Dear Families,

Thank you for choosing Francis W. Parker Montessori School 56!

Welcome – or welcome back! We are excited about this new school year and the opportunity to work together to make sure that your children reach their full potential. Our goal is that every student makes at least one year of academic, social, and emotional growth. To this end, our staff are focusing on providing the very best Montessori pedagogy and instruction they can as well as using new ways to strengthen social and emotional teaching and learning. At its core, social and emotional learning flows from our school motto: We are responsible, respectful, and safe. In this handbook and all around the school you will see lots of signs and posters reminding us all what responsible, respectful and safe looks like in all the different places.

We will continue to offer special classes in addition to our core instruction. Those are Mind Up, Art, Library Skills, Music (Band for upper elementary and middle school students), and Physical Education.

Our school is a Race Equity Pilot school. This means that all our staff have received sixteen hours of training from the Race Equity Institute. This partnership with REI has helped to increase our knowledge, shift our thinking, and elevate our understanding about race and equity issues and how they affect our teaching and learning. We embrace conversations about race and equity issues at our school.

We have worked hard to include in this handbook all the important information you need about life at Parker Montessori. We all do our best to get everything right at school every day. But we are human, and sometimes we don’t. And so, if you ever have any questions or concerns, consider this your standing invitation to get in touch with your child’s teacher or the principal anytime! I promise to do everything possible to address your concern, and I will work hard to make it right. Call me at 317.226.4256 or send me an email (see below).

From The Pumpkin Drop to International Day and Science Fair; from Town Halls to every day academic rigor – our staff is committed to following Maria Montessori’s directive to follow the child. We are all about creating learning experiences that nurture in our young people a love of learning that affects their head, heart, and hands. We are glad to be partners with you in the education of your children. Thank you for trusting us with them! It is going to be a great year!

Christine L. Rembert, Principal
rembertc@myips.org
Hello Parker Montessori Families!

As Co-Presidents of the Parker Montessori Eagle Fan Club (formerly known as PTA), we would like to welcome you to the 2019-2020 school year! We hope you all enjoyed the fun-filled summer days and it is with great enthusiasm that we invite you to get ready for another exciting and successful school year. We are looking forward to the upcoming year and all the wonderful things our school community has planned.

The goal of the Eagle Fan Club is that all families, staff, and community members feel engaged and empowered to advocate for all children at Parker Montessori. We hope to achieve this goal in a variety of ways including fan club gatherings, mini-grants to teachers and staff, fundraisers, along with assisting at family nights and other school events. Research has shown parental involvement to be extremely beneficial for students, and the fan club is a great way to get involved.

Eagle Fan Club Gatherings will occur most months with dinner and social time at 5:30 pm and a meeting immediately following from 6 to 7pm. We will gather on the following Mondays: August 19, September 16, October 21, December 16, January 27, March 2, April 20, May 18.

We want you all to feel that you are a part of the Parker Montessori Community. Whether you have 30 minutes or a couple of hours, your time, your ideas, your talents and simply your voice is truly needed. We hope to provide you with many ways to stay engaged this year including social media and a calendar of events that will be available for you at Back to School Night. Come see us at our table to find out more and sign up for our contact list.

Best Wishes for a Successful School Year!

Angela Dunbar and Beth Riedeman
Eagle Fan Club Co-Presidents

Parker Montessori Eagle Fan Club Contact Info:
Email: fwpmontessoripta@gmail.com
Facebook Page: www.facebook.com/EagleFanClub
Facebook Group: www.facebook.com/groups/eaglefanclub
Instagram: parkermontessorieaglefanclub
The 2019-2020 Eagle Fan Club Board

Angela Dunbar / Co-President
My family is entering our third year at Parker Montessori and our son (Noah) is entering first grade. In that time I have volunteered, chaperoned, and participated in PTA and many school projects. This is my first year on the board and I am excited to support our teachers, families and staff. I think we have an amazing community and look forward to the upcoming year. Feel free to stop me in the halls, call, or email me to chat about Parker Montessori or the fan club. angela.dunbar@1974@gmail.com or 414-305-0409

Beth Riedeman / Co-President
I am the single mother of a first grader (Gray) and this is our second year at Parker Montessori. This is my first year on the board but last year I was lucky enough to be involved with volunteering for special events, in my son’s classroom, and on field trips. I love the community feel that Parker Montessori offers and I hope you will join us in growing that. Please contact me to chat about the school or join me sometime at community yoga. beth.riedeman@gmail.com or 765-409-3396

Robert Ranney / Vice President
This is our family’s fifth year at Parker Montessori and we have two daughters, Olivia (8) and Vivian (5). This will be my third year serving as Vice President. I graduated with a degree in Fine Arts from Purdue University (Boiler Up!). I am a movie junkie and a computer nerd. I look forward to the upcoming school year and hope we can get a lot accomplished for students, staff, and their families. rraney1@hotmail.com or 765-409-9300

Karen Young / Treasurer
My three kids attend Parker Montessori (1st, 4th, and 8th grades) and we are in our fourth year at the school. We are a busy family and always running in many directions, but we love to meet new people and encourage one another within IPS and the special needs community. So please tell me to slow down and talk with you if you want to share anything that you think, see, feel or want to express about the school and our community. We are looking forward to a great year! karen.young.h@gmail.com or 317-679-2060

Kate Brumbaugh / Secretary
The Brumbaugh family – Ryan, Kate, Evangeline (2nd grade), Alistair (Kindergarten), and Isaac (3) are happy to be a part of the Parker Montessori Community and the school’s long history of serving the neighborhood – along with the thoughtful Montessori education. We live just west of the school and enjoy walking and biking to school as well as working in the garden and participating in community yoga classes. katebrum@gmail.com
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WE ARE RESPONSIBLE, RESPECTFUL, AND SAFE.
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WE ARE RESPONSIBLE, RESPECTFUL, AND SAFE.
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MISSION
Our mission is to provide our students with an exemplary education. Our students will have the tools they need to value the diversity of others, respect the world in which they live, and have the skills they need to succeed in the 21st Century.

VISION
We are people, serving in a carefully prepared learning environment, empowering students to use diverse experiences and knowledge to find their purpose, reach their full potential, do exceptional work in the world, while thwarting the predictive powers of race and class.

SCHOOL MOTTO
We are responsible, respectful, and safe.

SCHOOL PLEDGE
At Francis W. Parker Montessori 56, we keep our hands, feet, objects, and our mouths to ourselves at all time. Playing is not an excuse.

FRANCIS W. PARKER MONTESSORI SCHOOL 56 HISTORY
Indianapolis Public School 56 has been in existence for more than 110 years, since 1904. School 56 has a long and rich history of surviving segregation and desegregation of the IPS school system while educating the eastside youth in the Martindale neighborhood. Former students include Health Systems Administrator Dr. Woodrow Myers; former Golden State Warrior player and college coach Frank Kendrick; musician and professor at Indiana University Dave Baker; retired Brigadier General Norris Overton; Educator Flora Bell Bryant; retired Pike Township Superintendent Dr. Nathaniel Jones; Vice President for Citizens Energy Group Yvonne Perkins, and musician Kent Brinkley.

WHO WAS FRANCIS W. PARKER?
Our school was named for Francis Wayland Parker (October 9, 1837– March 2, 1902). He was an early disciple of the progressive school movement in the US. Parker was confident in his ideas that education should include the complete development of the individual child. This encompassed the moral, physical, and mental capacity of all children. He worked to create child-centered curriculum centered on the whole child with a strong language background. He was against standardization and rote learning. For Parker, education was about teaching students to think for themselves to become independent people.
Education is not what the teacher gives: education is a natural process spontaneously carried out by the individual, and is acquired not by listening to words, but by experiences upon the environment. The task of the teacher becomes that of preparing a series of cultural activity, spread over a specifically prepared environment, and then refraining from obtrusive interference. Doing so he/she will witness the unfolding of a new adult who will not be the victim of events, but will have a clarity of vision to direct and shape the future of human society.

~ Maria Montessori

MONTESSORI EDUCATION

MONTESSORI EDUCATIONAL GUIDING PRINCIPLES
The staff of Francis W. Parker Montessori School 56 believe that we have the responsibility to develop the whole child according to the principles of the Montessori Philosophy: physically, socially, emotionally, and intellectually, within a safe and positive learning environment.

We believe that expectations should be high for all students and staff, and that a variety of strategies, experiences, technologies, and assessments are needed to encourage children to develop skills necessary for life-long learning.

We believe that it is important to have the involvement and cooperation of parents and community members to help develop attitudes leading to caring and productive citizens in an ever-changing society.

MONTESSORI EDUCATIONAL PHILOSOPHY

Montessori Education is guided by the work and writings of Dr. Maria Montessori (1870-1952). Dr. Montessori believed that a truly educated individual continues learning long after the hours and years she/he spends in the classroom. She/he is motivated from within by a natural curiosity and love of knowledge. She believed that early education should not fill the child with facts from a pre-selected course of studies but rather to cultivate the child’s own desire to learn.

At its core, the philosophy is simple, to follow the child, which assumes that every child is a unique individual who is naturally driven to grow, develop and learn. The educational goals include instilling in children a love of learning, the ability to make appropriate learning choices, and respect for oneself, other people, and their physical surroundings.

The Montessori Method of instruction aims for the fullest possible development of the whole child. Montessori challenges not only the intellectual and academic development of the child, but the emotional, moral, spiritual and physical characteristics as well. According to Montessori, "A child's work is to create the person she/he will become." A Montessori classroom provides this freedom within limits in an environment which develops a sense of
order and self-discipline that allows the student to cultivate her/his own natural desire to learn.

Everything in a Montessori classroom has a specific use or purpose. There is nothing in the classroom that the child cannot see or touch. A Montessori classroom has a busy, productive atmosphere where joy and respect abound. Within such an enriched environment, freedom, responsibility, and social and intellectual development spontaneously flourish. Montessori materials are arranged in different areas of the classroom including sensorial and practical life activities, math, language, and cultural subjects. However, these subjects are presented in an integrated fashion so that the child may see the natural relationships between them.

Montessori classrooms are “prepared environments.” Teachers select and display materials that produce a classroom environment that meets the needs of each individual child in order to promote exploration and discovery. Through presentations and demonstrations of carefully selected materials, the teacher and assistant direct children to specific activities which lead to self-discovery. They let the child feel the excitement of understanding a problem and conquering it. They allow the children to build their own self-image, confidence and independence.

