

Lesley Ellis School

Family Handbook 2016 - 2017

LESLEY ELLIS SCHOOL
Faculty and Administration
2016-2017

Administration:

Mara Bangura	Early Childhood Program Director
Deanne Benson	Head of School
David Casanave	Director of Communications
Jennifer Hodgdon	Director of Development
Jeanette Keller	Director of Auxiliary Programs
Tricia Moran	Director of Admission
Anne Norris	Middle School Program Director
Margery Powell	Administrative Assistant
Jenn Young	Elementary Program Director

Specialists:

Emily Roos	Music
Charles Claus	Science
Bex Craik	In-House Substitute/Physical Education
Katie Dealy	Early Childhood Movement
Mike Dodd	Consulting Psychologist
Elizabeth Thomas	Art
Amy Hass	Learning Specialist
Cristina Martinez	Spanish
Guy Mendilow	Music
Amira Shulman-Kumin	Literacy Specialist
Jen Saulnier	Nurse
Jordana Shaw	Librarian
Bobby Smithney	In-House Substitute/Theater Arts/Middle School
Sandra Torello	Spanish

Classroom Teachers:

Preschool

Emily Cooperman
Janet McLaughlin
Ann Scalley
Rebecca Shedd

Prekindergarten

Robin Alperin
Tiffany Bradlee
Angela Elkins
Natalie DiPalma

Transitional Kindergarten

Gloria Kelley

Bex Craik

Kindergarten

Pat Lewis

Liam Nolan
Emily Denault

First/Second Grade

Denise Cadiero
Maija Alksnitis
Ashley Moulton
Barbara Quoos

Third/Fourth Grade

Brian Binkowski
Sara Giffin
Lauren Leger

Fifth/Sixth Grade

Andy Stratford

Seventh/Eighth Grade

Michel Ohly

Email Communication with Faculty/Staff

Email addresses for Lesley Ellis School employees are built on the formula

First name initial last name@lesleyellis.org

For example, Joan Smith's email address would be jsmith@lesleyellis.org

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Welcome to Lesley Ellis School

This handbook will assist you in becoming acquainted with Lesley Ellis. The information provided contains information on program philosophy, procedures, and policies. Please keep it in a convenient place so that you can refer to it when questions arise. Lesley Ellis reserves the right to make necessary changes in school policies during the school year, and in such cases will notify parents of these changes.

INTRODUCTION TO LESLEY ELLIS SCHOOL

Vision

Prepare and inspire children to make their world a better place.

Mission

Lesley Ellis School prepares accomplished, inquisitive and inspired learners by providing a challenging, student-centered, and anti-bias curriculum within a tightly connected community.

Core Values

Accepting: We are open and accepting: a place where everyone feels at home.

Caring: We are caring and supportive. We take time to nurture and know each other.

Collaborative: We work together to create an environment where each child's potential is fulfilled.

Creative: Learning is fun. Our teachers are passionate and creative.

Respectful: We respect each others' differences and unique qualities.

Thoughtful: We make our decisions based on what is best for each child.

Organizational Information

The administration of Lesley Ellis consists of the Head of School, Director of Admission, Director of Development, Early Childhood Program Director, Elementary Program Director, Middle School Program Director, Director of Communications, Auxiliary Programs Director, and Administrative Assistant. The school is accredited by the Association of Independent Schools in New England, is a member of the National Association of Independent Schools, and is licensed by the Massachusetts Department of Early Education and Care.

The annual budget for the Lesley Ellis School is designed to break even. Approximately seventy-five percent of the school's budget is allocated for faculty and administrative salaries and benefits. Ten percent of the budget covers overhead costs such as rent, utilities, and cleaning/maintenance. The remaining fifteen percent of the budget covers direct program costs.

Revenues to support the annual budget come primarily from tuitions, with an additional amount generated by fundraising activities. The funds generated from these activities are used primarily for program enhancements, special projects, and financial assistance. We attempt to provide a variety of ways for the families at Lesley Ellis to contribute to these efforts to encourage maximum participation. We depend on gifts of time, goods, services, and money to enrich our program offerings for all of our children.

Schools for Children

Schools for Children, Inc. (SFC) is a nonprofit organization which creates and manages schools and educational services. In addition to Lesley Ellis, SFC currently operates Dearborn Academy and Seaport Academy, two special education schools serving students in the greater Boston area; the STEP Program (Short Term Educational Placement), an education assessment and support program that helps keep kids from falling through the cracks; and Winn Brook Childcare Program in Belmont.

