



Lillie May
**CARROLL
JACKSON**
CHARTER SCHOOL

Parent and Scholar Handbook
2016-2017

LMCJ School Pledge

I am powerful beyond measure,
I am intelligent and determined to succeed.
I am confident in my ability to persevere and lead.
I will be a great influence in this world through my active citizenship.
I am beautiful and know my worth;
I am worthy of respect and will accept nothing less.
I am exceptional;
I value who I am inside and out.
I honor those who came before me, because of them I stand today.
I can positively collaborate with my family and my community
To generate purposeful questions that will guide inquiry.
By demonstrating integrity at all times,
I am responsible and can change the world through my actions.
I will wear my crown, step up and take my throne.
At LMCJ, I will leave an unforgettable mark.
I can inspire;
I will lead.
I can,
I will,
End of Story.

Mission

The mission of the Lillie May Carroll Jackson School, named for the “mother of civil rights” in Baltimore and Maryland, is to create an experiential learning community for Baltimore City middle school girls, grades 5 – 8. Our core belief is that changing girls’ lives changes the world. Our aim is to develop 21st century learners with a strong sense of community through rigorous academic course work, high quality adventure experiences, character development and leadership opportunities. Our girls will graduate from school prepared for the most rigorous college preparatory high schools.

Vision

The Lillie May Carroll Jackson School envisions a world where all young women, regardless of their background, have the skills, tools and qualities to succeed in college and to develop as leaders in their communities and the world.

Educational Vision Statement

The Lillie May Carroll Jackson School envisions a world where all young women have the skills, knowledge and qualities to succeed in college and to develop as leaders in their communities and the world. In pursuit of this vision, school leaders, teachers, scholars and families will collaborate in the creation of a school community where learning is challenging, active, meaningful, and public.

Upon completion of her time at the School, a Lillie May scholar will:

- Be open-minded and work with a sense of curiosity, purpose and strategy.
- Communicate courageously, constructively, and effectively with a strong voice orally and in writing.
- Use precise reasoning and rigorous argumentation, supported by quantitative and qualitative evidence.
- Take an active role in her communities, recognizing her obligation to carry out acts of consequential service to others.
- Exhibit integrity, mutual respect, honesty, trust and empathy in order to cultivate a sense of belonging for herself and others.
- Set goals for herself and engage in regular reflection.
- Exercise perseverance and resilience and view failure as a necessary part of growth, knowing that her abilities can change with effort.

- Take pride in the creation of quality work.
- Bring dynamic and thoughtful feedback and strong facilitation skills to her collaboration with others.
- Master important content and skills as measured by MSDE assessments.

Expeditionary Learning

LMCJS is an Expeditionary Learning (EL) School. An outgrowth of Outward Bound, the EL model challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. At LMCJ:

- Learning is active. Students are scientists, urban planners, historians and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- Learning is challenging. Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.
- Learning is meaningful. Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning had purpose.
- Learning is public. Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.
- Learning is collaborative. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

Attendance

Scholar attendance impacts our scholars' academic and social growth. Scholars should arrive to school on time *daily* to gain the most benefit from our unique school structure. Breakfast begins at 7:45am and the instructional day begins at 8:00am. Scholars are considered late at 8:10am. If a scholar is absent, you must provide a note from a doctor in order for it to be an excused absence. The only excused absences are: illness, funeral and IEP related transportation issues. By law, no other reasons can be excused.

Perfect attendance is **zero** absences and **zero** latenesses- there are no exceptions. **Stellar** attendance is **zero** absences and **less than 10** latenesses. The *only* exception for stellar attendance is an absence that is excused and documented with a doctor's note.

If, for any reason, your scholar is absent for 3 consecutive days with no prior communication, you will be contacted by your scholar's crew leader. If you know your scholar will be absent or your scholar becomes ill, please be proactive and contact your scholar's crew leader right away. If your scholar is ill for 5 consecutive days with no communication, it then become the responsibility of administration to reach out and ensure your scholars is okay, and if there is any

way that we can assist in her return to school. If your scholar does not come to school for 10 consecutive days without proof of excuse, Baltimore City Public Schools *requires* that we contact the Office of Family Preservation.