Continual observation by the teachers is the key to being able to understand each individual child and as a result, prepare the environment based on the needs observed. The teacher gets to know each child very well and clearly understand her/his needs and development. The Montessori teacher’s purpose is to stimulate the child’s enthusiasm for learning and to guide it, without interfering with the child’s natural desire to teach herself/himself and become independent. Each child works through her/his individual cycle of activities, and learns to truly understand according to her/his own unique needs and capabilities.

Children are placed in multi-age classes. These mixed age groups provide for peer teaching, role models and leadership experience, and an enhanced sense of community within the classroom. By interacting with children of varying ages, a child learns to understand and respect her/his place in a community that extends beyond the students in her/his same “grade”. As a younger member of the classroom community, the child learns from observing and interacting with older classmates. By the time the child becomes an upperclassman, learning is reinforced by providing an example to younger children. Multi-age classrooms permit a child to build a special, longer-term relationship with teachers, which cultivates a sense of belonging to a learning community. The classroom is a community where children

Montessori Education vs. Traditional Education: A Comparison

Montessori children are extremely adaptable. They have learned to work independently and in groups. Since they have been encouraged to make decisions from an early age, Montessori children are problem-solvers who have learned to make appropriate choices and manage their time well. They have been encouraged to exchange ideas and discuss their work freely with others. Their good communication skills ease the way in new settings. Research has shown that the best predictor of future success is a positive sense of self-esteem. A Montessori program, based on self-directed, non-competitive activities, help children develop strong self-images and the confidence to face challenges and change with optimism.
learn skills of cooperation and negotiation as they work together. They learn to work independently and structure their time by developing weekly/monthly learning goals.

Children at this age develop and seek to understand their social selves, relationships with others and the environment. They are better able to reason, to ask and search for answers to questions. The Montessori curriculum and classroom materials give children the tools and methods to explore and discover the world. The environment is designed to maximize independent learning and exploration.

**COMPETITION**

Each Montessori classroom fosters cooperation instead of competition. Academic progress and grade comparisons of children are discouraged. Examples of competition are eliminated from Montessori classrooms: bulletin boards showing only “best” work, reward charts, grades (PreK-6).

Children may compete in those areas in which they have a chance of succeeding. A child is pushed into a competitive area until he or she is ready. Outside the Montessori environment, the scholars are allowed to explore the idea of competition. Elementary children are given the chances to participate in science fairs and spelling bees and are handled in the following non-competitive way:

All children may choose to participate. Children who meet the standards for advanced competition may be approached privately and given the opportunity to participate in further competition. School activities in which all Montessori scholars participate focus on cooperation and non-competitive activities. Honor’s Day programs are not offered, but all children may participate in 8th grade promotion activities.

All scholars may participate in our sports program. Most of these sports encourage students to compete with themselves, and improve their personal scores. Soccer, Volleyball, and Basketball are offered. These teams play against other pk-8 schools within Indianapolis Public Schools. All students, all ages, are required to have a physical to participate in sports.
## FWP STAFF AND FACULTY

### 2019-2020 Staff Roster and Phone List

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Department</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Christine L. Rembert</td>
<td>Main Office</td>
<td>422</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>VACANT</td>
<td>Main Office</td>
<td>235</td>
</tr>
<tr>
<td>Secretary</td>
<td>Brenda Cohee</td>
<td>Main Office</td>
<td>421</td>
</tr>
<tr>
<td>Behavior Adjustment Facilitator</td>
<td>Robin Hart</td>
<td>Room 24</td>
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### Autism Community

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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Jason Sloan</td>
<td>Early Childhood Autism</td>
<td>Rm 17</td>
</tr>
<tr>
<td>Amy Barnes</td>
<td>Early Childhood Autism</td>
<td>Rm 14</td>
</tr>
<tr>
<td>Terri Reese</td>
<td>Darlene Long, Assistants</td>
<td></td>
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<tr>
<td>Pamela Perry, Kim Robinson</td>
<td>Assistants</td>
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<tr>
<td>Kristin Nester</td>
<td>Upper Elementary Autism</td>
<td>Rm 18</td>
</tr>
<tr>
<td>Elizabeth Wallace</td>
<td>Lower Elementary Autism</td>
<td>Rm 1</td>
</tr>
<tr>
<td>Pam James</td>
<td>Odessa Oladolun, Assistants</td>
<td></td>
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<tr>
<td>Jordan Jackson</td>
<td>Adolescent Community MS</td>
<td>Rm 6</td>
</tr>
<tr>
<td>Hassie Esperza, Rhonda Davis</td>
<td>Assistants</td>
<td></td>
</tr>
<tr>
<td>Tonji Sheffield-Davis</td>
<td>Damita Booshee, Assistants</td>
<td></td>
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<tr>
<td>VACANT</td>
<td>AU Floater</td>
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### Early Childhood

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Madeline Willis</td>
<td>PreK/Kinder</td>
<td>Rm 10</td>
</tr>
<tr>
<td>Beverly Fugett</td>
<td>PreK/Kinder</td>
<td>Rm 5</td>
</tr>
<tr>
<td>Ana Romero</td>
<td>EC Montessori Assistant</td>
<td></td>
</tr>
<tr>
<td>Katynn Black</td>
<td>PK Montessori Assistant</td>
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<tr>
<td>Melisa Alkire</td>
<td>PreK/Kinder</td>
<td>Rm 12</td>
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<tr>
<td>Kelly Wallace</td>
<td>EC Montessori Assistant</td>
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### Lower Elementary

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Angela Ruiz</td>
<td>1st/2nd/3rd</td>
<td>Rm 31</td>
</tr>
<tr>
<td>1st/2nd/3rd Gryczkowski, Megan</td>
<td>Rm 32</td>
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</tr>
<tr>
<td>Quanisha Taylor</td>
<td>LE Montessori Assistant</td>
<td></td>
</tr>
<tr>
<td>Aaliyah McGraw-Jones</td>
<td>LE Montessori Assistant</td>
<td></td>
</tr>
<tr>
<td>Jennifer Wood</td>
<td>1st/2nd/3rd</td>
<td>Rm 33</td>
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<tr>
<td>Cheri Norman, 1st/2nd/3rd</td>
<td>Rm 36</td>
<td></td>
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<tr>
<td>Fatma Saoy</td>
<td>LE Montessori Assistant</td>
<td></td>
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<tr>
<td>Briana Burnett</td>
<td>LE Montessori Assistant</td>
<td></td>
</tr>
<tr>
<td>Darren Dubois</td>
<td>Lower Elementary Inclusion</td>
<td>Rm 29</td>
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### Upper Elementary

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<thead>
<tr>
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<tbody>
<tr>
<td>VACANT</td>
<td>4th/5th/6th</td>
<td>Rm 20</td>
</tr>
<tr>
<td>Nikki Noah</td>
<td>4th/5th/6th</td>
<td>Rm 21</td>
</tr>
<tr>
<td>Pam Williams</td>
<td>UE Montessori Assistant</td>
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<tr>
<td>Jill O’Banyel</td>
<td>UE Montessori Assistant</td>
<td></td>
</tr>
<tr>
<td>Tom Busam</td>
<td>4th/5th/6th</td>
<td>Rm 23</td>
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<tr>
<td>Position</td>
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<td>Room</td>
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</tr>
<tr>
<td><strong>Lauren Wagner</strong></td>
<td>Upper Elementary Inclusion, Rm 29</td>
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</tr>
<tr>
<td><strong>Adolescent Community</strong></td>
<td></td>
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</tr>
<tr>
<td>Daniel Findley, MS ELA and AVID, Rm B2</td>
<td>Sabrina Cook, MS Math, Rm B1</td>
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<tr>
<td>Tarina Owens, MS Science, Science Lab</td>
<td>Alexander McAllister, MS Inclusion</td>
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<tr>
<td><strong>Special Areas</strong></td>
<td></td>
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<tr>
<td>VACANT, LOR Media Specialist, Media Center</td>
<td>Amanda Bierer, Music and Band, Rm 30</td>
<td></td>
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<tr>
<td>Allison Watkins, LOR Reading Specialist, Rm 22</td>
<td>VACANT, LOR Community (online Jan. 2020)</td>
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<tr>
<td>Dirk Ratcliff, Physical Education, Gym</td>
<td>Tyler Roberts, Art, Rm 34</td>
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<tr>
<td>Shannon Messer, Reset Room, Rm 28</td>
<td>Jadine Laniado, Mind Up, Rm 28</td>
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<tr>
<td><strong>Additional Staff</strong></td>
<td></td>
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</tr>
<tr>
<td>Beth Yates, Montessori Coach, Rm 22</td>
<td>Nasha Abdu-Aleem, Family &amp; Community Engagement Liaison</td>
<td></td>
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<tr>
<td>Room 22, Phone ext. 222</td>
<td>Donna Ashcraft, Cafeteria Manager</td>
<td></td>
</tr>
<tr>
<td>Apiradee Ngamkamolrat, ESL, Rm 25</td>
<td>District assignment, Cafeteria Assistant</td>
<td></td>
</tr>
<tr>
<td>Laura Brackenhoff, OT (T, Th, F), Rm 28</td>
<td>Cafeteria, Phone ext 304</td>
<td></td>
</tr>
<tr>
<td>Julia Bradshaw, Social Worker, Upstairs 1</td>
<td>Eddie Hannon, Head Custodian, Basement</td>
<td></td>
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<tr>
<td>Thomas Brown, Title Interventionist, Rm 29</td>
<td>Renee Cates, &amp; Danny McClure, Staff Custodians</td>
<td></td>
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<tr>
<td>Hannah Couch, Speech, Rm 25</td>
<td>Midtown Support, clinic</td>
<td></td>
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<tr>
<td>Janice Van Duyn, Special Ed Specialist, Rm 25</td>
<td>Courtney Crockett, Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Erica Turano</strong></td>
<td>(Th &amp; F) Psychologist</td>
<td></td>
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<tr>
<td>Upstairs Office 2, Phone ext. 429</td>
<td>Janice Bennett, Central Compliance Monitor</td>
<td></td>
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<tr>
<td>Amber Paz, Autism Specialist</td>
<td>Todd Hawkes, Lead SPED Specialist</td>
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<tr>
<td>Jeannette Cosioermel, ESL Interpreter</td>
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317-226-3333/cell 317-719-9732  email: cosioermelj@myips.org
PARENT INVOLVEMENT

PARENTS AS PARTNERS
You have selected the Montessori Option for your child because you felt this program and school would best meet his/her unique needs. This means you are a parent who is concerned about your child’s education. This concern doesn’t stop with merely choosing Montessori, it implies your involvement with your child’s education. The school needs your talents, but most importantly, your time.

