors (Level I behaviors) that may not constitute an immediate safety threat to our community, but can just as quickly erode the school's culture, the classroom morale, and student's work ethic and passion and enthusiasm for learning. These behaviors will not lead to an immediate referral to an administrator, but if classroom

interventions are not quickly successful in improving student actions, these behaviors will result in a referral to an administrator. These include, but are not limited to:

- Demeaning name-calling (in classroom resolution and requires a good apology, see BEHAVIOR, Tools for Successful Communities, good apology)
- Teasing or purposefully hurting feelings (in classroom resolution and requires a good apology)
- Disrespectful talk to any person (in classroom resolution and requires a good apology)
- Inappropriate talk (swearing or sexual talk) (in class resolution)
- Aggressive play, or any form of guns or weapons “play” (in class resolution)
- Disrupting another child’s work (in class resolution and requires a good apology)
- Consistent noise-making or general classroom disruption (in class resolution and requires a good apology)

Legacy of Dr. Josie R Johnson Montessori staff is committed to trying positive techniques, observing student behavior and recording it, and meeting with families to gain information on how to encourage positive behavior. If, however, a student does not respond to various redirection and discipline methods used the student will be referred to our Child Find team.

### **Behavior Policy - Children’s House**

Lessons in Grace and Courtesy are given to children to help them know how to respond in situations. These lessons include greetings, saying “thank you,” saying “excuse me, this is my work!” telling someone that you don't like their behavior, and so on. These are tailored to the age and developmental level of the child. Toddlers often have aggressive behavior because they do not have language. All inappropriate behavior is identified and gently halted as the child is redirected to constructive behavior. Children are encouraged to avoid rudeness, insults and aggressive behavior. Children are encouraged to use “I” messages to let other children know how they are feeling.

#### **Positive guidance techniques include:**

- Clear and consistent rules
- Allowing children to try and resolve conflicts that are not violent
- Redirection from conflicts toward constructive activity
- Anticipation of problems before they occur
- Offering children alternatives to aggressive behavior, such as walking away, ignoring, or talking through a problem
- Encouragement and avoidance of criticism

If a child is mistreating the materials, they will be directed to put the work away, or lead away from the activity until they are ready to clean up. Legacy of Dr. Josie R Johnson Montessori School employees will provide directly related appropriate and immediate consequences for unacceptable behavior when it occurs in all children in our care. This may range from the positive guidance techniques to having a child separated from the group for a period of time in the prescribed method. The safety of the employee and other children must be ensured.

### **Preschool Behavior Plans**

When guidance and encouragement are not working, a child may be directed to sit apart in the classroom and observe others before going back to work. If a child has behavior that is threatening to others or to the employee they may be separated from the class. Separations

are noted in the separation log, and if the child is separated more than three times in a week, this child will be referred to Child Focus and there may be a request for a conference with the family.

If the consequences, redirection and separations do not have any effect on persistent unacceptable behavior, the teacher and an administrator will recommend that the family seek help and have the child evaluated. After an outside evaluation, a plan will be made with the family and a specialist for addressing the difficult behaviors. This plan will be put into effect and tried for the next month. The parents and employee will meet again to assess the plan and evaluate the progress.

If the unacceptable behavior is very violent, there is a different procedure. The first time a child is overtly violent with another and the employee deems that act unwarranted, the aggressor will be removed from the environment and will speak with the administration and teachers about his or her behavior. If this violent behavior occurs again his/her parents will be notified.

Violent behavior is defined as hitting, biting, kicking, spitting, or excessive teasing.

The third time it happens, the parents will be asked to come pick him/her up immediately. If the parent is not available, the emergency contacts will be called. If this same child commits another aggressive act his/her parents will again be called to come pick him/her up and the child may not re-enter school until his/her parents, administrators, and the involved employee and the social worker have a conference.

If this same child should continue to commit aggressive acts, again his/her parents will be called to come pick him/her up and this time the child will not be able to return to school without enlisting the help of an outside agency to help the child remedy his/her aggressive behavior.

The employee reserves the right to counsel children who have been documented as having persistent unacceptable behavior out of the school, if it appears that, after utilizing outside assistance and working to try a variety of techniques with the child, the unmanageable behavior persists. With elementary children, suspension is also a possibility if the child is violent and a danger to him or herself and others. This might only occur in occasions when the school feels we cannot effectively meet the needs of the child or when parents do not follow up on recommendations of the specialists or employee. This may include children who are highly aggressive or have more involved special needs that may be treated more effectively in another program.

## Donations

Legacy of Dr. Josie R Johnson Montessori is honored to be able to accept donations from individuals, groups or corporations. If you are interested in making a donation to the school, please do so through the office so the procedures in place can be followed. These procedures include submission for Board approval and proper depositing and recording, in accordance with IRS regulations.

It is law that schools accept donations with procedures in place to ensure equity in education. The school will not be able to accept donations that give unequal advantage to a class of students. If

you have any questions about this policy, please see an Administrator. Thank you for your understanding.

### Drug and Alcohol Use

The use of controlled substances and alcohol is prohibited at Legacy of Dr. Josie R Johnson Montessori. Alcohol is never served at Legacy of Dr. Josie R Johnson Montessori functions on campus. All staff and volunteers are given orientation on the drug and alcohol policy during staff and volunteer orientation. Children will not be released to an individual whose ability is considered impaired by alcohol or controlled substances.

### Dual Reporting

In the case of a student whose parents' are not living together, the names and addresses of both parents and guardians will be in the student's file. Unless otherwise decreed in a court order, information commonly made available to parents or guardians of any student will be provided to both parents and guardians.

### Electronic Devices

Legacy of Dr. Josie R Johnson Montessori accepts that technology is pervasive and that many students bring electronic devices to school for either entertainment or safety. Nevertheless, electronic devices can be a distraction in the learning environment thus Legacy of Dr. Josie R Johnson Montessori prohibits students from using electronic devices such as cell phones, tablets, etc. during the school day.

- Legacy of Dr. Josie R Johnson Montessori recommends that students do not bring any electronic devices to school. The school is not responsible for lost or stolen items.
- Electronic devices that are brought to school will be powered off during normal school hours (including break times) and stored out of sight.

Failure to comply with school policies regarding the use of electronic devices will result in the device being confiscated for the day. Repeated violations of the policy to result in the device being turned into the office, a call will be made home explaining that the device is locked in the office until a parent comes to pick it up.

### Emergency Closings

**Emergency school closings due to severe weather or for any other reason will be announced on WCCO and KARE11.** Every effort will be made to send an email, phone call, or text to the primary phone contact for each student. It is very important that parents maintain up-to-date contact information with the school.