Instructional Day

LMCJs instructional day is from 8:00am-4:00pm Monday-Thursday and 8:00am-1:00pm on Friday. The day consists of the following:

- Four instructional blocks
- An intensive block

<i>5th /6th grade cohort</i>	<i>6th /7th grade cohort</i>
Intensive	Intensives
ELA	ELA
Math	Math
Humanities	Humanities
Writing	Science

- One hour of lunch/recess.
- One hour of a resource, which is technology, PE, art; and
- Daily crew sessions of 45 minutes.

Extended Day

Extended day is **optional and limited to the ninety scholars**, however, we strongly encourage all LMCJ families to participate in this free opportunity from 4:00pm-6:00pm Monday through Thursday only. Extended day consists of snack, homework help, an activity and dinner.

Presently the activities available are yoga, art dance, debate, theater, Futuremakers, Girls Scouts. As we grow, the plan is to provide more options for activities. Participants are expected to maintain the same behavior norms as during the school day. Scholars receiving three infractions during the course of one trimester will be asked to leave the program.

Crew

Crew is a mandatory advisory that involves an adult staff and 10-12 scholars. Crew meets daily at 8:00 am for 45 minutes. Crew sessions are an essential part of LMCJs school structure, culture and climate. Scholars get the most benefit from the interaction with consistent sessions. Each crew session focuses on our character curriculum, Habits of Mind Expectations (HOME), and builds on each habit in a very strategic way. Again, if scholars miss crew in the morning due to tardiness, it can have a negative impact on the rest of her day. It is important for scholars to start the academic day with a specific focus and the chance for the crewmates to support one

another during this time is beneficial to their success daily. Scholars are reminded daily that they are, “Crew and not passengers,” and that requires time to bond and connect on a consistent basis.

The crew leader is the first point of contact for the scholars in that crew. As the crew leader, scholars interact during and outside of crew when any issues arise to assist with problem solving. This is also the case for parent/guardian communication. Any questions, updates, or academic or behavior check ins for scholars should go directly through that scholars crew leader. Crew leaders are also in contact with families at least once a month as a support for scholars and with any updates. It is leader's responsibility to “support, not report” scholars behavior. This allows for a strong partnership across the board ensuring success of scholars.

LMCJS Big Sister, Little Sister Program

The Big Sister/Little Sister Program at Lillie May Carroll Jackson Charter School is a peer program where older scholars become “Big Sisters” to younger scholars. The program will be utilized throughout the school year where the Big Sisters will have an invaluable impact on their Little Sisters progress. The program will highlight the importance of positive peer influence by celebrating the true meaning of sisterhood through interactions, check ins, team building activities, bonding, encouragement, and community service activities.

Scholars will be paired with their Big Sister and Little Sister before the beginning of the school year. Once the pairing is completed, it is the goal for scholars to remain with their sisters during their time at LMCJ without any changes being made. It is important to work through any issues that may come up and Crew Leaders will assist if needed.

Throughout the school year, scholars will have scheduled opportunities to interact with their Big and Little Sisters giving them opportunities to bond and establish a relationship.

Goals of the Big Sister, Little Sister Program

1. Each scholar will build a positive and trusting relationship with their Big and Little Sister where they will be able to maintain a strong sisterhood with each other throughout the school year.
2. Big Sisters will strive to inspire, motivate, encourage and uplift their Little Sisters
3. Little Sisters will proactively seek out positive guidance and assistance from their Big Sisters.
4. All scholars will remain positive with each other and will maintain a growth mindset throughout the program.

I-Ready

iReady is a web based adaptive assessment that provides academic information about scholars reading and math levels. As scholars answer questions during the assessment, the program present questions that increases or decreases in difficulty based on scholar's responses. After the assessment, scholars are directed to take individual lessons based on results. Scholars are expected to use iReady for 45 minutes a week in reading AND 45 minutes a week in math. Results from assessment help us form instructional groups during intensives.

Intensives

Intensives is a dedicated hour of small group instruction that focuses on closing the instructional gaps in literacy and math. Based on adaptive assessments, scholars are grouped homogeneously and rotate to maximize the learning during the hour. Grouping is flexible so scholars are progress monitored monthly to determine movement among groups based on need. Intensives occur 4 days a week, Monday-Thursday and is an undisturbed time of the day when LMCJ closes its doors to visitors.

Breakfast and Lunch

Breakfast is served daily from 7:45am-8:00am in the school cafeteria. Scholars then transition to lockers and immediately to Crew after breakfast. It is important for scholars to arrive for breakfast on time so there is no interruption during Crew or instruction.