The more you are willing to get involved at your scholar’s school, the more you will feel that this is your school, too. Parent activity and participation in the school make a difference in the learning outcomes for students.

The history of the IPS Montessori programs is a history of parents who are willing to support their children’s education as well as the ideals of a publicly funded Montessori program. If your child sees that their education is important to you, its importance to him or her will take on an added dimension. You have ideas of what you want Montessori to contribute to your child’s development. What contributions are you willing to make in the life of the school? Our school has an active PTA. You are invited to participate.

Francis W. Parker Montessori will do its best to strive toward making all of its families welcome to the our school community regardless of race, creed, socio-economic status, academic needs, neighborhood, family structure, cultural or ethnic background. We want to create a better and more peaceful and just world through understanding and respect.

Eagle Fan Club
Francis W. Parker Montessori will sponsor Eagle Fan Club meetings (previously PTA), school events, parent monthly workshops, round table/informational meetings, and coffees which will be put on a parent calendar at the beginning of the school year and which address relevant issues/topics including but not limited to:

- New Families Meet and Teacher Night (for new families): Friday, August 2, from 4-6PM.
- Back to School Night: Monday, August 7, from 4:30-6:30PM.
- Coffee and Conversation with school administration will be held on the first Friday of each month.
- Annual Title 1 informational meeting (the parent involvement, discipline, attendance, and uniform policies; description of the school’s curriculum; parent contact information, Title 1 services, and student proficiency levels and expectations)
- Parents in Touch: Francis W. Parker Montessori requires parents to attend parent report card conferences as scheduled by the district (September 25, 2019 & March 4, 2020)
- Food Pantry with academic coaching for parents monthly
- Assistance and extension in core subject areas
- Testing and accountability meetings including ILEARN readiness and IREAD3 meetings
- Transition to high school
- Environmental activities including time in our Learning Garden
- Annual Parent Surveys

WE ARE RESPONSIBLE, RESPECTFUL, AND SAFE.
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Parker’s teachers will utilize parent volunteers and support parent partnerships. The school will provide professional development to the teachers in:

- Ways to best utilize parent volunteers to support academics
- Building and maintaining electronic communications to support parents in receiving school information and access to resources

Parker Montessori will offer opportunities for parent leadership and volunteerism:

- Classroom assistance with field experiences, social action, tutoring students, assist with projects, mentor, serve as guest reader/speaker
- Eagle Fan Club Board member, committee member, general member
- Classroom parent
- Sponsor after school academic and social clubs
- Learning Garden

You must complete a volunteer application annually before you volunteer, which requires a fingerprint check. See Mrs. Abdul-Aleem, Family and Community Engagement Liaison, for an application.

Parker Montessori communicates in a clear, timely and consistent manner:

- Assistance will be provided or accommodations made to ensure that non-English speaking parents are supported
- Administrators will communicate through social media (Facebook, Twitter, Instagram)
- Homeroom newsletters; PTA communication
- Monthly Eagle’s Nest newsletter
- Weekly folders with student progress noted, mid-terms, and nine-week report cards
- Phone calls, emails, and texts delivered through the IPS Connect-Ed system
- Personal phone calls and/or emails from the teacher and/or room parent, Family and Community Engagement Liaison, social worker, Montessori coach, administrator
- DIBELs, NWEA (standardized testing) results will be communicated with parents at beginning, middle and end of year
- ILEARN+ and IREAD3 scores will be communicated with families annually

SCHOOL POLICIES

SCHOOL SCHEDULE

Please adhere to the hours listed below as there is no coverage before or after school for students other than those who have signed up for YMCA childcare.

8:55 AM    Students may enter building and eat breakfast
9:20 AM    Students are tardy to school and must report to the office for a pass (parent must accompany for non-bus riders)
11:00 AM - 2 PM    Student lunch periods
3:55 PM    Announcement and dismissal of students
4:05 PM    Buses depart School

ADDRESS AND PHONE CHANGES

If your phone number or address changes at any time during the school year, please contact us and update the office with the change. Help us to make sure we have this information to be able to reach you in case of emergency. All mail is sent to the address on file.

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file and transportation is set up based on that address. It is important to have correct information at all times. Please provide the information to the secretary in the office. To change the address you must provide a current lease, a mortgage contract or a utility bill other than a cell phone bill to make the change. A copy will be made for our file.

CHILD CUSTODY
It is important for the school to have any child custody records that affect a parent being allowed to take a student from school, restrict a parent from visiting the child at school or change the pick-up procedures for the child.

STUDENT RECORDS
Student records are a part of each student’s cumulative folder at school. Records are kept until the student goes to another school or leaves IPS. If a student moves within IPS, their folder will be sent to the other school. If a student leaves the district, their records are sent to the Pupil Records Office at the Education Services Center.

INCLEMENT WEATHER AND OTHER EMERGENCIES
Occasionally, school must be closed because of snow or other emergencies. You will receive a Connect-Ed phone call with this information. Closings will also be on local radio, TV stations, IPS and school Facebook and Twitter.

SCHOOL VISITS
The doors at the front entry are kept locked for your child’s safety. Please ring the school doorbell at the front Door One for entry and report to the office for a visitor’s badge and to sign the Visitors’ sheet before entering the rest of the school.

Compliance with this rule will help us protect your child and his/her education from disruption from unauthorized visitors. Please remember that instruction is going on in classes and that teachers cannot interrupt their instruction to talk to you at that moment. You MUST call the office to make an appointment if you need to meet with the teacher so that instruction is not disrupted. Visitors will be escorted to the classroom by school personnel.

Parker Montessori school staff will treat parents and guests with respect and it is expected that parents and guests behave in an appropriate and respectful manner when they are in the school. IPS has a policy that allows the school to bar disruptive adults from coming to the school. The school is a safe haven for children and disruptive behavior will not be allowed. If someone is barred from the building, that person cannot enter the school without an appointment and only with a School Police escort. It is never in the best interest of the child for the parent to have restricted access to the school. Thank you for modeling excellent behavior while you are at school.

TELEPHONE
The school telephones in the office and throughout the building are business telephones and are not for student use. Emergency messages will be given to students. We will not call classrooms or call students out of class to talk on the phone. The office staff will not send calls
through to classrooms from 9:00 AM – 3:55 PM. A message will be taken and given to the teacher. These calls will interrupt instructional time. Please call teachers from 8:40 – 9:00 AM or after 3:55 PM. Your cooperation is appreciated as we value our instructional time with students.

SCHOOL CELEBRATIONS
We will have some room celebrations throughout the year and you may be asked for donations of store bought, pre-packaged items to assist with the cost of the celebrations. Staff members appreciate your donations a great deal. We do not celebrate individual student birthdays with the class during instructional time at school.

FIELD EXPERIENCES
The Indianapolis Public Schools provide opportunities for the students to go on field experiences (educational field trips). Students must have a signed permission slip to attend the field trip. Verbal permissions will not be accepted. Field trips are intended for certain age groups. Younger siblings and those not attending our school are not permitted to attend field trips. We ask parents to assist with the entry fees to some of the field trips that have an admission fee, but will always take every child regardless of the ability to pay. If there is a concern about a child’s participation in a Field Experience, that will be discussed individually with that child’s parent or guardian.

LOST AND FOUND ITEMS
The lost and found selves are located in the hallway just inside the gym. Families may want to consider clearly labeling coats, lunch boxes, and book bags for speedy return to the owner. Unclaimed items are donated to charity at winter break, spring break, and summer break.

PERSONAL PROPERTY
Electronics of any type (iPods, cell phones, games, etc.), trading cards, toys, and candy are not permitted at school. Items will be confiscated and sent to the office and kept there until an adult family member picks-up the item. Unclaimed items will be discarded at the end of the year. A continued violation of these rules will result in disciplinary action. For exceptions regarding cell phones, refer to the Cell phone section of the handbook.

If your child’s teacher allows particular items to be brought for sharing time or recess, the items should be labeled with your child’s name using a permanent marker or secure label and kept in the child’s book bag or locker.

Students in grades K-3 are not allowed to bring purses. Students in grades 4-8 must keep their purses in their lockers. Bringing purses is highly discouraged as a book bag should be sufficient for carrying personal needs.

Please keep in mind individual property may be damaged throughout the school year due to play, art, accidents, etc... Do not send your child with fragile/precious items or in expensive clothing. The school is not responsible for any lost or damaged items brought to school with or without permission.

WE ARE RESPONSIBLE, RESPECTFUL, AND SAFE.
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ELECTRONICS AND CELL PHONES

IPS policy says that students may not possess or use “on school grounds during school hours an electronic device, a cellular telephone, or any other telecommunication device, including a look-a-like device, in a situation not related to a school purpose or educational function or using such device to engage in an activity that violates school rules. This rule is not violated when the student has been given clear permission from a school administrator or a designated staff member to possess or use one of the devices listed in this rule.” This includes cell phones, gaming systems, and portable music devices. Cell phones and other electronics will be confiscated and held until a parent is able to come to school to pick up the device. We realize that some children must go home to an empty home and/or walk a route to and from their bus stop alone. If a parent feels that their child needs to carry a cell phone for safety reasons, we must have a written statement to that effect on hand and principal approval received (a form for his purpose may be obtained in the office). Students will be expected to turn off phone upon entering the school building. The cell phone must be kept in the students’ backpack in their locker or cubby. The schools are not responsible for lost, stolen or damaged phones.

CLASSROOM (BIRTHDAY) CELEBRATIONS

We know your child’s birthday is important. At Parker Montessori, we do not allow outside food brought into the classroom for birthday celebrations. This is due to allergies and the interruption of the learning environment. Thank you for your cooperation.

BULLYING

At Parker Montessori we do not tolerate bullying. School leadership/Staff conduct bullying training and education throughout the year to reduce the bullying incidents.

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile environment.