Parents should instruct their children where to go if they are sent home from school early. School phones are typically very busy during such emergencies, so advanced arrangements are important. Regular return bus routes are followed.

### Emergency Drills

**Fire drills** (at least 5 per year) are conducted throughout the year at unannounced and varied times. All persons must leave the school in a quick, quiet and orderly fashion. Students will file to their designated locations and each teacher will take roll to account for each student in their classroom. At least once per year there is a fire drill that includes relocation to the school's evacuation location.

Evacuation Location: Hope Lutheran Church (5200 Emerson Ave N, Minneapolis, MN 55430)

**Tornado drills** (at least 1 per year) are conducted throughout the year at unannounced and varied times. Students will file to their designated locations in a quick and quiet fashion. Teachers will take attendance to account for each student in their classroom. If a tornado warning is in effect when school is in session, students will not be dismissed until the warning has been lifted. If disaster occurs and students are not able to return to the school building, radio announcements will inform parents or guardians where their children have been taken for shelter.

**Lock-down drills** (at least 5 per year) are conducted throughout the year at unannounced and varied times. Based on the specific nature of the lock-down drill, the students will file to designated locations in a quick and quiet fashion. These drills are meant to prepare staff and students for the potential need to react to an emergency situation.

### **Extended Day Child Care - Children's House**

**Before and After Care:** Legacy of Dr. Josie R Johnson Montessori offers before and after school care programs for Children's House students. Hours for the program are from 7:15 a.m. to 8:45 a.m. and 3:45 p.m. to 5:30 p.m.. The cost and forms are available from the office. General sign-up is done at the beginning of each school year. Drop in care is available on a space-available basis. Please notify the school as far in advance as possible, and note that drop-in may not be permitted, depending on the number of children in the program that day.

Parents and guardians are required to come into school to sign their children in and out of the Program in order to guarantee the safety of children and to assist us with accurate billing of fees. Parents or guardians are asked to list other people who will be allowed to pick up their children from the Program.

**Late Policy:** All PM Extended Day children must be picked up by 5:30 p.m. If you do not pick up your child by 5:40 p.m., you will be charged \$1.00/minute for any time after 5:40 p.m. that you are late. Please call ahead of time if you anticipate a problem, however there still will be a charge.

### **Field Trips (Riding)**

Field trips are an important use of community resources to supplement the objectives taught in the curriculum. All field trips will be chaperoned by teachers, staff members and parents. A Field Trip Notification Form with a Parent Permission Statement will be distributed to students before each field trip. Legacy of Dr. Josie R Johnson Montessori may request a donation to help defray the entrance fee and transportation cost of the field trip.

If a permission slip is not returned by the due date, the student will be unable to attend the field trip. All students are expected to be a part of a field trip; however, any student whose behavior has been routinely inappropriate will remain at school.

Parents or guardians who accompany students for field trips are required to complete the school volunteer forms and have a completed Background Check on file.

### **Field Trips (Going Out - Walking)**

The concept of "going out" is very important to Montessori elementary programs. It means that we want to start to see the world at large as part of our classroom, part of our environment, and to go out into it as a routine part of a fuller, richer, broader learning experience.

These trips are short, generally to local businesses or points of interest relating to work the children are doing in the classroom. This feature of our program is important, and we would like all children to participate, but it is ultimately optional for parents. Children will only be allowed to participate in these trips if the Walking Field Trip permission slip or verbal permission is granted.

## Food Service Plan

Healthy and nutritious food is part of the mission of Legacy of Dr. Josie R Johnson Montessori. Legacy of Dr. Josie R Johnson Montessori caters breakfast, lunch and after school snacks. Table manners and courtesy are expected of all students. Students eat in the gym or classrooms. Proper hand washing procedures will be followed as well as proper sanitation procedures. Dishes and utensils will be washed and then sanitized after each use. Teachers handle food in an area approved by the health department.

## Dietary Needs

Please make sure that all food forms are filled out during the enrollment process and indicate if your child has any specific dietary allergies or restrictions immediately to the main office.

### Toddler and Preschool:

For both toddler and preschool students, there is no charge for meals as it is included in the tuition charge.

### Elementary (K-6):

- Breakfast is served to elementary students who have pre-ordered and is served at 8:30am. All Kindergarteners eat breakfast free.
- Regular lunch for all students Kindergarten through 6<sup>th</sup> grade (which includes milk) unless the student qualifies for Free lunch through the Federal Food School Lunch program. Families are encouraged to fill out the Family Income statements that are given out at the beginning of the school year. This also helps the school get other financial benefits for our program. Lunch is also done on a pre-order and pre-pay basis.
- Breakfast and Lunch menus are sent once per month. Parents and guardians need to use this menu to pre-order and pre-pay for the coming month.
- **There are NO microwaves available to students for lunch.** Students are encouraged to eat hot lunch; however should your child bring a lunch from home they will need to eat it as it comes.

## Gum/Candy Chewing

Gum/candy chewing is prohibited in all communities at Legacy of Dr. Josie R Johnson Montessori. Please do not send such items with your child for snack or lunch.

## Harassment

It is the goal of the school to provide a working and learning environment that promotes equal opportunities and is free of harassment in which the dignity of all individuals is respected. Therefore, it shall be a violation of school policy for any student or personnel to harass a student or any employee as defined by school policy, or to inflict, threaten to inflict, or attempt to inflict violence on any student or school personnel.

All members of the school—staff and students—are responsible for helping to ensure that individuals do not suffer any form of harassment and that they are encouraged and supported in any legitimate complaint. The school will act to investigate all complaints, formal or informal,

verbal or written, of harassment or violence and to discipline or take appropriate action against any student or personnel who is found to have violated this policy.

## Head Injury

In the event of a student incurring a head injury of any type, school staff will notify a parent within 60 minutes of the injury. Parents will then have the option of seeking additional care or permitting staff to continue to monitor and care for the student. If a parent is not available, a message will be left at all phone numbers connected to the parent(s). Staff will attend to the injuries and apply first aid. If staff determines the student needs additional medical care and no parent can be reached, emergency personnel will be called.

## Head Lice

Anyone can get head lice. Head lice are very small, brownish-colored insects that live on the head. Lice are difficult to get rid of and it typically takes at least two weeks to rid a home of lice.

1. A student found to have live lice will be immediately referred to parents for treatment and may return to school following treatment.
2. A student found to have nits will be referred to parents at the end of the school day for treatment and may return to school following treatment.
3. Notification of families in impacted classes will occur through teacher notification system.
4. The school reserves the right to conduct class-wide or school-wide “head searches” of students.