Lunch is split into two different times for Cohort 1 and Cohort 2. During lunch, scholars are not able to bring any food that needs to be microwaved and expected to have "ready to eat."

There is no charge for breakfast or lunch.

Recess

LMCJ believes in physical activity as an important part of our scholars' day. Scholars have an hour for lunch which includes 30 minutes to eat, and 30 minutes of physical movement. Scholars engage in organized play outside daily. During inclement, weather scholars participate in board games and small groups of structured movement indoors with staff.

Expeditions

Expeditions live throughout the academic content but mainly occurs in the humanities class. This class introduces unique content that is very specific to LMCJs academic structure which involves research, interviews, experiments, heavy amounts of informational reading and writing. Through expeditions scholars learn both science and social studies content in a very

real and tangible way. Scholars learn content through hands-on practices that help the learning “stick” which is when scholars becoming able to transfer skills to other areas. This process helps develop lifelong, critical thinking skills as well as develop cooperative learning.

Arrival & Dismissal

ARRIVAL: The building opens for our scholars at 7:45am. Scholars who arrive early, be sure they are prepared for any inclement weather. As a Baltimore City Public School, we are not required to allow scholars in before 7:45am.

Scholars are considered late at 8:10am. Breakfast is not served after 8:45am.

DISMISSAL: Monday, Tuesday, Wednesday and Thursday Academic Day Dismissal- 4:00pm
After School Program Dismissal- 6:00pm

Friday DISMISSAL TIME VARIES, PLEASE CONSULT THE FAMILY CALENDAR.

FRIDAY DISMISSAL WILL NEVER BE LATER THAN 4PM.

Infractions are issued for every late pick-up. **If, for any reason, your scholar has not been picked up within 15 minutes of the last school activity (6:15pm Monday-Thursday and 15 minutes after dismissal time on Friday), regardless of calling the school, School Police will be called and an infraction will be issued.** Scholars are dismissed to the outside of the building.

INCLEMENT WEATHER DISMISSAL: In the case of inclement weather, we follow Baltimore City Public Schools. Please be sure you check your REMIND texts for up to the minute communications from administration.

Scholar-Led Conferences

Scholar-Led Conferences (SLC) are **mandatory**. As a parent/guardian you agree to attend the SLCs throughout the school year in order to support your scholar’s learning and development. The SLCs involve scholars presenting their learning and the areas they need to improve both academically and behaviorally.

What are Scholar-Led Family Conferences?

Scholar-led conferences (SLCs) are designed to replace regular parent conferences. They are meetings between a scholar and his/her parent(s) about the scholar’s learning and growth. Scholars show their family her work (e.g. tests, writing samples, art work) - always accompanied by rubrics/scoring guides and sometimes accompanied by scholar reflections - and discuss what they have learned and where there is room for growth. Parents ask questions, make

observations, and help scholars set goals. A collaborative action plan sometimes results. A crew leader is always present and available for questions, but does not necessarily sit with each family for the entire time.

Benefits of Scholar-Led Family Conferences

Research shows that SLCs are consistently preferred to traditional parent-teacher conferences by parents, scholars, and teachers for a variety of reasons. SLCs help scholars:

- Take responsibility for their learning in both academics and habits of scholarship and character
- Share insights about themselves as learners
- Engage in assessment for learning
- Discuss academics with their parents in a positive and proactive way
- Hone their verbal communication and critical thinking skills
- Build open relationships with their families about school progress
- Meet speaking standards
- Learn how to substantiate a claim with evidence

SLCs at Lillie May

- Are led by the scholar, and attended by the Crew leader and at least one other adult: parent, guardian, or other adult member of the school or community.
- Occur 3 times per year shortly after the close of each trimester marking period (see school calendar)
- Are scheduled in 15-30-minute time slots at a time in the SLC window when parents can attend - if possible on the Wednesday afternoon of that window.
- The Conference is structured around a presentation of the scholar's portfolio, which should include:
 - A scholar-selected, teacher approved piece of work and a reflection piece written in each major subject area (ideally at the time the work was created rather than at the end of the trimester) and from ONE resource class, written in crew.
 - A scholar-selected, crew-leader approved piece of work that shows growth (eg. multiple drafts or a pre and post assessment) and a reflection on that piece, written in crew.
 - Evidence of growth and a reflection piece related to Crew and focused on at least one Habit of Mind (chosen by the crew leader based on that trimester's work in crew and other subjects.)
 - Benchmark test results and an accompanying scholar reflection written in that subject area (ELA and math)
- Portfolio binders should be saved (as designated by crew leaders) and added to each trimester to create a year-long portfolio. In preparation for the final SLC, scholars will

choose best work and evidence of growth from the year to carry forward in their permanent Middle School portfolios.