If you suspect your child is being bullied:

- Complete an Indianapolis Public School Bullying Report Form. There is a copy of this form at the back of this handbook. Additional copies are available in the office, every classroom and the parent center.
- Submit the form to an administrator, teacher, or an anonymous bullying report box which are located in the library and parent center
- Once the form is submitted, school staff have five days to complete a thorough investigation. If your child is listed as a possible target/aggressor you will be contacted.
- Once the investigation is completed a determination is made regarding the bullying incident.
- Parents/guardians of possible targets and aggressors will be notified of the determination. At that time support services, bullying education, and disciplinary action will take place.
CHILD PROTECTIVE SERVICES MANDATORY REPORTER

Staff at Parker Montessori are Mandated Reporters, meaning if we suspect a child is being abused or neglected, we must call Indiana’s Child Abuse and Neglect Hotline. Suspicions can include witnessing inappropriate touching, play, or talk. When appropriate staff will contact parent/guardian to let them know of the incident. We will also do our best to educate students what interactions are considered appropriate/inappropriate in the school setting.

The Indiana Department of Child Services (DCS) established the Indiana Child Abuse and Neglect Hotline (Hotline) to ensure consistent handling of calls alleging child abuse and neglect. The Hotline serves as the central reporting center for all allegations of child abuse or neglect in the State of Indiana. The Hotline is staffed with specially-trained Family Case Managers, know as Intake Specialists, who are professionally trained to take reports of abuse and neglect. These Intake Specialists gather information from callers, and determine whether the information provided meets statutory criteria for DCS to conduct an assessment or if the incident is scanned out.

Please do not hesitate to contact administration if you have question regarding mandating reporting, but please understand that is some instances we cannot share details due to privacy rights and safety issues.

ACADEMIC AND SOCIAL ACHIEVEMENT

INTERIM REPORTS AND REPORT CARDS

Report cards will be issued at the end of each of the four grading periods. They will be sent home with students. Students receive interim reports through midterm grades at Middle School and weekly progress reports at other grade levels.

CONFERENCES

Parents in Touch days are Wednesday, September 25, 2018. Students will not attend school that day so that parents can attend conferences. Teachers and parents may also request a conference at any time if warranted and a mutual time will be agreed upon. Case Conferences are also scheduled annually for exceptional learners receiving Special Education services.

HONOR ROLL

Montessori schools are non-competitive and do not grade on a traditional grading scale. There is not an Honor Roll nor are awards given for academic achievement. Rewards are not given in a Montessori classroom because the intent is for students to enjoy learning. Motivation comes from the intrinsic value of learning.
STUDY HABITS AND HOMEWORK

Homework can serve many purposes including: fostering effective study habits and self-discipline, reinforcing and/or extending the learning experience from the classroom, and strengthening the communication between home and school while providing parents an opportunity to become involved in their child’s school education. Your child’s teacher will provide you with homework guidelines for the classroom. Parents are encouraged to become involved in their child’s homework, providing help when needed, but ensuring the work is completed by the child. The grade level of the child will determine the amount of homework. At times homework may be work that has not been completed during the school day. Parents should monitor their student’s homework to make sure it is completed and put in the backpack so that it is returned promptly to school the next day.

Each scholar will be expected to read (or for our youngest scholars) be read to EVERY evening and complete a written reflection, or if they are unable to write, draw a picture. Most scholars will also have math problems to complete each night.

SOCIAL and EMOTIONAL LEARNING

Our school uses Second Step curriculum daily, along with Montessori Grace and Courtesy, to instruct our students and increase their social and emotional knowledge. More information about this program can be found at www.secondstep.org.

SPECIAL SERVICES

MTSS

Special Services are available at Parker Montessori School 56 based on student needs. There is a formal process to access these services. Teachers will discuss a referral to RTI with the parents. Multi Tiered System of Support (MTSS) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The teacher will complete paperwork defining the needs of the child which will be given to the team of staff members who serve on the RTI team. The team will provide suggested interventions for a period of 20 school days when they will meet again to determine the student’s progress. More interventions may occur or the student’s referral may be sent on to an I Team (interdisciplinary team). This team will meet to go over the referral and the interventions as well as other available data and make a determination to proceed with an evaluation or to offer possible interventions first. When the M Team determines an evaluation is warranted, the parent will be notified and the formal process for evaluation will begin. The process will be fully explained at that time and Parent Rights will be discussed.

SPECIAL EDUCATION PROGRAMS

At Parker Montessori School 56 we offer two types of special education services. We offer the Autism self-contained program and inclusion/resource programs. The students in the Autism program are receiving services in a classroom that only has special education students whose primary disability is Autism. Five of the district Autism programs classrooms are housed at Parker Montessori School 56. These students are placed in the program by the district and they must qualify to be in the program. These classrooms do not primarily use the Montessori
pedagogies that are offered throughout the rest of the school. These programs use a variety of educational strategies to meet the individual needs of the students, based on their Individual Education Plan (IEP). These classrooms with have a teacher and two instructional assistants to serve these exceptional learners.

The students in the inclusion/resource classrooms are using the Montessori pedagogies. These students have applied to be at Francis W. Parker Montessori School 56 through the School Mint application process. The Early Childhood and Lower Elementary classes have a resource special education teacher that provides pull-out services outside the general education classrooms. The Upper Elementary and Adolescent Community/Middle School have a resource/inclusion special education teacher that may either pull-out or push-in to the general education classroom. Both of these models, the resource and the inclusion models, use the Montessori philosophies.

ATTENDANCE

IPS BOARD OF SCHOOL COMMISSIONERS ATTENDANCE POLICY

It is extremely important that all students attend school on a regular basis, including students in the pre-kindergarten and kindergarten and the Autism program. If children are enrolled in school, it is expected that they attend. Attending school regularly is essential for a child’s academic and social development. Parents/guardians are required by Indiana Law to ensure that their child attends school daily, for the entire schedule of activities. Once your child reaches 12 years of age, he/she shares legal responsibilities for school attendance.

IPS ATTENDANCE INITIATIVE

Indianapolis Public Schools understands that regular attendance counts. Students benefit and make the most of their educational opportunities when they attend school regularly and on time. Our school and district goals are for all students to have Good Attendance. Good Attendance means missing 9 or fewer days of school. Students with good attendance generally achieve higher grades and enjoy school. We hope no students fall in the Warning or Chronic category for attendance. These students miss 10-17 days of school. Students who are absent an average of 15 days per year miss a year’s worth of school before their senior year. When a student misses a day of school, it actually puts them two days behind their classmates. Chronic absences occur when students miss more than 18 days of school. Missing just one day every two weeks can add up to 18 days in a year. Absences can add up quickly. Excused and unexcused absences represent lost time in the classroom and missed opportunities to learn.

At Parker Montessori we value attendance. We want every student to be here every day. Please make appointments later in the afternoon.
REPORTING AN ABSENCE

On the morning of each day of absence (individual days or consecutive days), a telephone call from the parent/guardian to the school providing the reason for the absence must be received by 10:00 AM. A written note of explanation from the parent/guardian must be submitted upon the student’s first day returning to school. Failure to call each day on time will result in the absence being recorded as unexcused.

If notified early in the day, the teacher can gather work for the student. Please notify the Office or the classroom teacher as early in the day as possible if you would like to come and collect work for your child.

A phone call is made to each home of students whose absence has been reported as unexcused. On rare occasions a student does not get marked present if the teacher does not get the information to the office in time to change before the call goes out, the secretary is ill, or there is a computer problem. Please give us a call and we will make sure that the correct information is entered.

SCHOOL ATTENDANCE PROCEDURES

The following procedures will be implemented to help ensure student attendance:

- Students who miss up to three (3) unexcused days within a school year will have their parents contacted by the classroom teacher. This contact will be documented by the teacher.
- The social worker will also contact the student’s parents after the student has missed three (3) unexcused days. An additional parent contact will be made by the social worker after the student has missed a fourth unexcused day. The social worker will work with the child’s parents to identify barriers to the child’s attendance and possible strategies to remove these obstacles, and to develop a plan to improve the student’s attendance.
- When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student’s attendance records will be flagged (CT). The social worker will continue to work with the student to correct the attendance problem. The social worker will also send a certified letter to the student’s parents notifying the parents of potential legal action.
- When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student’s attendance records will be flagged (HT). If the student is enrolled in elementary school, the District will notify the county prosecutor that the parent has violated I.C 20-33-2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the District will refer the student to truancy court for a violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be monitored more closely by the social worker. If a student violates the terms of probation, the student will be referred back to court for additional action. During any stage, the social worker is encouraged to work with the families to remove barriers that prevent regular school attendance.
SPECIAL NOTE: Student absence due to prearranged family trips/vacations is considered unexcused.

ABSENCE MAKE-UP ASSIGNMENTS
In all cases of absences, whether excused or unexcused, students shall be expected to make up work on all assignments missed. If notified early in the day, the teacher can gather work for the student. Please notify the office or the classroom teacher as early in the day as possible for this.

TARDINESS
Tardiness is defined as arriving to school after the designated start time of 9:20 AM. If your child is tardy for any reason (unless they ride a school bus, and the entire bus is late), an adult must accompany the child to the school office and sign the child in at the office. Three unexcused tardies will result in a warning phone call. When a student accumulates five unexcused tardies without legal reason it will result in before or after school detention being assigned by the Principal.

ILLNESS OR INJURY AT SCHOOL
We do not have a nurse on staff. If a student becomes ill or injured at school, the child will be sent to the school office, and if warranted, the parent or guardian will be called to pick up the student. We do not have adequate resting space at school for sick children to stay all day when they are ill. If we cannot reach a parent, the person listed as the emergency contact will be called. Parents must have an Emergency Form on file with the school listing the home phone number, work phone number, and the phone number of a relative or a friend who will be responsible for caring for your child if the parent is unable to be contacted.

If there is a life-threatening emergency, we will call 911 and transport your child to the hospital. The principal or their designee will accompany the child in the ambulance and wait at the hospital until a parent/guardian arrives. Parents will be contacted immediately after we call 911. Please remember to keep all telephone numbers current, in case of an emergency.

RELEASE OF CHILDREN DURING THE SCHOOL DAY
Early dismissal is defined as leaving school prior to the daily dismissal time of 3:55 p.m. Parents/Guardians must sign a child out at the school office if leaving before scheduled dismissal. Adults will be required to present identification before a child will released to them.

Students will not be released to anyone other than the parent or guardian unless confirmation has been received from the parent/guardian prior to the release. Designated emergency contacts and those adults able to take your child from school should be listed on the school Emergency Form. Please do not pick students up early from school unless there is an emergency as early departures interrupt instruction for all children. Early departures may result in having disciplinary consequences for students. Excessive unexcused early releases will result in a warning phone call. When a student accumulates five early releases,
without legal reason, during a single semester it will result in a before or after school detention assigned by the Principal.