## Health

Parents or other pre-designated adults will be called if a child is found to be sick while attending school. The school requests that parents provide two alternate telephone numbers to call so that an adult can be reached should a child need to be released from school. The teacher has the authority to send any child home if he/she believes a child is too sick to be in the classroom or that the child's illness may jeopardize the health of the other children in the class.

Please let us know if your child has a contagious disease. We are obligated by state law to inform other parents that a contagious illness has been diagnosed in the classroom. Children with the following conditions must be excluded from school:

- Chicken pox, until they have crusted over
- More than three loose stools in one day, or since admission in the morning
- Diarrhea that is uncontrolled or infectious
- Vomiting since admission or within the last 24 hours
- Contagious conjunctivitis or pus draining from the eye
- Bacterial infections such as streptococcal pharyngitis (strep) or impetigo until the child has been on antibiotics for 24 hours
- Lice, ringworm, or scabies that is untreated or contagious to others
- Significant respiratory distress
- A temperature of 100 degrees Fahrenheit or higher
- An undiagnosed rash that seems to be related to contagious illness
- Unexplained lethargy or failure to be able to participate

Parents are required by Minnesota Law to inform the school of any infectious communicable disease within 24 hours, exclusive of holidays or weekends.

At Legacy of Dr. Josie R Johnson Montessori we do our best to avoid illness by making hand washing an essential part of each day. Children wash hands after they use the bathroom or are changed, before and after meals, before they set the table or prepare food, when their hands look or smell dirty, or after they touch pets. When we know of a contagious illness in our community, we will notify families of any contagious illness that occurs in your child's classroom or in the school by sending home a fact sheet about the illness.

If a child has any signs of illness, such as pinkeye, skin rash, fever, sore throat, etc., please keep the child at home. The child's fever needs to be normal for 24 hours before the child may return to school. A child that has vomited at school or at home must be kept out of school for a full 24 hours. If your child requires a throat culture for strep, he or she should remain home while waiting for the results. If strep is diagnosed, the child must stay home for 24 hours after starting to take antibiotics. If an accident occurs requiring emergency medical care, we will call 911 immediately. There is always a staff person on duty that is trained and certified in first aid and cardiopulmonary resuscitation (CPR).

Children experience minor accidents and variations in how well they feel from day to day. The teachers do their best to minimize accidents and handle sickness sympathetically and reasonably. When accidents and illnesses that are clearly very minor occur, teachers help to process the learning that comes from them. If it is clear that the situation warrants it, 911 will be called. In the case of a 911 call or head trauma, parents will always be contacted immediately.

In most accident/illness situations that do not require a 911 call, a call to the parents is routine. The purpose of the call may be to let the parents know that their child is not well enough to be in school, and to come and pick up their child. If, in the teacher's judgment, the child is well enough to stay in school, the teacher, assistant, or office staff will call just to let the parents know what has happened. The parent has the option of taking the child home in such situations.

If a parent cannot be reached by phone, the staff person will leave a message, monitor the situation, and update a course of action depending on conditions, as they continue to call to try to speak directly with a parent about the situation. **It is vitally important that parents provide the office with current contact information including telephone numbers.** This ensures that parents can always be reached in case of an emergency as well as in a minor accident/illness situation.

## Immunizations

In accordance with the School Immunization Law, students are required to provide an immunization record showing they have received the proper immunizations against diphtheria, tetanus, pertussis, measles, mumps, rubella, varicella and polio. Most children have already had these shots and only need a DPT and Polio booster when they are five years of age. TD (tetanus-diphtheria) boosters are recommended every 10 years for everyone. Minnesota's school immunization law also requires that seventh and twelfth graders in Minnesota must provide written proof that they have had a second dose of MMR vaccine, in addition to the MMR vaccination that is given in early childhood.

Upon admission a Health Care Summary must be filled out that includes the date of the child's most recent physical exam (within six months) and must be signed by the child's health care provider. The school may permit a thirty-day grace period for students transferring into school. All others are expected to be in compliance on the first day of school. Immunization requirements can

be waived for medical reasons or for those who are conscientiously opposed to immunizations. Please obtain the necessary form for notarization from the school office.

If your child has a medical reason for not being immunized or if you conscientiously object to any or all immunizations, you are required to have a signed and notarized statement on file at school.  
Instructional Materials

### Licensure

- Legacy of Dr. Josie R Johnson Montessori is a licensed child care center, licensed by the state of Minnesota. We are licensed for preschool education and elementary afterschool programs. If a parent has a question about the licensure they may call the Department of Human Services licensing at (651) 296-3971.
- Legacy of Dr. Josie R Johnson Montessori Elementary is a free public charter school and is authorized by Audubon Center of the North woods. Our Elementary program is monitored by ACNW, and the state and federal governments.

### Lockers/Cubbies

Children's House and Elementary students have lockers or cubbies. No student is to switch or share a locker with another student. Each student will be held responsible for the condition of the locker/cubby assigned to him/her and for the contents of that.

### Lost and Found

The school maintains a lost and found. Please label your child's belongings carefully, and try to locate the item immediately upon discovering it is lost. Use caution in allowing articles of sentimental or monetary value to be brought to school. After an announcement in the Weekly Update, items in lost and found will be donated or disposed of twice a year.

### Media Release

Dr. Josie R Johnson Montessori maintains a website on the internet and uses pictures and video of students participating in classroom activities, field trips and special school events. We also use photos and videos of students in the yearbook and if Dr. Josie R Johnson Montessori is featured in the press.

Acknowledgement for the statement above has been indicated and recorded in the schools student information system, JMC and gives the absolute right and permission to copyright and/or use photographs, and/or portraits of my family and myself or in which the school may be included in whole or part, or composite, distorted in character or form, in conjunction with the school's name or a fictitious name or reproduction thereof, in a color or otherwise, made through media, for art, advertising or any other lawful purpose whatsoever.

### Medication

If your child needs to take medication during the school day, a doctor's written order must be obtained for prescription and over-the-counter medications (including ibuprofen or cough drops). In addition, the parent must complete a form entitled "Permission to Administer Medication" and give the medication to the office for placement in a locked cabinet until administration.

Prescription medications must come to school in the prescription bottle with the doctor's name on it. Over-the-counter medications must be in the original packaging with the name of the medication on the packaging.

Please call the school if medication is being sent with your child so we may receive it appropriately.