SFC also develops new education services and innovations and consults with other schools, districts and human service providers to enhance the quality and performance of their programs. By centralizing many administrative and executive functions, SFC also helps to reduce overhead costs for all its schools enabling them to devote more of their "local" resources directly to education. As a larger organization, SFC is also able to negotiate more effectively for services than any individual school can.

Lesley Ellis has been one of SFC's portfolio schools since 1981. To learn more about SFC, please visit their website at www.schoolsforchildreninc.org.

Lesley Ellis School Advisory Board

The Lesley Ellis School Advisory Board (LEAB) functions as the primary volunteer leadership group within the school and as an official committee of the Schools for Children (SFC) Board of Trustees. The LEAB consists of current Lesley Ellis parents, parents of alumni, and outside educators. The role of the LEAB is to advance the mission of Lesley Ellis and support the Administration in achieving the school's strategic goals. LEAB members also serve as a conduit for hearing LES community member questions and concerns and providing feedback to the school on issues of importance to the broader school community. All LEAB members are appointed for two-year terms by the SFC Board of Trustees.

Composition of the Advisory Board

Historically the school has maintained a 25% student of color population. We have an expectation and commitment to continue to meet and exceed this number, and we strive to have our advisory board membership reflect the diversity of the student population and our community at large.

Non-Discrimination Employment Policy

Lesley Ellis School bases employee hiring decisions solely on the individual's qualifications and competence for a particular position and ability to perform the essential functions of the position with or without reasonable accommodations. The decisions are made without regard to race, religion, cultural heritage, national origin, gender, political affiliation, sexual orientation, marital status or disability.

Composition of the Faculty and Staff

The Lesley Ellis faculty is made up of experienced early childhood, elementary, and middle school educators who are dedicated to children's growth and development. In the spirit of the school's commitment to anti-bias education, we set goals to attract and hire the most highly qualified racially and culturally diverse faculty and staff. On-going professional development requires employees to examine their work and themselves in order to deepen our understanding of systemic power and privilege. We believe this is an essential ingredient in maintaining a welcoming and inclusive community.

ENROLLMENT INFORMATION

Admission Policy

Lesley Ellis School is committed to a fair, nondiscriminatory, and welcoming admission process. We believe that a school is at its strongest when it includes the broadest possible ranges of races, ethnicities, family structures, and socio-economic status. Lesley Ellis School does not discriminate against any child or family because of race, religion, cultural heritage, national origin, gender, political affiliation, sexual orientation, marital status or disability. Lesley Ellis School will base all admission decisions solely on the individual student's ability to benefit from the programs and activities offered with or without reasonable accommodations. Lesley Ellis cannot accept students whose presence poses a direct threat to the health or safety of others unless the direct threat can be removed with a reasonable accommodation. Lesley Ellis considers each student based on an objective individualized assessment about whether it can meet the particular needs of the child without fundamentally altering its program. Our admission goals include diversity, gender balance, and a consistent level of enrollment. Lesley Ellis School gives preference to eligible siblings of current and past students and eligible faculty children, although acceptance is not guaranteed. Enrollment of a student in the school carries with it the expectation of a cooperative parent-school partnership.

Financial Assistance Statement

Lesley Ellis School strives to provide high-quality education that is affordable for all students. Because the cost of Lesley Ellis may exceed the financial capabilities of some families, financial assistance is available each year. Our commitment to financial assistance allows for greater socio economic balance at the school and it supports our goal to create a diverse population of students and families. Lesley Ellis maintains a commitment to continue financial assistance for returning students whose families remain within the eligibility guidelines. The deadline for applying for financial assistance for the next school year is January 30th. For more information, please see Tricia Moran in the Admission Office.

Student Records

Permanent files for each student are maintained in the office. These files contain emergency contact information, release authorizations, general permission forms, medical records, medicine administration authorization forms, general development information, progress reports, and injury reports. All of these forms must be updated annually prior to the start of each school year.

Student files are available to parents/guardians at any time upon request. Information contained in a student's file will not be copied or released to anyone without written permission from the parents/guardians. A record will be maintained in each file indicating what material has been disseminated, to whom, by whom and the date.

Payment Procedures

The expenses of the school are of an annual nature and must be contracted in advance. A non-refundable deposit of \$1500 is required to reserve a space. That amount will be applied to the student's total tuition and reflected in the final payment for the school year.