Remember that by taking your child out of school early, he/she is missing valuable instructional time. The amount of time that a child is taken from school for appointments should be limited. Please make routine appointments during the fall, winter, spring and summer breaks in the schedule.

ATTENDANCE IMPROVEMENT PLAN

As a Montessori school, we have a strong commitment to the tenets of the Montessori philosophy of educating children. These tenets include emphasis on cooperation over competition, and the need for children to strive for certain goals for reasons other than material rewards and incentives. The Parker Montessori community also believes that the majority of our elementary and middle school absences tend to be outside of the child’s control, due to illness and parental decisions to keep the child out of school. We therefore believe that the most appropriate and consistent improvement plan for our school should focus on parent education and clarification of the attendance policy, rather than on student incentives and rewards. The social worker, as the attendance officer for the school, must implement policies when it comes to student absences or tardiness.

Our strategies for attendance improvement are as follows:

- The administrators, teachers and Parent Involvement Educator (PIE) will educate parents about the importance of children being in school on time each day. Strategies may include conferencing by phone and in person, and articles in the school newsletter emphasizing the importance of good attendance.
- Parents will receive clarification about the difference between excused and unexcused absences as needed.
- Parents interested in taking their children out of school for a trip or family vacation are asked to contact the teacher, the social worker and the principal well in advance of the scheduled absences. In these meetings, the parents will be informed whether the absences will be excused or unexcused. The teacher and principal will emphasize the parents’ responsibility for their child’s education during the time of the absence and the need to make a plan for the child to do daily schoolwork during this time.
- Staff will continue to develop curriculum materials and approaches that emphasize student success, recognizing that a success-oriented curriculum produces significant gains in attendance. We are committed to our students wanting to come to school each day.
- Teachers refer those who are frequently absent to the social worker, who chooses an appropriate means of contacting the parent, including letter, home visit, or phone conference. If the attendance problem continues, a conference is held with the parent, teacher, social worker, and school administrator. If the attendance still does not improve, the social worker may refer the case to the Marion County Prosecutor’s Office, Juvenile Division. In all cases of absences, whether excused or unexcused, students shall be expected to make up work on all assignments missed.
CONSEQUENCES OF ABSENCES
The School District and/or Indiana Law provide consequences for excessive student absences and tardiness. The list below is partial in nature:

- School detention
- Parent, student, teacher, administrator, attendance officer conferences
- Discipline referral
- Disqualification from select school programs or activities
- Academic failure
- Disqualification from student Indiana Work Permits and/or BMV Beginners Driver’s License
- District Adjudicator referral for building reassignment
- Sanctions by Department of Family and Children
- Referral of parents to the Marion County Superior Court for Failure to Ensure charges and/or referral of students aged 12 and over to the Superior Court for truancy charges.

MEDICATIONS / SCREENINGS / IMMUNIZATIONS

ADMINISTERING MEDICATION DURING SCHOOL HOURS
In accordance with the Indiana Statutes-Section I, IC 34-4016.5, 1979 issued by the Marion County Director of Public Health, the following procedures will be followed by all IPS principals, teachers, and school nurses.

Medication will not be administered or made available to any student until it is verified that it is prescribed by a physician. The Medication Information Permission form must be filled out and on file in the office for any medication requiring a physician’s prescription to be dispensed. This medication needs to be in the original prescription bottle with the most current prescription date. Medication will not be administered without this form completed and sent with the medication. Non-prescription medication: aspirin, pain reliever, cough medicine, etc., is not to be administered to students unless the parents or guardians make the request in writing. The parent must also provide the non-prescription medicine with written directions for dispensing. All students must keep the medication at the secretary’s office for her to administer.

All pupils taking any medication during the school day must do so under the supervision of the school secretary, Ms. Cohee or her designee. Students shall not have medication in their possession without written medical or parental authorization. All medication found without this authorization will be taken from the student. The students may be subject to discipline based on IPS policy.

At the end of the school year, unless you have given permission, medication will not be sent home with the child. All medications must be picked up by an adult or will be discarded.
MEDICAL/EMERGENCY CARD
A current medical/emergency card must be on file in the Office. If your home, work, or emergency telephone number changes, please let us know. If an emergency arises, we must be able to reach you or your designated emergency contact.

VISION AND HEARING AND OTHER SCREENINGS/EXAMINATIONS
The following screenings will be completed at school:
- Kindergarten students will be screened for vision problems.
- The Health Department screens grades 1, 3, 8, and special education students.
- The school Speech Pathologist will do hearing screenings for students in Grades 1, 4, and special education.
- All students will be examined for head lice, on an as needed basis.

VACCINATIONS/IMMUNIZATIONS
Please check the table to ensure your child’s vaccinations are up to date as required. The law says the school cannot allow your child to attend more than 20 days without proper vaccinations, unless the child is exempted for religious or medical reasons, or if a doctor has provided documentation that your child is scheduled to be vaccinated. If your child does not receive shots due to medical reasons we must have a doctor’s statement. If your child does not receive shots for religious reasons, a written statement must be submitted to the school each year. More information is available from the IPS Nursing Director, from the Indiana State Department of Health at 1-800-701-0704, or at www.chirp.in.gov/chirp_docs.htm.
OBSERVATIONS

CLASSROOM OBSERVATIONS
Because it takes time to develop a classroom in which children are absorbed in their work, formal observation of the classrooms will begin after the first conference on PIT day (September 26, 2018). If you would like to visit your scholar’s class, please let your scholar’s teacher or the school secretary know. We have specials, special programs and experiences for the scholars, and we want to be sure that the class will be in the room at the time you would like to observe.

If you would like to “pop in” to check on your child, you may do this. Come to school, sign in and school personnel will escort you to class. Typically, “pop in” visitors don’t go into the classroom, but observe through the window in the door.

OBSERVATION GUIDELINES
To keep disruption of the classroom activities to a minimum, observations appointments are for adults only.

We believe that respecting a child’s needs to work undisturbed will give observers a more accurate picture of the nature of a Montessori classroom.

We strongly encourage you to begin observations AFTER the first parent teacher conference on PIT Day (September 26, 2018). Since the classes also go to other rooms for art, music, physical education, library and we have Town Hall (all school assemblies), appointments are necessary to insure the best use of your time. Appointments may be made with the school secretary, Ms. Cohee or the classroom teacher.

A visitor’s chair is provided for your convenience. If children speak to you, a brief answer will suffice. You may wish to suggest that the child goes on with their work, so you can continue your work of observing.

School staff will be happy to answer your questions after your observation time. The teacher and assistant(s) are busy facilitating learning and may not be available for questions during your visit. We do not want to take staff away from instruction time.

Please direct questions or concerns to the school principal.
OBSERVATIONS IN THE MONTESSORI ENVIRONMENT

The Environment

- Arrangement of the Classroom
- Accessibility of materials
- Attractiveness which invites children into the classroom
- Way materials are displayed

Interactions

- Between the children
- Between the children and the teachers
- Between the teachers
- The general support and attitude toward one another in the classroom
- Atmosphere

General work habits of the children

The Social Climate In The Classroom

- Independence vs dependence on the part of the children
- Freedom balance with structure: To what extend do the children choose their own work?

Things to Watch During Your Observation

- One child for a certain period of time in order to have a sense of how a child organizes his work time
- The child/teacher relationship as it is demonstrated throughout the work period.
- The general mood within the classroom and their change throughout the work period.
- The levels of concentration between the children and their work.
- The amount of teacher instruction and the manner in which a teacher presents materials to a child or group of children.
- The level of respect shown between members of the classroom for each other and for their work and materials.
IPS DRESS CODE

IPS UNIFORM DRESS CODE FOR GRADE PreK-8

The IPS dress code is not just about how students look, it’s about how students behave and achieve. Proper attire is the first step in creating a classroom environment that provides a laser focus on instruction, not fashion. The Dress Code Policy is also located on the IPS website. If you have any uniforms that you can donate, as your children have outgrown them, please bring them to school for our clothes closet. Thank you.

▲ Females ● Both Genders

Shirts/Blouses
● Solid colors
● Straight, button-down collar, turtleneck, or mock turtleneck
● Long or short sleeves
● Polo-style (logo size may not exceed 1 ½”)
● Tucked into pants/shorts at all times
● No T-shirts

Pants/Shorts/Skirts/Capri Pants/Jumpers
● Solid colors: khaki, black, or navy blue (no denim/blue jeans)
● Pleated or flat-front
● Fastened at the waist
● Worn with a belt and set above the hip (grade 3 and above)
● “Walking” length shorts limited to 2” above the knee

Shoes
● Any color acceptable
● Closed toes
● Closed heel or strap heel

Boots
(no restrictions)

Socks
(no restrictions)

Tights/Leggings
▲ Solid colors
▲ No fishnet

Sweaters/Sweater Vests/ Fleece Jackets
● Solid colors
● Worn over an approved shirt
● V-neck
● Crew neck
● Cardigan
● Logo size may not exceed 1 ½”
● Hooded items must bear the official school logo and are subject to district guidelines regarding headwear being worn inside the building

Sweatshirts
● Solid colors
● Must be worn over an approved collared shirt
● Shirt collar must extend over sweatshirt
● Hooded items must bear the official school logo and are subject to district guidelines regarding headwear being worn inside the building

Belts (required for Grades 3-8)
● No logos
● Any color
● Made of fabric or leather
• Required for all pants/shorts made with belt loops (elasticized waistbands without loops are excluded)

RESTRICTED ATTIRE
The following articles of clothing or styles of dress are strictly forbidden while in IPS schools, or while attending athletic events or other school-sponsored activities during school hours.

Cafeteria

USDA'S COMMUNITY ELIGIBILITY PROVISION
Breakfast and lunch will be provided at no cost to all students under the regulations of the USDA Community Eligibility Provision (CEP), regardless of family income. There is no need to fill out forms to receive this benefit. In order to not be charged, the student must select an entire reimbursable meal. If a student brings lunch from home and just wants milk, then they have to pay for the milk. Milk purchased without a meal or extra milk served with a meal is $0.40. If a student wants a second lunch, they will have to pay for it at $2.25 for breakfast or $3.75 for lunch. Adult prices are $2.25 for breakfast, and $3.75 for lunch (prices were correct at the time of printing).
NUTRITIOUS LUNCHES
If your child brings a lunch to school, please make it a nutritious one. Children need substantial fuel to get them through a long day of work and play. We prefer the students not to have sweets and to keep the chips to a minimum, substituting them whenever possible with fruit and raw vegetables like carrots and celery. A one serving bag of snacks is appropriate. The district and the school also strongly discourage soft drinks as the drink of choice in meals as we are working toward healthier lifestyles for our students. We all want the best for your children. We encourage you to support them by choosing the foods you send for lunches carefully.