## Observations in the Classroom

You are encouraged to come and observe your child's class and other classes as well. As movement to the next level approaches (i.e. from CH to lower elementary, from lower elementary to upper elementary), it is very important for you to observe the level that your child will be moving to.

Visiting observers will be escorted to each classroom and shown where to sit. It is important that the observers remain seated and observe the activities of the classroom, both out of respect for the children and to help them gain a more accurate picture of a Montessori environment.

## Outdoors

Students must be prepared to go outside every day, that is, they should be in good health and be dressed appropriately. Classes generally go outside at least once a day, except in dangerous weather or if the temperature is below -10 degrees F. Students may be allowed to stay in for special health reasons (such as hay fever on a high-pollen day, confirmed in writing by a physician). However, **if a child is too ill to go outside, they are also too ill to be in school**, and should stay home or be taken home.

When outside, students are to go inside only with the permission of the adult on duty. Snow or ice is not to be thrown in any form. Organized games are encouraged and should be played in an agreed-upon location of the playground. If children do not conduct themselves according to the rules or in a respectful way, the staff may prohibit a child from continuing, or suspend the game.

## Parent Expectations

You can help set the Stage for Learning: The most important thing parents can do is to provide a healthy home in which learning is valued. A child's school experience is set for success when the child lives in a stable, safe home, is fed healthy food, and gets good, ample sleep.

**Communication:** We need parents to read our newsletters and other communication we send out, and we pledge to listen to parents' questions and concerns.

**Permission:** We are very busy with lots of activities, some of which unavoidably come up on short notice. We need parents to confirm their permission for their child to participate (they can also deny permission, of course!) in a timely manner.

**Attending Parent Education Sessions:** Montessori is a unique, profound methodology that can be counterintuitive. We offer Montessori for Parents nights to inform parents about Montessori philosophy, materials, and techniques, and to show how they are inextricably linked and revealing of one another. **Families are expected to attend at least one parent education event each year.**

**Volunteering:** Volunteering in a Montessori school may be different from schools practicing other methodologies. For example, typically we think that if a child is not capable of a developmentally appropriate practical life or academic task, the child needs a lesson in a related material from the teacher. We believe that "help" from a non-teacher often results in the child's becoming dependent on the help, rather than self-sufficient, which is where the teacher's lesson and the child's subsequent work would lead. So typically our volunteer tasks

are not helping students so much as helping the teacher prepare for giving lessons in an optimal environment. The exact nature of the volunteer tasks varies from teacher to teacher.

**Attending Conferences:** It is vitally important that parents attend the two main conferences each year, one in the fall and one in the spring. Additional conferences are scheduled as needed.

### Parent/Teacher Conferences

Parent/Teacher Conferences are one of our most important channels of communication between school and home. You'll get the most out of your conference if you 1) arrive on time; 2) make a list before you come of items you want to discuss or questions you'd like answered; 3) ask for clarification of any information the teacher gives that you don't understand; 4) follow-up with the teacher in the weeks to come. Watch for notices from your child's teacher for information about conferences.

### Parking Lot Safety

Student pick up is in the parking lot at the back of the school. Please follow the signs and procedures to ensure a safe flow of traffic.

During drop-off and pick-up, buses have the right of way and all other vehicles must pause and allow buses to leave the student zone.

If you exit the school and there are several buses parked and waiting for students, it is important that you and your child do not walk between buses. Bus drivers can't see individuals in those areas and you are also not visible to vehicles on the parking lot side.

### Pets

Legacy of Dr. Josie R Johnson Montessori does have pets in classrooms and they are living as humanely as possible. All classroom pets are in good health and have had shots if required. Children are instructed in how to handle each pet, if it is a pet that can be handled. We try to keep pets that most children do not have allergies to, but parents should inform teachers if their child happens to be allergic to various types of animals.

### Placement in Classrooms

The placement of students is an administrative decision with input from teachers. The below information outlines three procedures regarding A) placement in one of the three Children's House classes, lower elementary classes (first year) or upper elementary classes (fourth year) at a time when there are several openings; B) the reconsideration or appeal of placement decisions; and C) placing of siblings together in one class.

We gather all the information we can get on children we are placing in our schools. For new students, most of that information comes from the parents. For fourth year students, we generally have a great deal of information from their lower elementary experience.

The principles of placement are the same at all levels: The teachers gather as a team with all of the information they can get about the students and do the placement with these principles in mind:

1. Balance the genders and ages in each class as well as possible;
2. Try to split children who seem to have a negative or overly-dependent relationship;
3. Try to put children together who would benefit from a closer relationship;

4. Distribute children with special- and high-needs as evenly as possible among the three classes.

We realize that parents may have a preference of which of the teachers they want their child to have. If they have voiced a preference, and all other things are equal, we may just as easily honor that preference as not. However, the four principles come first, and so usually preference is not factored into placement. We truly hope that parents can understand, especially with this summary of our process, that to factor in preference would make this principle-based process impossible, resulting in classes that are out of balance, contain relationships that are detrimental to the children involved, and which contain an unwieldy presence of children with special and high needs.

If, after our announcement of placement decisions for the coming year (typically made with the summer letter in July), we are informed of factors that pertain to the placement but which we were unaware of in the process of making the placement, we will reconsider the placement decision. For the reasons stated above, parent preference is not a factor we would base reconsideration on.

If the factor pertains to a genuine incompatibility of the child (a condition, or pronounced tendency in the child's psychology or physical well-being) with the environment he/she has been placed in, we will reconsider the placement. We reserve the right to make the final decision as a teaching staff.

## Playground Rules

Children and adults at Legacy of Dr. Josie R Johnson Montessori are expected to follow the four Rules of Respect in all places in the school. These rules and how they might be interpreted as follows:

- Respect for Self: Being careful and using the play equipment as it is designed to be used, and wearing appropriate clothing is important, as it is to just have fun!
- Respect for Others: Play safely and watch out for others, not throwing things, taking turns, helping others, and including others in your play are all part of respect for others on the playground.
- Respect for Materials, Tools, and Equipment: Use all playground equipment and tools for their intended purpose and take care of materials by cleaning them up when the classroom goes inside.
- Respect for the Environment: All students and adults must be encouraged to throw trash in proper containers, and take care of plants and trees. Children help plant and maintain the gardens at Legacy of Dr. Josie R Johnson Montessori and also water outdoor plants.

## Policies

The Legacy of Dr. Josie R Johnson Montessori Boards of Directors may revise, remove or add policies at any time. Parents will be informed of these changes.