Tuition checks should be made payable to Lesley Ellis School and will be accounted for by the staff at the Schools for Children office. Payments may be handed in at the Lesley Ellis office or mailed to: Schools for Children, 8 Winchester Place, Suite 202, Winchester, MA 01890.

There are three payment options:

- 100% of the tuition paid by August 1.
- 60% of the tuition paid by August 1, and 40% paid by January 1.
- A 10-month payment plan with payments beginning July 1 and ending April 1.

Tuition increases occur at the beginning of the fiscal year, which is July 1. A notice of new tuition rates for the coming year is distributed in early February.

Early Childhood Afterschool Program

The Early Childhood Afterschool Program provides a comfortable social setting for children in Preschool, Prekindergarten, and Transitional Kindergarten. Activities are carried out at an unhurried pace that creates a sense of security, promotes self-esteem, and provides an opportunity to explore. The program begins at 3:15 p.m. and ends at 5:30 p.m. Afternoon snacks are provided for all the children in the program.

Elementary Afterschool Program

The Elementary Afterschool Program is designed to meet the needs of students in Kindergarten – Grade 4. The program begins at 3:15 p.m. and ends at 5:30 p.m. Each day includes homework time, an age-appropriate activity, and time with friends. Students may enroll for the entire year on a particular day or days, or they may register for a particular activity session that meets once a week for 5, 6, 7 or 8 weeks depending upon the activity. A brochure outlining the activities offered is available in the office, as well as registration forms. Activity sign-up and payment deadline is the 15th of the month prior to the scheduled start date.

Middle School Afterschool Program (LES Clubhouse)

LES Clubhouse is designed for students in Grades 5-8, beginning at 3:15 p.m. and ending at 5:30 p.m. daily. The time provides middle school students independence in a semi-structured environment. In addition to homework time, each day students have opportunities for optional, informal activities such as games, technology, and recreation. Middle school students participating in afterschool athletics and theater may join LES Clubhouse at 4:30 p.m. In addition to LES Clubhouse, middle school students are encouraged to sign-up for any activity offered in the Elementary Afterschool Program.

Vacation Program

Lesley Ellis offers a vacation childcare program during the February and April vacation weeks and on most no-school and early release days. This program is offered in addition to our school program, and enrollment and payment are a separate process from our school enrollment and tuition billing. The program is thoughtfully planned with educational and fun activities and, due to the multi-age nature of the program, offers an opportunity for students to get to know others from

classrooms beyond their own. We also welcome enrollment of any siblings who are preschool age through grade eight who do not attend Lesley Ellis School.

Summer Programs

Lesley Ellis offers four programs during the summer. "Young Adventurers" is designed for children entering Preschool and PreKindergarten; "Junior Discoverers" is for children entering Transitional Kindergarten, Kindergarten, and Grade 1; and "Senior Explorers" is for students entering Grades 2 - 4, and Trailblazers for students entering Grades 5 - 8. The summer is divided into one-week sessions, and each program is led by Lesley Ellis teachers. Detailed information about our summer programs is available in the office and on the website starting in January.

COMMUNICATION

The Lesley Ellis website (www.lesleyellis.org) contains most of the information described below.

Website Login Instructions

All new families are added as users for the 2016/2017 school year by September 1. User name is set as first initial and last name (for example, Mary Scott would be mscott). The password is set as 2016Family. Passwords should be changed by individual users. The school does not change returning families' login settings.

News & Notes

News & Notes is a weekly newsletter distributed every Tuesday. News & Notes contains information about upcoming events, reminders of forms/payments that are due, and updates on school changes. Information to be included in a particular issue should be submitted to the Administrative Assistant by noon on Monday.

Calendar

A calendar of school events is on the Lesley Ellis website.

"Today We.../Weekly Newsletters"

Each classroom has a white board on the wall in the entry-way into the classroom. Every day Preschool, Prekindergarten, and Transitional Kindergarten teachers write a brief summary of the events of the day on these boards and/or post on their classroom blog page on the school's website. Elementary/Middle School classes write a summary of the week's activities at the end of each week and post the summaries on their website classroom blog.

Classroom Bulletin Boards

Outside or near each classroom is a bulletin board where notices for families are posted.

Community Information

There is a bulletin board in the main hallway specifically for general interest notices for families. Community interest items should be given to the Administrative Assistant for posting.

School News and PA Information

In the main hallway there is a bulletin board where school information, as well as notices regarding PA sponsored events, are posted.

Electronic Communication

The administration and/or teachers often communicate via individual email, class emails, or whole school email.