Please refer to the role of each participant in an SLC below:

<i>The Role of the Scholar</i>	<i>The Role of the Parent</i>	<i>The Role of the Crew Leader</i>
<ul style="list-style-type: none"> ● arrive on time for the conference ● make parents and family members feel welcome in the LMCJ community and set the tone for the Scholar-Led Conference ● present high quality work and reflections to an outside audience ● speak clearly and articulately about work and growth ● identify and describe both strengths and weaknesses ● set academic and HOME goals 	<ul style="list-style-type: none"> ● schedule the SLC by communicating with the scholar and the Crew Leader ● arrive on time for the conference ● support the Crew Leader and the scholar by holding your scholar accountable for maintaining a quality portfolio ● ask questions about the growth your scholar has made in the areas of math, expedition, ELA, intensives, and the arts ● ask questions about the social and emotional growth of your scholar ● ask questions about how your scholar has grown in Habits of Mind Expectations ● help your scholar to set and work toward both academic and HOME goals ● give feedback at the completion of the conference 	<ul style="list-style-type: none"> ● schedule the SLC by communicating with the scholar and the parent ● be available for the designated conference time ● guide each member of the Crew to prepare a presentation which meets the criteria set out by LMCJ faculty ● give scholars the opportunity to rehearse, give and get feedback, and be fully prepared for the presentation ● support Crew Members and follow up with parents to ensure scholars reach the academic and HOME growth goals set during the SLC ● organize time and space to host effective SLCs

Habits of Mind Expectations (HOME)

HOME is a specific character building curriculum developed by the staff to foster the traits outlined below. We believe that the core of an LMCJ scholar is being an active citizen and in order to exemplify that trait- a scholar must be responsible, persevere through difficult situations; practice seeking answers through inquiry; develop productive collaborative skills; and exhibit integrity at all time.



Lillie May Habits of Mind Expectations (HOME)



Please discuss the learning targets with your scholar:

Integrity- I can be my best self in my communications and my actions at all times.

Responsibility- I can take ownership of my actions, my environment, and my education.

Perseverance- I can demonstrate an ability to work through difficult or frustrating situations.

Collaboration- I can work productively and positively with all members of the LMCJ community.

Inquiry- I can demonstrate active curiosity about our world and my place in it.

Active Citizenship- I can “be crew, not passengers” in every school endeavor.

Grading Policy

What Is Standards-Based Grading (SBG)?

- Standards based grading, sometimes called proficiency grading, is a method to measure how scholars are doing in meeting the learning goals for her grade as determined by Common Core State Standards. Learning targets, sometimes called learning standards, are the academic skills your scholar should know or be able to do for her grade level by the end of the school year.
- Standards based report cards give a grade for each learning target, so scholars receive multiple grades in each subject area. In 5th grade math, for example, you’ll see the subject broken into several categories, such as operations/algebraic thinking and fractions. Under each category, you’ll see a list of math skills your scholar should be able to do, as well as a grade showing how your scholar is doing.
- HOME is graded separately to provide an accurate picture of your scholar’s academic achievement. Behavior includes aspects like completing tasks on time, going to class prepared, and contributing positively to class discussions.

How Standards-Based Grades Differ From Traditional Letter Grades

Providing grades for academic proficiency and work habits gives parents more information about the areas in which your scholar needs to improve than the traditional letter grading system. The traditional grading system combines many elements—test scores, quizzes, completed homework, classroom participation, coming to school on time, extra credit—and averages the semester’s work into a percentage that correlates with a letter grade. LMCJ’s overarching goal is to develop scholars who not only master academic content, but also demonstrate attributes for successful learning beyond school.

How Progress Is Measured

LMCJ uses a four-part scale to denote levels of achievement with descriptors such as:

- Excels (4)
- Proficient (3)
- Approaching Proficiency (2)
- Well Below Proficiency or Not Yet (1)

If you're confused by what the levels mean, you're not alone. Keep in mind that a 3 or "proficient" isn't the same as a B. It means your scholar has met state standards, and that's good. The new Common Core standards raise the academic bar.)