## Prohibited Actions by Adults

At Legacy of Dr. Josie R Johnson Montessori the students are treated with the great respect that all children deserve. The actions and language of adults must be respectful. We are aware that to change difficult behavior, children must be around adult models that treat children and other adults with integrity. Therefore, we avoid punishment and try to redirect behavior.

Under no circumstance will any adult in the building ever:

- Resort to corporal punishment, which includes but is not limited to rough handling, shoving, hair or ear pulling, shaking, slapping, kicking, biting, pinching, hitting or spanking.
- Subject a child to emotional abuse which includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child, using language which threatens, humiliates, or frightens the child.
- Yell at a child.
- Punish a child for lapses in toilet training.
- Withhold food, light, warmth, clothing, or care as a punishment for unacceptable behavior.
- Physically restrain or mechanically restrain a child other than to hold a child to protect that child or others from harm.
- Separation from the group except within the rule guidelines.

Any staff person found to be engaging in any of the above mentioned behaviors will be subject to disciplinary action or termination. All adults are expected to treat children with respect and follow the expectations when they are at Legacy of Dr. Josie R Johnson Montessori.

### **Pupil Fair Dismissal Act**

Public elementary schools in Minnesota are governed by the Pupil Fair dismissal act which assures that students will not be unfairly asked to leave a school, or be suspended without cause. Information on this law is available on the Minnesota Department of Education website.

### **Safety and Security**

Children are permitted freedom of movement within their classroom and the school building. They are not allowed to leave the building without being accompanied by an adult. The safety of each child is our concern. We try to make sure that our building is secure and that the children are well protected.

**If there is a person who should not be allowed to pick up your child, please inform the school in writing.** Systems are in place so that the safety of each child is maintained.

### **School Loan Materials**

Textbooks, workbooks, library or other materials are the responsibility of the student. It is our policy to charge students up to the replacement cost of any materials or books which are lost or damaged as a result of neglect or carelessness.

### **School Pictures**

Legacy of Dr. Josie R Johnson Montessori contracts annually to have pictures taken of each child early in the school year. Information regarding prices, times, and dates is distributed to parents.

## School Records

A permanent record of each student is kept on file in the school office. The records include the following information: progress reports, results of standardized tests and attendance records. A separate health record with immunizations and screening reports is kept on file for each student. There is also a file containing any records related to special education services. A conference to review your child(ren)'s file may be arranged by contacting the Principal.

## Smoking

Legacy of Dr. Josie R Johnson Montessori is a smoke-free environment. Smoking is not permitted anywhere on the premises in accordance with a Minneapolis ordinance.

## Special Education

Legacy of Dr. Josie R Johnson Montessori provides all special education services for students that qualify for services. If you have concerns about your child's developmental or academic progress, please consult your child's teacher.

## Student Responsibilities

All students have the responsibility to:

- attend school daily except when excused, and to be on time to class;
- take and complete courses of study required by the state;
- make up work when absent from school;
- be aware of and comply with state, federal and local laws;
- willingly volunteer information in disciplinary cases and cooperate with the school staff should students have important knowledge relating to these cases;
- respect the property of others;
- dress and groom to meet fair standards of safety and health and to avoid disrupting the educational process; and,
- express ideas in ways that will not offend or slander others.

Students are responsible for following behavior expectations. The school may take disciplinary action resulting from:

- truancy (absence unapproved by parents or school);
- property violations such as unauthorized use of school property, damage or destruction of school property, theft, vandalism, arson, etc.;
- assault, fighting, harassment, etc.;
- abusive, threatening, profane or obscene language; racial, ethnic, religious or sexual slurs; degrading remarks, spoken or written;
- defiance, cheating, bomb threats, disobedience and disrespectful behavior;
- violation of transportation rules, parking lot/school traffic rules;
- slander or libel;
- attire or grooming which creates danger to health or safety or disrupts the educational process;
- sexual, racial or religious harassment or violence;
- use, consumption, possession or selling dangerous or nuisance substances on school property, at school-sponsored activities or away from school that lead to dangerous or harmful activities on school grounds. Examples of such substances or articles include but are not limited to: alcohol, drugs, inhalants, tobacco; possession of a weapon or firearm on school grounds or at school activities. Examples of weapons include, but are not limited to: firecrackers, pea shooters, stink bombs, smoke bombs, knives of any size, clubs, metal knuckles, throwing stars,

rockets, stun guns, mace, pellet guns, etc. Examples of firearms include but are not limited to guns, (loaded or unloaded, functional or non-functional), explosives, rockets, bombs, grenades, etc. activities inappropriate in a school setting (e.g. gambling); violation of other school rules, policies, procedures; violation of any federal, state or local law.

Actions the school may take following these violations may include, but are not limited to:

- student conference;
- parent contact;
- parent conference;
- family group counseling;
- personal and/or financial restitution toward victims;
- suspension from co-curricular activities;
- detention;
- conflict resolution;
- restorative justice;
- talking circles;
- peer mediation;
- schedule adjustments;
- removal from class;
- referral to community services or outside agencies;
- assignment to alternative education program;
- suspension from school (in-school or out-of-school);
- expulsion/exclusion from school for a period that may be as long as 365 days or more.

## Student Rights

All Legacy of Dr. Josie R Johnson Montessori students have the right to:

- a free and full education and the right to learn;
- equal educational opportunity and freedom from discrimination;
- freedom of inquiry and expression within the parameters of responsibilities listed above;
- privacy, in accordance with data privacy laws;
- participate in student activities;
- be informed of school rules.

## Technology Use

Students at Legacy of Dr. Josie R Johnson Montessori utilize technology to search for information or create products to meet their educational needs and to communicate with other individuals in the pursuit of learning. Students with exceptional needs are assured equitable access to all technology of Legacy of Dr. Josie R Johnson Montessori. Community members in Legacy of Dr. Josie R Johnson Montessori may also be granted access needed to support the mission of Legacy of Dr. Josie R Johnson Montessori.

The use of technology in support of learning and consistent with the educational objectives of Legacy of Dr. Josie R Johnson Montessori. Occasional and incidental personal use is allowed. Any use of technology that adversely affects learning, teaching, or the operation of the school is prohibited and will be dealt with in accordance with applicable laws, or employee or student policies. Any use that jeopardizes district resources is also prohibited.

Legacy of Dr. Josie R Johnson Montessori seeks to provide safe internet access for students and staff, free from visual depictions that are obscene, contain child pornography, or are deemed

harmful to minors. To reach this goal, the district has the right to place reasonable restrictions on the material accessed or posted through the system. Students and staff are expected to follow the rules set forth in Legacy of Dr. Josie R Johnson Montessoris' policies, procedures, and the law in the use of the school's internet services.