Phone Calls

In addition to all of the above written forms of communication, personal phone calls are often the most efficient and effective means of communicating with an individual family about a particular issue. For this reason it is important that the school has correct home and cell phone numbers for parents/guardians, and that notification is provided if a parent/guardian is going to be at a different number or unavailable.

Student Progress

It is important that parents/guardians and teachers are in regular communication regarding student progress. Twice each year, the school schedules Conference Days so that parents/guardians and teachers have an opportunity to discuss student progress. Other meetings may be scheduled throughout the year, as needed. Teachers also provide a comprehensive written report on each student two times per year.

DAY-TO-DAY OPERATING PROCEDURES

Calling the School

The main number for Lesley Ellis School is 781-641-5987. The telephone is initially answered by an automated system that will direct you to various options. Calls regarding your child should be directed to the main office.

Parents/guardians are always welcome to call the school to check on their child(ren).

Attendance

The faculty and administration believe that there is no substitute for the interaction that takes place in the classroom. Every day of the school year is important. Family trips should be planned to coincide with vacation or holiday dates indicated on the school calendar. Except in the case of illness, all students are expected to attend school regularly and to observe the stated school hours.

If your child is going to be late or will not be attending school on any given day, please call the school before 8:15.

School Hours/Pick-Up Transitions:

Middle School (Grades 5-8)

The school day begins at 8:15 for students in Grades 5-8 when classrooms open. Students in Grades 5-8 may arrive at school anytime between 8:00-8:15 and wait in the Wing. The school day ends at 3:15. LES Clubhouse begins at 3:15 and ends at 5:30.

Elementary (Kindergarten – Grade 4)

Elementary students are in school from 8:15-3:15 daily. All classrooms open at 8:15, and students may go directly to their classrooms when arriving at 8:15. Students in K-4 may arrive at school anytime between 8:00-8:15 for no additional charge. Students in Kindergarten arriving prior to 8:15 will wait in the Spanish Room with a teacher and then go to their classrooms at 8:15. Students in Grades 1-4 arriving prior to 8:15 will wait in the Wing with a teacher and then go to their classrooms at 8:15. The school day ends at 3:15 for all elementary classrooms. Afterschool for these grades begins at 3:15 and ends at 5:30.

Early Childhood (Preschool, Prekindergarten, Transitional Kindergarten)

The school day begins at 8:30 for early childhood classrooms, and morning pick-up is at 12:30. Students in Preschool, PreK, and TK may arrive at school anytime between 8:00-8:30 for no additional charge. Students arriving prior to 8:30 will go to Early Morning Drop-off (in the House for Preschool students and in the Spanish room for PreK and TK students). A teacher will take PreK and TK students to their classrooms at 8:30. To accommodate families with students in both early childhood and elementary or middle school grades, the afternoon pick-up will be flexible. Parents may pick-up their children any time between 3:00-3:15. Early Childhood Afterschool begins at 3:15 and ends at 5:30.

Arrival

The school day begins at 8:15 (Kindergarten – Grade 8) and 8:30 (Preschool, Prekindergarten, and Transitional Kindergarten). Classroom activities begin promptly at 8:15 in elementary and middle school classrooms. Kindergarten – Grade 8 students should be in their classroom at 8:15. Students in Preschool, Prekindergarten and Transitional Kindergarten are encouraged to be at school by 8:30 and should not arrive later than 8:45 (Transitional Kindergarten) and 9:00 (Preschool and Prekindergarten). This will assure that a student does not miss anything and will allow the class time to come together as a whole group. Transitioning into a class well after the day's activities have begun is difficult for the student and disruptive to class activities.

Dismissal

The school has several dismissal times: 12:30 p.m. for early childhood classrooms, 3:15 p.m. for elementary/middle school classrooms, and 5:30 p.m. for students in the afterschool programs. It is important that these times are carefully adhered to in order to assure smooth transitions. Parents/guardians who will be arriving earlier than usual, or in any way changing their pickup routine, should alert the child's teacher(s).

Students dismissed at 12:30 may play on the playground, supervised by their parents/guardians, unless a class is using the playground. Students dismissed at 3:15 may play on the playground, supervised by their parents/guardians, until the Afterschool Program children come outside. Having students who have been dismissed mixed in with students still in school or in the Afterschool Programs creates a confusing and unsafe situation for all, as well as congesting the playground.