Also, even top scholars can earn a 2 or "approaching proficiency" grade, which can be a shock for some families. But it's more important to know if your scholar is struggling with a concept than to see a slew of top grades because of stellar work habits. On the upside, early low scores aren't averaged into the final grade—so once your scholar masters the concept, her final grade shows that.

Level 4, or the top level, may be the trickiest to understand. If your scholar earned A's on traditional report cards, she may have received them for meeting the teacher's requirements, not necessarily for excelling at or going beyond grade level according to state standard. In the new system, 4's may be harder to come by (and 3's should be celebrated). However, earning 4's are achievable in the classroom.

As the grading system becomes familiar, you'll get more comfortable. The important thing is that your scholar is learning and making progress. [Celebrate progress, and the grades will follow.](#)

What does SBG mean for my scholar if she does not reach proficiency?

As a combined effort on the part of the LMCJ, the scholar and family, we collectively decide if a scholar needs more time in a given grade level/school division (lower school 5th/6th, upper school 7th/8th). At LMCJ, our goal is to ensure scholars are ready for the next grade. It would be a huge disservice to our scholars to move them forward if they are not adequately prepared for the next level of academic instruction. If a scholar is not ready to move forward to the upper school, she will remain in the lower school division. We base this decision on comprehensive review of the scholar's academic year. Attendance plays a major role in the discussion as well.

Conditional Promotion Expectations

All scholars enter LMCJ and complete a **transitional year**. This means that we give scholar one year to get adjusted to the many changes such as an all-girl environment, multiple teachers, new grading system, Scholar-Led conferences, and the overall responsibility of taking ownership of their own learning. We realize that all of these things can be difficult and need time to make an adjustment. After the transitional year, a scholar may be conditionally promoted (the **conditional year**). This means that she must meet certain conditions during the

following school year in order to be promoted. If a scholar does not meet the agreed upon conditions, she will need more time in the division to catch up.

JumpRope

Our progress report and report card system is called JumpRope. Parents have access to scholar's grades at all times and we strongly recommend that you check it weekly to see if assignments are submitting assignments on time, and check current grades. Use this system to engage in rich conversations with your scholars about responsibility and set goals with her to improve and maintain strong academic and behavior standards. Scholars will receive a progress report in the middle of the trimester and present them to you during her Scholar-Led Conference. This will occur three times a school year. Report cards will be sent home with scholars at the end of each trimester (three times a year). All scholars will receive a Baltimore City report card each trimester as well that will be included as an official part of your scholar's record.

Scholars will receive a Baltimore City (BCPSS) report card, a LMCJ report card and LMCJ progress report every trimester. The purpose of the BCPSS report card is that it will follow your scholar throughout the school system as long as she attends a BCPSS school. It will be used as entrance criteria for competitive BCPSS high schools. For specific knowledge about how your scholar is performing academically and socially, please refer to the LMCJ progress report and report card.

Uniform

LMCJ has a strict uniform policy. Scholars must be in uniform daily which consists of a grey uniform skirt or pants, a white polo shirt with our school logo, a royal blue fleece jacket with the school logo, **solid** black sock and shoes. Shirts, pants and skirts are specific to our school and should be purchased through the school store. There should be no other colors (including white) located anywhere on the shoes, including the soles. Scholars may wear moderate jewelry. Anything that becomes a distraction is prohibited.

Scholars out of uniform will receive an infraction to be signed by a parent/guardian. Out of uniform can mean: shoes with white soles, jeans or pants that are not brand pants, shirts without logos, etc.

Uniforms are available for purchase at the school, during the identified period before school begins and then the first Thursday of the month, from 5-6pm. No uniform sales can be accommodated outside of these times. Infractions will be given to anyone who is found to be out of uniform and they will be given "loaner" uniform items as a substitute.

If your scholar needs to borrow a school "loaner" fleece jacket, they will be asked to sign it out and return it at the end of the school day. Each scholar has only **3** opportunities to borrow a fleece per trimester. Upon the 2nd request, a letter will be sent home that informs parents. If a scholar *does* not return the fleece within 3 days of borrowing or it is not found on campus within the same time period, the parent will receive a bill from the school for \$25- the value of the fleece.

Cell Phone Policy

Cell phones must be turned off and placed in lockers upon entering the building, no exceptions. If there is a need to contact a scholar, please call the school at 443-320-9499. After receipt of this handbook cell phones found in school on scholars will be confiscated and a parent/guardian will need to retrieve them. Cell phones will not be given back to scholars if found on them in school.