## Toys

Children may not bring toys to school or into the classroom. Toys in school tend to cause a distraction from children's work during the day. Books or other educational material that might be of interest to all children are welcome. Please be sure that your child's name is clearly marked on all books.

## Truancy

Truancy is defined as absence from school with no legitimate purpose. Truancy laws apply to students who attend grades one through grade six at Legacy of Dr. Josie R Johnson Montessori Elementary. Two degrees of truancy are recognized by Minnesota statute: "continuing truant" and "habitual truant":

### Continuing Truant

According to MN Statute 260A.02 Sub.3., a 'Continuing truant' means a child who is subject to the compulsory instruction requirements of MN Statute 120A.22 and is absent from instruction in a school without valid excuse within a single school year for:

- o Three days if the child is in elementary school

### Habitual Truant

According to Minnesota Statute 260.015 Sub 19., a "habitual truant" is a child under the age of 16 years who is absent from school "without a lawful excuse for seven days if the child is in elementary school..."

### Procedures for Truancy

The third unexcused absence will result in the implementation of MN Statute 260A.03: "Notice to parent or guardian when child is a continuing truant." An administrator will inform the parent that the child is truant. The parent or guardian should notify the school if there is a valid excuse for the child's absence. The parent or guardian is obligated to require the attendance of the child at school. Parents who fail to meet this obligation may be subject to prosecution. This notification serves as the notification required by Minnesota Statute 260A.03. The parent or guardian has the right to meet with the school administration to discuss a solution to the child's truancy. If the child continues to be truant, the parent and child may be subject to juvenile court proceedings.

The fourth unexcused absence will result in a meeting with an Administrator and may include representatives from the Police Department, Court Services, and/or Social Services. At this meeting it may be determined that a truancy petition will be filed with the court administrator and a Child Protection Report may be filed with the Department of Human Services.

If truanancies continue after meeting, the Administrator may initiate further action. After seven truanancies, the child will be designated a habitual truant and a truancy petition will be filed with the court administrator and a Child Protection Report will be made to the Department of Human Services.

## Visitors

Parents or guardians are welcome to visit Legacy of Dr. Josie R Johnson Montessori at any time.

In order to keep the school environment secure, parents and guardians must sign in at the school office and obtain a visitor or volunteer badge before going to your child's classroom.

## Website

Legacy of Dr. Josie R Johnson Montessori maintains a website on the Internet and uses it to share school news and updates as well as parent, school board, and staff information. We encourage parents to visit the website often to stay up-to-date on school information. The website is [www.jjlegacy.org](http://www.jjlegacy.org).

## Withdrawals

The following applies to students who transfer from Legacy of Dr. Josie R Johnson Montessori:

- The school office should be notified in advance if parents are planning to move or planning to transfer their child to a different school.
- A Request for Record Transfer must be completed at the new school by the parent or guardian to allow the transfer of student records.
- Official school records are not given to parents or guardians but are forwarded directly to the receiving school.

## Montessori Resources

Some of these materials are available to check out from the parent resource center at Legacy of Dr. Josie R Johnson Montessori:

### Books About the Montessori Method

- Montessori for Parents by Dorothy Canfield Fisher
- The Montessori Approach to Special Education by Lena Gitter
- Teaching Montessori in the Home: Preschool Years by Elizabeth G. Hainstock
- Teaching Montessori in the Home: School Years by Elizabeth G. Hainstock
- Maria Montessori: A Biography by Rita Kramer
- Montessori: A Modern Approach by Paula Polk Lillard
- Montessori Today by Paula Polk Lillard
- Montessori and Your Child by Terry Malloy
- Maria Montessori: Her Life and Work by E.M. Standing
- A Parent's Guide to the Montessori Classroom by Aline D. Wolf

### Books by Maria Montessori

- The Absorbent Mind
- To Educate the Human Potential
- The Formation of Man
- From Childhood to Adolescence
- The Montessori Method

- Dr. Montessori's Own Handbook
- The Secret of Childhood

## DICTIONARY by Annette Haines

### **Absorbent Mind**

A mind able to absorb knowledge quickly and effortlessly, Montessori said the child from birth to six years has an “absorbent mind.”

### **Adaptation**

Related to the idea of an absorbent mind, it is a special power of the young child that can be called the power of adaptation. This power is a process whereby the young child absorbs the culture of her time and place, taking in all the spirit, the customs, the ambitions and attitudes of a society simply by living in that society.

### **Analysis of Movement**

A technique used by Montessori teachers. When showing a complex action to a child, the adult breaks it down into parts and shows one step at a time, executing each movement slowly and exactly. The action thus becomes a sequence of simple movements and the child has a greater chance of success when "given the liberty to make use them." (Montessori)

### **Children's House**

The English name for Montessori's *Casa dei Bambini*. A place for children from 3-6 years in which to live and grow. Everything necessary for optimal human development is included in a safe and secure environment.

### **Classification**

Sorting. Allocating or distributing according to common characteristics. The young child engages in classification activities because the process is essential for the construction of the intellect. The Montessori classroom offers many opportunities for classification.

### **Concentration**

The act of concentrating. The young child focuses his or her attention on aspects of the environment essential for development. From a Montessori perspective, concentration is “a consistent activity concentrated on a single work—an exercise on some external object, where the movements of the hands are guided by the mind.” Deep engagement.

### **Concrete to Abstract**

A progression both logical and developmentally appropriate. The child is introduced first to a concrete material that embodies an abstract idea such as size or color. Given hands-on experience, the child's mind grasps the idea inherent in the material and forms an abstraction. Only as the child develops is she gradually able to comprehend the same idea in symbolic form.

### **Control of Error**

A way of providing instant feedback. Every Montessori activity provides the child with some way of assessing his own progress. This puts the control in the hands of the learner and protects the

young child's self-esteem and self-motivation. Control of error is an essential aspect of auto-education.

### **Coordination of Movement**

One of the major accomplishments of early childhood. Through the child's own activity, she refines her muscular coordination and consequently acquires increasingly higher levels of independent functioning. Because of this developmental need, children are drawn to activities which involve movement and especially to pastimes which demand a certain level of exactitude and precision.

### **Creativity/Imagination**

Imagination involves the forming of a mental concept of what is not actually present to the senses. Creativity is a product of the imagination and results from the mental recombining of imagined ideas in new and inventive ways. Both are dependent on mental imagery formed through sensorial experience.

### **Cycle of Activity**

When engaged in an activity which interests them, little children will repeat it many times and for no apparent reason, stopping suddenly only when the inner need which compelled the child to activity has been satisfied. To allow for the possibility of long and concentrated work cycles, Montessori advocates a 3-hour uninterrupted work period.