LUNCHROOM PROCEDURES
The lunchroom is an attractive, clean area for students to eat. Keeping it that way is the responsibility of every student. Table assignments may be made during the lunch periods and students are expected to sit at the assigned tables as directed by the staff on duty. Students are asked to sit quickly and quietly. Some simple procedures for graceful and courteous behavior which will make the meal time a pleasant experience are listed below. Due to allergies, students are not to share or trade any food items in the cafeteria. If your child has a medically documented dietary need, please contact the principal for information on modified meals.

Students are expected to:
- Observe good dining room manners at the table.
- Speak quietly to help keep the noise level down.
- Wait their turn in line.
- Leave the table and surrounding area clean and orderly.
- Put trash in proper containers.
- Eat all food and drink in the cafeteria.

VISITATION DURING LUNCH
Parents are allowed to visit students at lunch to eat with them. If you plan to bring lunch to school for your child, you must arrive prior to the beginning of the lunch period or your child will be provided a school lunch. Lunch is a 20 minute period. Some of the lunch periods are more crowded than others and we may have you eat in an alternative space. If you bring lunch from a restaurant, we may ask you to eat in an alternative space.

SNACKS
At times parents will provide snacks for the students in their child’s classroom. Please be mindful of the types of snacks that you bring to school for the students. We must have sealed, store bought items per district policy. We also request that snacks be healthy and not full of sugar. There are occasions that might warrant a sweet treat, but not on any kind of

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regular basis. Also remember that students may have different allergies that prohibit certain items from being brought into the classroom. Please check with your children’s teachers to make sure if there are items that should not be brought to the classroom.

TRANSPORTATION

TRANSPORTATION INFORMATION
IPS provides transportation to all School 56 students who live within the boundaries and are beyond the walking area of the school. Transportation is not determined by the school, but by the Transportation Department. We cannot contact a bus directly from the school. Only the transportation dispatchers can do that. They can be reached at 317-226-4500 for 3 digit buses and 317-352-5889 for the Durham buses that IPS contracts to transport students. Mr. Dubois and Mr. Brown are the bus coordinators and are outside daily supervising the unloading and loading of the buses. Student discipline issues are referred to him by drivers and investigated with a possible referral to the administrator for further consequences. We typically have 13-14 buses that totally fill the streets on the north side of the school and inside our gated area in the back of the school. We cannot have parents cross the street between buses so you must park and cross at the corner. We also have another area set up for regular drop off and pick up, should you choose to use this process. Safety of all our scholars is a top priority. Please assist us in following the drop off and pick up procedures.

BUS PROCEDURE
Students are expected to conduct themselves properly at all times while riding the school bus. If necessary, the bus driver will assign students to seats where they will be expected to sit daily. Any activity that will detract from the safe handling of the bus is to be avoided. Suspension of bus privileges could result from improper behavior relative to bus transportation. All students assigned to a bus are expected to ride the bus home after school, unless a parent/guardian picks them up.

Any time your child’s transportation to or from school will be changed for the day, please send a note to the teacher informing her/him of the change as well as contacting the office at 226-4256, before 2 PM. Ms. Cohee coordinates this information. Please do not call after 2 PM with changes, as we may not be able to accommodate the change if we do not have time to inform the appropriate staff of the change. If we are not informed of transportation changes, your child will automatically be placed on the assigned bus.

BUS SAFETY/BUS CONDUCT
Many of our children will be riding a bus to and from school for the first time. Teachers review appropriate bus behavior with students. Please discuss the following information with your

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child(ren): Safety is your job. Indiana State Law says...“the bus driver is in charge and the children are required to follow the driver’s directions. Enforcing the authority of the driver is required of the principal. Infractions of any bus rules can result in punishment and/or suspension from riding the bus. If a child is suspended, the parent is required to provide transportation.”

BUS MISBEHAVIOR
We are interested in transporting children safely and efficiently. When a child violates a safety rule or misbehaves on the bus, he/she may receive a school bus conduct report. In this instance, a parent will be contacted by the bus driver through a written notice. If the child continues to violate safety procedures parents will be contacted via telephone, letter, or personal conference to discuss the problem, depending on the severity of the problem. A consequence may be given based on the offense and could be removal from the bus for a period of time for severe behavior. The parent would be expected to transport the child for that timeframe. Parents, teachers, drivers, children, and the principals must cooperate to achieve the objective of safe transportation of our children. Please consult IPS policy regarding student behavior on the bus.

BUS DELAYS
The school is generally unable to answer questions about late buses. We must use the same number to reach Transportation that parents have. If there is concern over a bus delay, calling 317-226-4500 will get information more quickly than calling the school. After 4:45 PM there is no one in the office to answer questions about late buses. At that time call Transportation at 317-226-4500 or School Police at 317-226-4633.

PICK UP/DROP OFF AREAS
PICK UP/DROP OFF AREA – WEST SIDE OF SCHOOL ONLY (COLUMBIA AVE.)
We have a large number of students who are picked-up and dropped off by car or daycare van at school. It takes time to do this correctly, so that all students are released from cars safely and staff members are safe as they perform their duty. If speed is your number one priority, the car pick-up/drop-off line will not meet your needs. If you fail to comply with the rules for pick up and drop off, you will need to park and bring your students into school. Please remember that these procedures are set up to keep all our scholars safe.

MORNING DROP OFF: WEST SIDE OF SCHOOL ONLY (COLUMBIA AVE.)
ID numbers will be available the first morning at the pick-up/drop off area. Each family will be given a number. This number corresponds to you.

Do not unload your children until an adult is present and ready to accept students. Students may enter the building and go directly to the cafeteria for breakfast at 9:00 AM, and then
proceed to their classroom. Children are tardy at 9:20 AM. There is coverage at door 1 for students who are dropped off from 9:00 to 9:20 AM only. Any time after that, your child is considered tardy. You MUST park and enter at Door 1 with your child to drop them off at the front office.

AFTERNOON PICK-UP: WEST SIDE OF SCHOOL ONLY (COLUMBIA AVE.)
You will receive a designated ID number. You must display this number in the front windshield of your car during pick-up. If you don’t have your number, you MUST come in to the Main Office to pick-up your child. Staff cannot check identifications or give children to unauthorized pick-up cars. Staff will not load other people’s children in your car; you must go through the office and sign the other child out, unless it is a DAILY routine, and both numbers are displayed.

PRESCHOOL DROP-OFF and PICK-UP: Since preschool students cannot ride the bus, they must be dropped-off and picked-up daily. Drop off takes place on the west side of the school (Columbia Ave) at the main entrance. Pick-up in located at the north side of the building (24th Street). Your preschooler’s teacher will walk your child to your car.

EXPECTATIONS AND GUIDELINES FOR PICK-UP / DROP OFF
- Please turn off your car. Indiana schools are Idle Free Zones.
- Cell phones should not be used when the vehicle is in the loading area as we need your full attention to make sure everyone’s safety is ensured.
- Approach the school from the south as you proceed north on Columbia Street.
- All entering and exiting of vehicles is to occur on the passenger side ONLY, with the vehicle at the curb.
- Please follow the directions of the staff, as this duty requires a lot of multi-tasking.
- Currently, adults may enter the building from the drop-off door in the morning only. This policy may change at any time. Adults may not enter the back door at pick-up time.
- Do not attempt to drop off or pick-up your scholar if you are traveling south on Columbia Street. Enter the pick-up line from the south, traveling north. Student and staff safety is our top priority. By not following the guidelines we could have an accident that could cause injury. No one wants that for their child or any other child. School Police may ticket cars coming from the north.
- Once the student has exited the car they must go directly to the building’s main entrance, Door 1. A staff member will be there to assist them.
- Please understand that for this to work safely, we have to require that everyone follows the guidelines. If you do not, you will have to park daily and walk your child into the school. We do drop off/pick up as a convenience for parents but we must have everyone’s cooperation to make it work. The staff on duty is spending time outside doing this no matter what the weather is so please appreciate their efforts to serve the students as efficiently as possible.

Ms. Bradshaw is in charge of Car Rider Duty. Please call her at 317-226-4256 if you need more direction on this or need a number.
STUDENTS WHO ARE DROPPED OFF SHOULD NOT ARRIVE UNTIL 8:55 AM. YOUR CHILDREN ARE STILL YOUR RESPONSIBILITY UNTIL SCHOOL OFFICIALLY BEGINS. PICK UP YOUR CHILDREN BY 3:50 PM DAILY, AS THE OFFICE STAFF HAVE OTHER RESPONSIBILITIES AND DO SUPERVISE STUDENTS WHO HAVE NOT BEEN PICKED UP ON TIME. IF YOU ARE CHRONICALLY TARDY, YOU MAY BE ASKED TO USE THE YMCA AFTER-SCHOOL SERVICES.

SCHOOL SAFETY

SCHOOL ENTRY AND EXIT DOORS
These doors are kept locked for your child’s safety. Please ring the school doorbell at the door one for entry and report to the office for a visitor’s badge before entering the rest of the school.

DRILLS
Each year the school conducts different types of drills to make sure students know what to do in case of an emergency while they are in school. We conduct the following drills:

- Fire Drill – All students exit the building and report to their assigned location when the fire alarm is pulled.
- Blocked Exit Drill – We block an exit during a fire drill to make sure students know how to go another direction in case the fire is close to their normal exit direction.
- Security Drill – All students go to assigned lower areas of the building in case of threatening weather such as a tornado. Students sit in a duck and cover position.
- Lockdown Drill – We practice locking doors and going into a more protected area of the classroom. This will help us when there may be danger in or around the building. We hope to never have one of these incidents for real, but want to make sure we are prepared for any emergency that might occur. We have a regular schedule for these drills that is determined by the district and the state.