Restorative Practice

LMCJ prides itself on approaching discipline in a way that promotes healing rather than punishing. We employ Restorative Justice using peace circles and a method called VOMP (venting, ownership, moccasins, plan) which creates a culture where scholars have the opportunity to “repair” or make things better after causing harm by their wrongful act . Our goal is to provide opportunities for scholars to understand how her behavior affects others, and discuss and plan how to move forward. The process require scholars to be reflective and empathetic. Scholars receive multiple opportunities to amend behavior before serving in-school reflection time. Repetitive behaviors that negatively impact the school community, and/or cause physical harm require adherence to Baltimore City Public Schools Code of Conduct (which was provided in the back-to-school-packets). Our goal is for scholars to be in school, however, we also need to maintain a safe learning environment for all scholars and staff. Suspension is used as a last resort effort to address counterproductive behaviors.

At LMCJ we document all behaviors, interventions and follow ups (including parent communication) in JumpRope. This allows us a team to partner with the scholar and families to ensure that we are providing the absolute best supports for the success of each scholar.

LMCJ IN SCHOOL TIME (IST)

The purpose of In School Time (IST) is to give scholars the opportunity to reflect on their behavior and learn skills that will enable them to react more positively in the future. At LMCJ we will create and maintain a culture of high expectations, accountability, respect and fostering relationships. Therefore, we will use a range of interventions to address behavior issues before removing scholars from the classroom or school, including but not limited to:

- Refocus Levels
- Reflections
- Peaceful Pause
- VOMP
- Restorative Circles
- Check-ins
- Teaching of Social Skills, Anger Management, Character and Life Skills, Coping Skills, Safety
- Positive Behavior plans

- Community Service Projects
- Leadership and parent conferences and many more

It is our goal to improve student behavior, reduce school violence, improve the overall school culture and promote and encourage taking accountability for actions. We will create a culture where exclusion from class or school is not our default response to behavior but where scholars learn to hold themselves accountable and engage with the school community to “repair” all harm that was done physically and/or emotionally. The Director of Climate and Culture (DCC) will make the final decision for scholars who will need to spend time in IST. Out of School Suspension will be used as the last resort when we are addressing school wide behaviors with scholars. The decision to suspend scholars will be determined by the leadership team. Below is a chart of some behaviors and what our response at LMCJ will be as it relates to our Restorative Practice Model:

Behavior	Restorative Practice
<p style="text-align: center;"><u>Refocus Level A Behavior:</u></p> <ul style="list-style-type: none"> ● Sidebar conversations ● calling out ● non-compliance with instructions ● off-task behaviors ● invading personal space of peer or staff ● using offensive language, ● disrespect of public space (i.e. running in halls, yelling, littering) 	<hr/> <p><i>Staff should gently remind the scholar that her current behavior is not meeting the expectations and redirect her to redo the expected behavior.</i></p> <p style="text-align: center;"><i>For example:</i></p> <ul style="list-style-type: none"> ● <i>If running: have scholar turn back around and walk</i> ● <i>Use of offensive language: have scholar correct language</i> ● <i>Immediate redirection of behavior</i>
<p style="text-align: center;"><u>Refocus Level B Behavior:</u></p> <ul style="list-style-type: none"> ● Repeat” Level A” behavior ● Being in an unassigned area ● Elevated agitated state ● In-school class cutting 	<hr/> <p><i>Staff should calmly approach the scholar and clearly identify their behavior of concern and ask if the scholar needs any additional support in order to get back up to code for the remainder of class.</i></p> <ul style="list-style-type: none"> ● Cool Down/Reflection Area in every classroom ● Self-calming strategies ● Reflection tools ● Check-ins with Director of Climate & Culture ● Hallway Conference with teacher or teaching fellow