### **Development of the Will**

The ability to will, or choose something with conscious intent, develops gradually during the first phase of life and is strengthened through practice. The Montessori environment offers many opportunities for the child to choose. Willpower, or self-control, results from the many little choices of daily life in a Montessori school.

### **Deviations**

Behavior commonly seen in children that is the result of some obstacle to normal development. Such behavior may be commonly understood as negative ( a timid child, a destructive child, etc.) or positive ( a passive, quiet child). Both positive and negative deviations will disappear once the child begins to concentrate on a piece of work freely chosen.

### **Discipline from Within**

Self-discipline. The discipline in a well-run Montessori classroom is not a result of the teacher's control or of rewards or punishments. Its source comes from within each individual child, who can control his or her own actions and make positive choices regarding personal behavior. Self-discipline is directly related to development of the will.

### **Exercises of Practical Life**

One of the four areas of the Montessori prepared environment. The exercises of practical life resemble the simple work of life in the home: sweeping, dusting, washing dishes, etc. These purposeful activities help the child adapt to her new community, learn self-control, and begin to see herself as a contributing party of the social unit. Her intellect grows as she works with her hands; her personality becomes integrated as body and mind function as a unit.

### **False Fatigue**

A phenomenon observed in Children's Houses around the world—often at approximately 10 am. The children seem to appear to lose interest in their work, their behavior becomes disorderly and

the noise level rises. It may appear as if the children are tired. However, if the directress understands this is simply *false fatigue*, she will allow the children to return to work on their own, and their work will be at an even higher level than before.

### **Grace and Courtesy**

An aspect of practical life. Little lessons which demonstrate positive social behavior help the young child adapt to life in a group and arm him with knowledge of socially acceptable behavior: practical information, useful in both in and out of the school.

### **Help from Periphery**

The periphery is that part of the child that comes into contact with external reality. The child takes in impressions through the senses and through movement. Help from the periphery means presenting objects and activities in such a way so as to evoke purposeful movement on the part of the child. “We never give to the eye more than we give to the hand.” (Standing,)

### **Human Tendencies**

A central tenet of Montessori philosophy is that human beings exhibit a predisposition towards exploration, orientation, order, abstraction, work, self-perfection, communication and a spiritual life. These tendencies are universal, spanning age, cultural and racial barriers; they have existed since the dawn of the species and are probably evolutionary in origin.

### **Independence**

Not depending on another—“with various shades of meaning” (OED). Normal developmental milestones, such as weaning, walking, and talking, can be seen as a series of events which enable the child to achieve increased individuation, autonomy and self-regulation. Throughout the four planes of development, the child and the young adult continuously seek to become more independent. It’s as if the child says, *Help me to help myself*.

### **Isolation of a Difficulty**

Before giving a presentation, the Montessori teacher analyzes the activity she wants to show the child. Procedures or movements that might prove troublesome are isolated and taught to the child separately. For example, holding and snipping with scissors, a simple movement, is shown before cutting curved or zigzag lines; folding cloths are shown before table washing, an activity requiring folding. A task should neither be so hard that it is overwhelming, nor so easy that it is boring.

### **Indirect Preparation**

The way nature has of preparing the intelligence. In every action there is a conscious interest. Through this interest the mind is being prepared for something in the future. For example, a young child will enjoy the putting together of various triangular shapes, totally unaware that because of this work his mind will later be more accepting of geometry. Also called *remote preparation*, the deeper educational purpose of many Montessori activities is remote in time.

### **Language Appreciation**

From the very first days in the Montessori classroom, children are given the opportunity to listen to true stories about known subjects, told with great expression. Songs, poems and rhymes are a part of the daily life of the class. The teacher models the art of conversation and respectfully listens to her young students. Looking at beautiful books with lovely, realistic pictures is also a part of language appreciation.

## Learning Explosions

Human development is often not slow and steady; acquisitions seem to arrive suddenly, almost overnight, and with explosive impact. Such learning explosions are the sudden outward manifestation of a long process of internal growth. For example, the explosion of spoken language around two years of age is the result of many months of inner preparation and mental development.

## Mathematical Mind

All babies are born with mathematical minds. They have a propensity to learn things which enhance their ability to be exact and orderly, to observe, compare and classify. Humans naturally tend to calculate, measure, reason, abstract, imagine and create. But this vital part of intelligence must be given help and direction for it to develop and function. If mathematics is not part of the young child's experience, his subconscious mind will not be accepting of it at a later date.

## Maximum Effort

Children seem to enjoy difficult work, work which tests their abilities and provides a sense of their growing power. They exult in giving their maximum effort. For example, a tiny child will struggle to carry a tray with juice glasses or push a heavy wheelbarrow whereas school-age children, if allowed to make up their own problems, will prefer to sink their teeth into a challenging equation  $(1+2+3+4...+10)^2$  rather than drill on  $3+5=$ \_\_ and  $6+2=$ \_\_.

## Memory Games

During the 3-6 year-old period, children are building their memory. Sensorial games provide children an opportunity to strengthen their mental muscles. A typical game goes like this: A child picks up a geometric shape from a drawer, lightly traces the shape with her fingers and then sets it back on the table. She then must carry that shape in her mind as she walks across a room full of distractions and finds its match among a set of cards at the opposite end of the room. Games like this build visual memory, a key component of reading. Similar games can be played in other sensory modes, such as the auditory and tactile.

## Mixed Ages

One of the hallmarks of the Montessori method is that children of mixed ages work together in the same class. Age groupings are based on developmental planes. Children from 3 to 6 years of age are together in the children's House; 6 to 9 year-olds share the lower elementary and the upper elementary is made up of 9 to 12 years old. Because the work is individual, children progress at their own pace; there is cooperation rather than competition between the ages.

## Normalization

If young children are repeatedly able to experience periods of spontaneous concentration on a piece of work freely chosen, they will begin to display the characteristics of normal development: a love of work, an attachment to reality, and a love of silence and working alone. Normalized children are happier children—enthusiastic, generous, and helpful to others. They make constructive work choices and their work reflects their level of development.

## Points of Interest

Montessori realized that if children spent too long a time on a complex task or failed to master the necessary details, the exercise would cease to interest them. Therefore, she suggested that points of interest be interspersed throughout each activity. These points guide the child toward his or her goal and stimulate repetition and interest by offering immediate feedback, or what Montessori

called “control of error.” The child’s performance becomes refined through trial and error, the *points of interest* acting as signposts along the path to success.