Should an emergency occur that causes a building evacuation, IPS has developed an emergency plan that will be implemented immediately. Students would be evacuated to a predetermined location. Parents will be notified through Connect Ed, email and twitter if this occurs. Please make sure your phone number and email address are updated. This is extremely important so that we can contact you with information that affects your child.
PLAYGROUND RULES
We have sufficient staff during lunch and recess to cover these areas for safety purposes. Students are expected to play carefully so they do not unintentionally cause harm to another student. Accidents do occur on occasion and students will be sent to the office to determine the seriousness of the injury. Students should not bring toys or balls to play with at recess because we have some that they can use here at school. Students are expected to demonstrate grace and courtesy while playing on the playground or in the gym. Students who do not demonstrate these skills will receive a consequence for their behavior. A student that continues to misbehave will be given a more significant consequence.

In an effort to include all children in appropriate play and reduce conflicts, we are partnering with Playworks. This nonprofit group will teach staff inclusive playground games. Opportunities will be available for older students to serve as junior coaches and assist younger students in learning game and appropriate recess play.

SCHOOL PROPERTY
The custodians work very hard to keep our building clean and neat. Please cooperate with them by keeping the building and surrounding area clean. Waste baskets and recycle receptacles are placed throughout the building to receive wastepaper and other refuse. Marking, defacing, or otherwise being destructive of school property is unacceptable. Encourage your child to take pride in our beautiful building. Encourage your child to help keep the building clean so it is ready for viewing at all times by the many visitors we have during the year.

BEHAVIOR POLICIES
At Parker Montessori we follow the IPS Code of Conduct and work to use Restorative Practices.

BEHAVIOR EXPECTATIONS
The following is a means of insuring that the program is consistent throughout the school. We intend to create environments where mutual respect is evidenced by the following:

Adults and Children will:
- Respect the personal space of others, by asking to share a work space; by moving and speaking in a way which will not disturb others.
• Preserve and protect the environment and materials, by completing the cycle of work; by recycling the environment.
• Have the freedom to make decisions about their work, through the use of a contract system; through consultation about projects of special interest.
• Have the freedom for self-expression and communication; through whole and small group meetings and interpersonal conversations.
• Have respect for individual differences by listening to others, recognizing individual differences, and recognizing individual strengths and needs.

When an individual's behavior is not in keeping with these goals, the following alternatives will be used:
• Redirection
• Isolation within the environment, individual work space, “thinking” space
• Problem solving within the environment, conference space (time to talk with an adult), small group meeting, whole group meeting
• Restorative Justice Practices
• Isolation outside of the environment, “time out/cool off” space, conference space (time to talk to the other school personnel, besides the teacher)
• Parent-Teacher Conference, by phone and/or in person

Our school follows the IPS Code of Conduct in making decisions about discipline consequences.

Montessori philosophy and instructional methods create a learning environment that promotes the use of evidence-based behavior interventions, thus enhancing academic and social behavioral outcomes for all students. Starting in PK, the students are taught a Grace and Courtesy curriculum. Children learn how to wait for a turn, respect someone else's space, walk in the classroom instead of run, walk around a student’s work space, ask politely for help, or offer to help someone else. Students are taught respect and responsibility as they work collegially with their peers and complete their work cycles in a timely manner. The students gradually build the social skills of a polite society. As they find activities that meet their inner need for self-development and as their space and autonomy are respected, a sense of calm and purposefulness settles over the classroom. These skills bring about a strong foundation for their career at Parker Montessori School 56.

Although most students work well within the Montessori philosophy, occasionally there are issues that must be dealt with more strategically. We have trained staff members who provide sensory breaks for students who at times are over stimulated by the environment. Several staff members are assigned to mentor these students and to provide them with positive reinforcements and time in the sensory room. Classrooms have a Peace Center where students work to solve issues among themselves. Additionally, we have a Reset Room for students who need an extensive amount of time to regulate themselves before they are ready to reenter the learning environment. We expect students to behave in a mature and responsible manner.

We also have a team of staff members who assist with behavioral interventions when needed. They are trained for crisis prevention and intervention. They have training in safely
using de-escalation techniques - strategically employed verbal or non-verbal interventions to reduce the intensity of behaviors. They may provide a physical escort - the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location. If a student is in crisis and will not respond to all other attempts to calm down for his/her safety or the safety of others, a physical restraint may be used - the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. A student will be brought to the office to calm down and receive counseling if needed.

Behaviors of students will be analyzed for further interventions when there is continued misbehavior. Trained school staff will identify conditions such as:

- Where, under what conditions, with whom and why specific inappropriate behavior may occur.
- Preventative assessments may include:
  - A review of existing data
  - Interviews with parents, family members and students
  - Examination of previous and existing behavioral intervention plans
  - With the analysis of this data the staff may develop and implement preventative behavior interventions to teach appropriate behavior.

Staff will notify parents if a student has been restrained.

It is assumed that when you choose the Montessori Option for your child, that your values at home were compatible with the philosophy at school. Please familiarize yourself with the above information, and share it with your child, so that they know you have the same expectations for their behavior at school that we do. Consistency with behavior expectations helps children be successful.

**DISTRICT POLICIES AND GUIDELINES**

IPS Policies and Superintendent Guidelines, including the Student Code of Conduct, may be found on the IPS website under Family Resources: www.myips.org. Please take the time to review the Student Code of Conduct with your child.

**IPS BULLY PREVENTION POLICY**

Bullying is prohibited in the Indianapolis Public Schools (IPS) as referenced in Indiana Code 20-33-8-0.2 and IPS Board Policy No. 5517.01

*Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile environment.*
Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school or while attending a school activity, function, or event.

Principals are responsible for informing students, parents, teachers and staff that bullying will not be tolerated and will be subject to disciplinary action up to and including suspension and expulsion. Further, principals are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, the principal will investigate the matter at the building level and consequences will be assessed as appropriate, consistent with the Board's policy entitled "Student Discipline."

**IPS Sexting Policy**

It is IPS Policy that “a student may not possess, view, send, or share pictures or text having sexual content while the student is on school grounds, at school-sponsored events or on school buses and other vehicles provided by IPS. This policy strictly prohibits sexual material in electronic or any other form and includes, but is not limited to, sexual material contained in a cellular telephone, camera phone, or personal digital assistant and sexual material transmitted by text message, e-mail, or any electronic communication device. A student who violates this policy is subject to suspension or expulsion.” Students and parents need to be aware of the consequences – some of them life-altering – of having sexual material at school, including on your cell phone or other electronic communication device.

**Title IX Policy Forbidding Sex Discrimination and Sexual Harassment of Students**

**Policy Against Sex Discrimination**

In accordance with applicable law, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, it is the policy of Indianapolis Public Schools that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student may not, on the basis of sex, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities.

**Prohibition Against Sexual Harassment**

The policy against sex discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a student’s ability to participate in or benefit from the education program.

This policy prohibits sexual harassment by an employee or agent of IPS, by another student, WE ARE RESPONSIBLE, RESPECTFUL, AND SAFE.
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and by third parties who come in contact with students at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a student.

TITLE IX COORDINATOR
IPS has designated a Title IX Coordinator, who has responsibility for IPS’s compliance with Title IX, including directing the investigation of complaints and reports of sex discrimination and harassment and assuring that prompt and effective corrective action is taken. Call the IPS Call Center 226-4000 and ask for the Title IX Coordinator.

MAKING A COMPLAINT
Parents and students are encouraged to submit a complaint or provide information about suspected sex discrimination or harassment promptly so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint or report orally or in writing to the building administrator, school counselor, school social worker, or directly to the Title IX Coordinator. A report should be made as soon as possible after the complained-of incident, preferably within ten days after the parent has been notified by a student of sex discrimination or harassment so that IPS can address the matter while memories are fresh and before a situation becomes more severe. However, IPS would continue to accept complaints after the ten-day filing period.

Every employee of IPS is required immediately to report in writing to the Title IX Coordinator suspected sex discrimination or harassment of a student whether it is based on the employee’s witnessing such conduct or on information from the student, the student’s parent, or a third party.

INVESTIGATION AND CORRECTIVE ACTION
The Title IX Coordinator will promptly investigate, or direct the investigation of, complaints and reports of sex discrimination or harassment. The investigation will be completed in a timely manner, the time depending on the nature and complexity of the issues but generally taking no more than 30 days.

The Title IX Coordinator will assist the building principal in determining whether to take interim measures during the investigation and whether IPS is required to report the incident that is the subject of the complaint to Child Protective Services.

At the conclusion of the investigation, the Title IX Coordinator will report the result to the Superintendent, including, where appropriate, making a recommendation for reasonable, timely, age-appropriate, and effective correction action. The Superintendent may impose discipline up to and including a recommendation for employee termination or student expulsion. The Title IX Coordinator will advise the Complainant and the person accused of misconduct, in writing, whether or not the allegations were found to be substantiated.

Except to the extent an employee or student has a statutory right to challenge the Superintendent’s recommendation for expulsion or termination or an employee has a collectively bargained right to challenge the imposition of discipline, the decision of the Superintendent is final.
GUIDELINES
The Superintendent is directed to promulgate administrative guidelines and arrange for appropriate training for implementation of this policy. The guidelines will include complaint procedures providing for prompt and equitable resolution of complaints alleging sex discrimination or harassment of a student. This policy should be read in conjunction with IPS’ general anti-harassment policy and procedures for reporting abuse and neglect to Child Protective Services.

IPS BYLAWS AND POLICIES: ORGANIZED CRIMINAL ACTIVITY

1) GENERAL POLICY STATEMENT
Indianapolis Public Schools prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

2) DEFINITIONS
The following definitions apply to this policy:
   a. Criminal Organization means a group with at least three (3) members that specifically:
      i. either:
         1. promotes, sponsors, or assists in; or
         2. participates in; or
      ii. requires as a condition of membership or continued membership; the commission of a felony or an act that would be a felony if committed by an adult or the offense of battery.
   b. Organization or Gang Activity means a student who knowingly or intentionally actively participates in a criminal organization, or a student who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal organization.

3) REQUIRED REPORTING
   a. Per state law, a school employee shall report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist.
   b. Any corporation and school employee who promptly reports an incident of suspected gang or criminal organization activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident.

4) INVESTIGATION
   The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang or criminal organization activity. The investigation shall be initiated by the principal or the principal’s designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed and the written findings submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal organization activity.