	<ul style="list-style-type: none"> ● Recess Academy
<p><u>Refocus Level C Behavior:</u></p> <ul style="list-style-type: none"> ● Repeat Level B behavior(s). ● Defacing school property ● Stealing ● Physical altercations between scholars ● Intentionally unsafe or disrespectful on fieldwork ● Intentionally offensive language directed toward an individual ● Bullying ● Changing the environment to be suddenly unsafe 	<p><u>VOMP OR CLASSROOM CIRCLE, TEACHER-LED</u></p> <p><i>Staff should directly address the behavior of concern with the scholar and begin to process the next step in relation to our practice.</i></p> <ul style="list-style-type: none"> ● VOMP process ● Classroom Circle Process ● Restoration Project based on action of scholar (community apology, individual apology, school project, etc.) ● Parent Communication ● Meeting with Director of Climate and Culture
<p><u>Refocus Level D Behavior:</u></p> <ul style="list-style-type: none"> ● Repeat Level C behavior(s) ● Sexual harassment ● Extended class cutting/out of school cutting 	<hr/> <ul style="list-style-type: none"> ● VOMP Process ● Classroom Circle Process ● Parent Conference with School Administration ● Restoration Project
<p><u>Refocus Level E Behavior:</u></p> <ul style="list-style-type: none"> ● Repeat Level D Behavior(s) ● Physical altercation between a scholar and adult ● Sexual harassment ● Possession of a weapon ● Illegal drug possession and/or distribution ● Self-harm 	<hr/> <ul style="list-style-type: none"> ● VOMP Process ● Formal Restorative Meeting(s) ● Parent Conference with Administration ● Restoration Project ● In School Time (IST) ● Out of School Suspension will be determined by leadership depending on behavior

Extended school day is not mandatory. As such, scholars who receive 3 infractions during extended day will result in the removal from the Extended School Day program. There is a waiting list for the program which means scholars must adhere to a strict behavior expectation policy in order to remain active in the Extended School Day program. Again, our goal is for all scholars to participate in a safe environment.

Field Trips

Scholars must have a signed permission slip from a parent/guardian in order to participate in any field trip. Please be sure that you are reading carefully the requirements for field trips as outlined on the permission slip and have your scholars dressed accordingly. We understand

that uniforms are not our scholar's first choice, however, an excuse to dress down may lead to the wrong clothing decisions for field trips.

Your scholar is expected to represent herself well and follow LMCJ norms outside of the building, this includes choosing appropriate clothing for a school function. At Lillie May, field trips are an extension of a lesson or a unit. As future leaders in their communities, field trips allow our scholars to have experiences that will directly contribute to their future success. Performance in school can prevent a scholar's participation in field trips and thusly can affect their grade on a particular unit.

School Community Expectations

At LMCJS we take pride in being a community. We partner with not just our scholars but our parents and families and other community members to ensure that we are all providing the absolute best for our scholars. All members of our school community have a vital role in creating and maintaining a positive and safe school culture. Therefore, it is important that our school community partner with and cooperate in a respectful manner with each other (scholars, parents, staff, etc.) in order to promote the culture that we are working so diligently to create at LMCJS.

If there are concerns that arise between any of our community members (especially our scholars), please be sure to directly connect with the Crew Leader to express the concern so that we can go through the proper protocol of solving issues that occur. This eliminates escalating the concern any further for all those involved. If you believe that a meeting is necessary with a teacher, please be sure to reach out directly to that teacher via email to schedule a conference instead of an unscheduled visit, as this is not the best way to meet due to the many responsibilities of our staff and their schedules.

Classroom Visitation and Volunteering at Lillie May

You are more than welcome to visit your scholar at any point during the day after 9:45am. You are able to visit with them for up to 30 minutes. If you want to stay at the school after this point, you can! You will simply be asked to step into another classroom and see how you can assist.

If you, or anyone you know, would like to regularly volunteer with Lillie May, you will be asked to go through the Baltimore City Public Schools volunteer fingerprinting process. Please ask Ms. Sparkman for more information.

LMCJS Parent Teacher Association (PTA)

Family involvement is an important component of the to ensure our scholars' success as well as the cohesiveness of our school community. The purpose of the PTA is to support our school and uplift our school community to a level where we reflect the active citizenship that we expect from our scholars. The PTA meets monthly to discuss school issues and plan social

activities. Participation in our PTA is encouraged; please see Ms. Sparkman if you would like to be involved.

Please read and discuss the LMCJ parent and scholar handbook with your scholar.

*****Please sign, date and return only this page to school.*****

I have read and discussed the LMCJ parent and scholar handbook with my scholar(s). We agree to the policies and procedures in this handbook. We understand that if we have any questions, we need to contact the school.

X _____
Parent/Guardian Name **PRINT**

X _____ Date _____
Parent/Guardian Name **Signature**

X _____ Date _____
Scholar Name

X _____ Date _____
Scholar Name