### **Prepared Environment**

The Montessori classroom is an environment prepared by the adult for children. It contains all the essentials for optimal development but nothing superfluous. Attributes of a prepared environment include order and reality, beauty and simplicity. Everything is child-sized to enhance the children’s independent functioning. A trained adult and a large group of children of mixed ages make up a vital part of the prepared environment.

### **Presentation**

The adult in a Montessori environment does not teach in the traditional sense. Rather she shows the child how to use the various objects and then leaves them free to explore and experiment. This act of showing is called a *presentation*. To be effective, it must be done slowly and exactly, step by step, and with a minimum of words.

### **Psychic Embryo**

The first three years of life is a period of mental creation, just as the nine months *in utero* is a period of physical creation. The brain awaits experience in the environment to flesh out the genetic blueprint. Since so much mental development occurs after birth, Montessori called the human infant a *psychic embryo*.

### **Repetition**

The young child’s work is very different from the adult’s. When an adult works, he sets out to accomplish some goal and stops working when the object has been achieved. A child, however, does not work to accomplish an external goal but rather an internal one. Consequently, they will repeat an activity until the inner goal is accomplished. The unconscious urge to repeat helps the child to coordinate a movement or acquire some ability.

### **Sensitive Periods**

Young children experience transient periods of sensibility and are intrinsically motivated or urged to activity by specific sensitivities. A child in a sensitive period is believed to exhibit spontaneous concentration when engaged in an activity that matches a particular sensitivity.

For example, children in a sensitive period for order will be drawn to activities that involve ordering. They will be observed choosing such activities and becoming deeply concentrated, sometimes repeating the activity over and over without external reward or encouragement. Young children are naturally drawn towards those specific aspects of the environment which meet their developmental needs.

### **Sensorial Materials**

The sensorial materials were created to help young children in the process of creating and organizing their intelligence. Each scientifically designed material isolates a quality found in the world, such as color, size, or shape, and the isolation focuses the attention on this one aspect. Through repeated manipulation of these objects, the child comes to form clear ideas or abstractions. In working with the sensorial materials, the child learns through experience what could not be explained only by words.

### **Simple to Complex**

A principle used in the sequence of presentations in a Montessori classroom. Children are first introduced to a concept or idea in its simplest form. As they progress and become capable of making more complex connections, they are eventually able to handle information that is less isolated.

### **Socialization**

The process by which the individual acquires the knowledge and dispositions that enable him to participate as an effective member of a social group and a given social order. (Osterkorn) Optimal social learning takes place when the children are at different ages. (Hellbruge).

### **Sound Games**

Many children know the alphabet but have not analyzed the sounds in words nor are they aware that words are made up of separate sounds (phonemic awareness). From the age of two (or as soon as the child is speaking fluently), sound games can make them aware of the sounds in words. The sound of the letter and not the letter name is pronounced.

### **Three Hour Work Cycle**

Through years of observation around the world, Montessori came to understand that children, when left in freedom, displayed a distinct work cycle which was so predictable it could even be graphed. This cycle with two peaks and one valley lasted approximately three hours. In Montessori schools children have three hours of open, uninterrupted time to choose independent work, become deeply engaged, and repeat to their own satisfaction.

### **Three Period Lesson**

The famous three period lesson of Sequin (Standing) is actually quite simple. The first period is NAMING: "This is thick. This is thin." The second period is RECOGNITION: "Give me the thick. Give me the thin." The third period consists of the PRONUNCIATION OF THE WORD: "What is this?" In three simple steps, the entire learning process is brought into play. The three period lesson is used for giving language.

### **Vocabulary Enrichment**

The young child's vocabulary increases exponentially in the years from 3-6. To feed this natural hunger for words, vocabulary is given. The terms in biology, geometry, and geography can be learned as well as the names of qualities found in the sensorial materials. The child's absorbent mind takes in all these new words "rapidly and brilliantly" (Montessori).

### **Work**

From an evolutionary perspective, the long period of childhood exists so children can learn and experiment in a relatively pressure-free environment. Most social scientists refer to this pressure-free experimentation as play although Montessori preferred to call this activity the work of childhood. Children certainly are serious when engaged in the kind of play that meets developmental needs and given freedom and time will choose purposeful activities over frivolous make believe ones.

### **Writing to Reading**

In a Montessori environment children usually begin writing before they can read. They are keen to create words with a box of loose letters (the moveable alphabet) or write their words with chalk or pencil. About six months later, they begin to understand what reading means, and they do so only through associating it with writing.



## Appendix A

### MALTREATMENT OF MINORS MANDATED REPORTING POLICY FOR DHS LICENSED PROGRAMS

#### Who Should Report Child Abuse and Neglect

- Any person may voluntarily report abuse or neglect.
- If you work with children in a licensed facility, you are legally required or mandated to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 24 hours) make a report to an outside agency.

#### Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 297-4123.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at \_\_\_\_\_ or local law enforcement at \_\_\_\_\_.
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at (651) 296-3971.

#### What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

#### Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

MIN Department of Human Services  
Division of Licensing  
January 8, 2008

### **Retaliation Prohibited**

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

### **Internal Review**

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review and take corrective action, if necessary, to protect the health and safety of children in care. The internal review must include an evaluation of whether:

- (i) related policies and procedures were followed;
- (ii) the policies and procedures were adequate;
- (iii) there is a need for additional staff training;
- (iv) the reported event is similar to past events with the children or the services involved; and
- (v) there is a need for corrective action by the license holder to protect the health and safety of children in care.

### **Primary and Secondary Person or Position to Ensure Internal Reviews are Completed**

The internal review will be completed by \_\_\_\_\_ (name or position). If this individual is involved in the alleged or suspected maltreatment, \_\_\_\_\_ (name or position) will be responsible for completing the internal review.

### **Documentation of the Internal Review**

The facility must document completion of the internal review and provide documentation of the review to the commissioner upon the commissioner's request.

### **Corrective Action Plan**

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

### **Staff Training**

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

**The mandated reporting policy must be provided to parents of all children at the time of enrollment in the child care program and must be made available upon request.**

MN Department of Human Services  
Division of Licensing  
January 8, 2008

## Parent Acknowledgement

I acknowledge that I have received a copy of JJ Legacy's Parent and Student Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. I understand that I should consult with the Head of School, Principal or designee regarding any questions not answered in the handbook.

I understand that JJ Legacy may withdraw, revise or modify this handbook from time to time. I understand only the School has the authority to withdraw, modify or revise this handbook and that such changes will be communicated in writing.

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Parent Name

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Student Name

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Parent Signature

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Date