5) RESPONSE TO FINDINGS
a. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the IPS Student Code of Conduct.
b. As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services. Support services may include one or more of the following:
   i. Gang or criminal organization awareness education that shows promise of effectiveness based on research. The gang or criminal organization awareness education information should be revised and updated regularly to reflect current trends in gang or criminal organization and gang or criminal organization-like activity;
   ii. Culturally and/or linguistically appropriate services/supports for parents and families;
   iii. Counseling coupled with mentoring for students and their families;
   iv. Community and faith-based organizations and civic groups;
   v. Viable, sustainable after-school programs developed in collaboration with other stakeholders;
   vi. Job training and employment opportunities as both a deterrent to gang or criminal organization involvement and an incentive to leave gang or criminal organization involvement;
   vii. School-sanctioned/facilitated extra-curricular activities.
c. The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the IPS Student Code of Conduct. The superintendent of the school corporation is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal organization activity is confirmed, according to the IPS Student Code of Conduct. Consequences for a student who engages in gang or criminal organization activity may range from positive behavioral interventions up to and including suspension or expulsion.
6) NOTIFICATIONS & REPORTS
a. The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal organization activity, and whether consequences were imposed or services provided to address the activity. This information is to be provided in an expedited manner.
b. The principal shall submit the report to the superintendent of the school corporation within ten (10) school days of the completion of the investigation. The superintendent or his/her designee shall report the results of each investigation to the school board on a quarterly basis during regularly scheduled board meetings.
c. Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the school corporation superintendent who shall submit a written report to the Indiana Department of Education by June 2 of each year.
7) ANNUAL DISSEMINATION & STAKEHOLDER ENGAGEMENT
a. This policy shall be annually disseminated to all parents who have children enrolled in a school within the school corporation. Notice of this policy must be published in student
handbooks and all other publications of the school corporation that set forth the rules and procedures for schools within the school corporation.

b. School officials are encouraged to collaborate with stakeholders to provide gang or criminal organization prevention and intervention services and programs, including but not limited to:

i. Provide training for staff and teachers on gang or criminal organization prevention and intervention resources within a jurisdiction on a periodic basis. The gang or criminal organization awareness information should be revised and updated regularly to reflect current trends in gang or criminal organization activity.

ii. Create formalized collaboration plans between local school administration and community based prevention and intervention providers (possibly using the existing County Safe School Commissions as points of contact). The formalized collaborations should make effective, coordinated, and maximized use of federal funding a priority.

iii. Coordinate resources and funding opportunities to support gang or criminal organization prevention and intervention activities.


TECHNOLOGY ACCEPTABLE USE POLICY

PURPOSE

Francis W. Parker provides access to electronic networks, including access to the Internet, as part of the instructional program to enhance teaching and learning. The use of FWP property must be for educational and research purposes consistent with the educational objectives of the school. FWP reserves the right to monitor and access all use of, or content on, the school’s computers and networks. No person or user has an expectation of personal privacy in connection with their use of or content stored in, created, received or transmitted over any property of FWP including its computers and networks, unless such right is guaranteed by statute or other law. Students are responsible for exercising good behavior when using FWP’s computers and networks, and users are responsible for complying with all FWP rules when using FWP computers and networks.

Students are expected to take responsibility for conducting themselves in an appropriate, efficient, ethical, and legal manner when using FWP’s hardware, software, network resources, and accessing the Internet. The use of information technology resources is a privilege, not a right. Any student’s failure to exercise good behavior, to comply fully with this policy or to fail to fully comply with other policies of FWP will warrant serious consequences including, but not limited to, loss of computer and network privileges, discipline, suspension, expulsion, and legal action. Users are notified that sexually explicit or pornographic content has no place in FWP, and violators who use or access such content will face severe consequences including expulsion and legal action.

ADMINISTRATION, MONITORING, AND PRIVACY RIGHTS

FWP owns its computers, its networks and the content on those computers and networks. FWP may enforce the operation of technology protection measures at any time and during any persons’ use of the FWP’s network. To insure system integrity and appropriate use of
information technology resources, FWP reserves the right to monitor, inspect, store, and copy any information transmitted, stored, or received using information technology resources. Users shall have no expectation of privacy regarding the use of or content in information technology resources. In certain limited circumstances reserved to the discretion and decision of the principal or the principal’s designee, the technology protection measures may be disabled, circumvented, or minimized for those demonstrating a bona fide research need to access such filtered or blocked materials, or for other lawful purposes.

COPYRIGHT INFRINGEMENT OF SOFTWARE
FWP prohibits the unauthorized use, downloading, installation, or copying of software on FWP computer systems. FWP must approve all software used, downloaded, installed or copied. All users must comply with applicable licensing agreements and copyright laws, and copyrighted material may not be used or shared without authorization from the publisher.

USE OF SOCIAL NETWORKING SITES
Certain Web 2.0 services, such as wikis, podcasts, video feeds, audio feeds, RSS feeds and blogs that emphasize online educational collaboration and sharing among users, may be permitted by FWP. Users must comply with this policy as well as any other relevant policies and rules during such use.

DESCRIPTION OF OTHER UNACCEPTABLE USES
- FWP resources are to be used for school-related administrative and educational purposes. The user is responsible for his or her actions and activities involving technology. Some examples of prohibited uses include, but are not limited to searching for or deliberately viewing, listening to or visiting websites with or known for containing inappropriate material or any material that is not in support of educational objectives, such as profane material, obscene material, sexually explicit material, or pornography.

- Attempting to vandalize, damage, disconnect or disassemble any network or computer component.

- Attempting to gain unauthorized access to FWP’s system or to any other computer system through the IPS system, or beyond an individual’s authorized access. This includes attempting to log in through another person’s account or accessing another person’s files with or without their permission.

- Searching for or creating security problems as this may be construed as an unauthorized attempt to gain access, i.e.; computer hacking. Using FWP’s resources for purposes of plagiarism, theft, infringement and other illegal or illicit purposes.

- Installing software without permission of the principal or his/her designee or using FWP’s software in a manner inconsistent with interests pertaining to the school, their license agreements and/or applicable laws.

- Wasting FWP’s resources including bandwidth.

- Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
• Revealing personal data of students and staff.

• Using the system for purposes unrelated to the interests of FWP such as use for commercial purposes or personal.

TEXTBOOK RENTAL
Textbook rental is due the first week of school and is considered delinquent at the end of September. If you need assistance in paying the textbook rental, please make sure you fill out the necessary assistance forms (mailed home and available in the school office) by the September deadline. Questions regarding the assistance application form may be directed to the IPS Call Center 226-4000. Unpaid book rental fees are turned over to collections at the end of October. Fees will be shared at the beginning of each school year for elementary students; book rental fees for middle school students are dependent upon class assignments and will be shared with parents in August. To access online payments for your student’s textbook rental, please go to https://eps.mvpbanking.com/cgi-bin/efs/login.pl?access=55933.

Fees for textbook rental are to be determined. You will receive additional information about these fees at a later date.
INDIANAPOLIS PUBLIC SCHOOLS
RELEASE OF INFORMATION

Signing and returning this form constitutes a DENIAL of permission to release information without prior written consent.

Dear Parent:
Below is what is legally referred to as Directory Information under the Family Educational Rights and Privacy Act (FERPA). This is information about a student that may be released to the military, colleges, civic organizations, news media, and similar parties, as well as published on social media and in programs for marketing/promotional materials and athletic, music or theater events.

Please check the box next to any item that you DO NOT wish to be released.
☐ Name of student
☐ Age or Date of Birth
☐ Address
☐ Participation in activities and sports officially recognized by IPS
☐ Height and weight of members of athletic teams
☐ Honors, awards and scholarships received
☐ Dates of attendance
☐ Most recent previous school attended by the student
☐ Photos/video of your student in news or social media

* This information will be released only to state and federal agencies that request directory information.

________________________________________________________________________________________
STUDENT NAME

GRADE _______ HOMEROOM__________________________

________________________________________________________________________________________
PARENT OR GUARDIAN SIGNATURE DATE

Place original form in student’s cumulative folder and submit a copy to the main office.
IPS BULLYING REPORT FORM
This is a report that will result in an investigation of the situation. Please return to a teacher/school administrator, or a place it is anonymous Bullying Report Box after completing.

<table>
<thead>
<tr>
<th>Today’s date: __________________</th>
<th>School’s name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of bully: __________________</td>
<td></td>
</tr>
<tr>
<td>Name(s) of additional bully(ies): __________________</td>
<td></td>
</tr>
<tr>
<td>Name of student(s) being bullied: __________________________</td>
<td></td>
</tr>
<tr>
<td>Classroom teacher(s) of student(s) being bullied: _______</td>
<td></td>
</tr>
<tr>
<td>Names of student(s) who saw or heard about the bullying: ________________________________</td>
<td></td>
</tr>
</tbody>
</table>

When did the bullying happen? __________________________

Where did the bullying happen (Circle all that apply)
- Hallway
- Cafeteria
- On the Bus
- Bus Stop
- Online/email/text
- Playground
- Bathroom
- Neighborhood
- Classroom
- Going to/from school
- Other: __________________________

Type of Bullying: (Circle all that apply)
- Called mean names
- Excluded (left out)
- Took or damaged something
- Threatened
- Hit, kicked, punched
- Told lies/spread rumors
- Wrote insulting notes
- Started conflicts
- Made racial, sexual, or insulting comments
- Cyber Bullied (online/email/text)
- Other: __________________________

What exactly did the bully(ies) do or say? __________________________

Who has been told about this incident to bullying or saw what happened? (Circle all that apply)
- Teacher
- Principal
- Friend/Student
- Parent/Guardian
- Nobody
- Yet
- Bus Driver
- Assistant Principal
- Social Worker
- Other: __________________________

Was anyone hurt or injured? YES NO If yes, how? __________________________

Has this bullying incident happened before YES NO If yes, how many times? ______

Have you filled out a Bullying Report Form before YES NO

Person completing this form:
- School/Staff member: __________________________
- Volunteer: __________________________
- Parent: __________________________
- Bus Driver: __________________________
- Student: __________________________
Family Handbook Sign-Off

The Francis W. Parker Montessori School 56 Family Handbook has been written to help your son or daughter gain the greatest possible benefit from his or her Montessori experience.

The FWP Montessori faculty and staff are in need of your help and cooperation. It is important that every student and parent understand the Handbook and be expected to follow the rules and guidelines set forth in this Handbook. Please read and discuss the Handbook with your child. Afterwards, you and your child must sign this form and return it to the school. Thanks for your cooperation and support.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>RM#</th>
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</tr>
</tbody>
</table>

Parent or Guardian Signature Date

Administrator Signature Date

Please return to classroom teacher by August 15, 2019. Place original form in student’s cumulative folder and copy in the main office.