Once a teacher sees that a parent/guardian has arrived at the 12:30 or 3:15 pick-up time, the teacher will assume that the parent/guardian has taken over responsibility for the student, unless otherwise indicated. If a student stays for the Afterschool Program (3:15-5:30), the student must be signed out at pick-up time. Parents/guardians picking up a student from the playground must accompany the student into the building to collect belongings. Students are never allowed inside the building without an adult. When picking up a student from the playground, be sure that the Afterschool Program teachers know that the student is leaving.

At the time of enrollment, parents/guardians will indicate on a Release Authorization form the names of those individuals who are authorized to pick a student up from school. A student's teachers will not let a student leave with anyone who is not on this list unless they are instructed by the student's parents/guardians, either in writing or verbally. Even if someone's name appears on the Release Form, teachers will not release a student to someone who does not typically pick up the student unless prior notification has been given. Individuals who are picking up a student for the first time and who are not known by the student's teachers will be asked to show identification. Please remind the individual that this will occur.

Students in Grades 5-8 may be dismissed to walk or bike home alone with prior permission from a parent.

Late Pick-Up Fees

Please be sure to pick up your student on time in the afternoon. Students not picked up promptly at 3:15 will wait for their ride with the students in the Afterschool Program. Parents/guardians who are late picking up a student at his or her dismissal time (12:30, 3:15 or 5:30) will be assessed a late fee. The fee is \$10 for each 10 minute period or any part thereof. Payments should be made within the week with a check made out to the school and paid in the office. If a student is picked up late more than three times in any given school year, the late fees assessed to the family will be increased to \$20 for each 10 minute period or any part thereof. If the student is enrolled in the Afterschool Program, continued enrollment in that program will be in jeopardy.

Extended Hours Requests

If families are faced with an unusual scheduling conflict and need their student to stay later than usual on a given day, a request for additional hours may be made. Parents/guardians should fill out a request form, which is available in the office, as much in advance of the date the additional hours are needed as possible. The Director of Auxiliary Programs will review requests for extended hours and determine if space is available. The teachers will be informed in writing if a student's schedule will be changing on a given day.

The fee for extended hours for Preschool—Grade 4 is: \$32 for 12:30-3:15; \$32 for 3:15-5:30; and \$64 for 12:30-5:30. The fee for LES Clubhouse extended hours is: \$27 for 3:15-5:30 and \$15 for 4:30-5:30.

Requests will not be approved for a preschool student to attend school on any day the student is normally not scheduled to be at school.

Childcare for Volunteers

As a school community we are very grateful for the time and energy parents give to the school working on various PA projects and committees. For any Lesley Ellis parent volunteering on a PA project or attending a committee meeting, the

school offers complimentary childcare from 3:15-5:30 p.m. Parents must sign-up in advance. Details are available in the office.

Snacks and Lunches

All students bring their own snacks and lunches from home. Note that the school does not have the ability to refrigerate or heat lunches brought from home.

Parents are encouraged to send healthy snacks and lunches and to avoid sending sweets. Please see the list of lunch suggestions that follows. It is the policy at Lesley Ellis not to regulate what foods students choose to eat from their lunches so anything that is sent from home might be eaten first, including dessert. Please do not send hard candy (including cough drops, unless prescribed by a physician) or gum at any time. Students will not be allowed to eat these while at school. Students will also not be allowed to drink soft drinks at lunch. Some lunch suggestions are:

Sandwiches

sliced meats
cheese
meatloaf
tuna
chicken
fish
egg salad

Sandwich Alternatives

cottage cheese yogurt
tuna salad pasta
chicken salad rice
chopped meat cubed meat
soup hard-boiled egg
stews/chili sushi
cheese sticks/cubes

Other

carrot sticks fresh fruit
celery sticks crackers
salads

Desserts

dried fruit cookies
granola bars applesauce
yogurt pudding

Behavior Management

The faculty at Lesley Ellis always maintains a respectful attitude towards students, even when a student's behavior may be inappropriate and require some redirection or guidance. It is expected that students will test the limits that are imposed on them. Teachers are prepared to help students while they work toward developing independence and the ability to control their impulses. The primary aim is to help students develop the necessary skills to regulate their own behavior and to learn to negotiate and solve conflicts when they arise. Following is the "Behavior Management Plan" for the school. This plan is also posted on the bulletin boards in the hallway.

Lesley Ellis School Behavior Management Plan

When situations occur which require disciplinary action by a teacher, the following guidelines are applied:

1. Teachers will use positive language, telling the student what is expected. Teachers will clearly explain to the student why his/her behavior at that moment is not permissible and what alternative, appropriate behavior would be a better choice.
2. No student will be punished or reprimanded for soiling or wetting their clothing.
3. Student's feelings will never be judged or denied. While a particular behavior may not be permissible, the feeling that motivates the behavior will always be treated as legitimate.
4. Rules and guidelines for behavioral interventions will be determined predominantly by health and safety issues. Teachers will avoid creating too many rules around less serious issues.
5. If, after interventions by a teacher, a student is not able to use appropriate behavior, the student might be redirected to another activity or temporarily denied use of a particular area of the classroom.

6. If a student must be removed from a situation, it will be done in such a way as to minimize the sense of isolation or rejection for that student. A student who is out of control and in need of time away from the group will be moved to a different part of the classroom or playground or taken to the office to allow her/him time to regroup, or redirect energy safely, and minimize disruption of the class activity. Any student involved in a physical altercation or unsafe behavior will be sent home for the remainder of the day or spend the remainder of the day in the office.
7. When two or more students are involved in a verbal altercation, teachers will use interventions that encourage the students to talk with each other to resolve their conflict. Students will be encouraged to find a way to make amends. A student who uses threatening language will be removed from the group and may, at the discretion of the administration, be sent home.
8. There is never any use of severe punishment, including corporal punishment, verbal abuse, or humiliation. At no time is a student denied food or any other physical need.

Bullying Intervention and Prevention

At Lesley Ellis School, we work to create an environment where all members of the community are treated with respect. Our mission, core values, and Community Code emphasize a kind, inclusive, and respectful community.

Lesley Ellis School aims to provide and maintain a learning environment that is free of bullying and any other verbal or physical behavior that disrupts the learning environment or makes it unsafe. Our Bullying Prevention and Intervention Plan spells out the School's comprehensive approach to addressing bullying, cyberbullying, and retaliation. The Plan is consistent with broader protection at Lesley Ellis against discrimination that appears in our "Family Handbook," our "LES Employee Handbook," and the "Schools for Children Personnel Policies Handbook."

The Head of School is responsible for the implementation and administration of the Plan, and questions and concerns related to the Plan may be referred to her. A complete copy of the Plan is available in the office and on the school's website (www.lesleyellis.org).

Suspension and Termination Procedures

In cases where a pattern of disruptive or unsafe behavior continues despite classroom teacher intervention, the administration retains the right to suspend a student from the school until a risk assessment has been completed and/or a safety plan is in place and approved by the head of school

In the rare case that a family is asked to permanently leave Lesley Ellis, the following procedures will be followed:

The Head of School and another administrator will meet with the family to discuss the problem. If not done so already, they will discuss referrals to social service agencies. A termination date will be established at that time, and the teachers will appropriately prepare the student for his or her last day.

The school makes every attempt to avoid having to ask a family to leave, however, the following circumstances can be reasons for ending a student's enrollment at the school:

1. Continued unsafe or dangerous behavior that puts students or adults at risk.
2. Consistent disruptions to the functioning of the classroom.
3. When placement has been determined inappropriate by school administration.
4. Failure to pay tuition.
5. Refusal of parents to work in partnership with the school.

Rest Time

Preschool, Prekindergarten and Transitional Kindergarten students who stay at school past the 12:30 pick up time will have a rest or quiet activity time each day. Students are encouraged to sleep, but those who are not able to sleep are provided with quiet activities in a well-lit space. The school supplies a vinyl mat for each student which is kept in his or her locker. Parents/guardians must supply a cover to slip over the vinyl mat (a fitted crib sheet works well), as well as a

blanket, a pillow and a favorite stuffed animal. The blanket, mat cover and pillowcase must be labeled with the student's name and should be taken home weekly to be washed.

Toilet Training

Students entering the Preschool program do not need to be out of diapers. Families are responsible for supplying diapers. For reasons of hygiene, only disposable diapers are used at school. Parents/guardians desiring a particular wipe to be used when their child is changed will need to supply these as well. It is especially important that parents/guardians keep a good supply of extra clothing and underwear at school when a student is going through the toilet training process. Soiled clothing will be left in a plastic bag in the student's cubby and should be taken home daily.

Clothing

Students should dress comfortably in clothing they can get dirty. Although the school will supply smocks for most "messy" activities, students' clothing will inevitably get soiled. For this reason, students in Kindergarten and younger must have a full set of extra clothing in their cubby. Students' clothing should be labeled. All students should wear sneakers on days when they have PE or movement. Students may not wear flip flops or Crocs.

Cubbies/Lockers

Each student is assigned a cubby or locker where lunch boxes, jackets and other personal belongings can be stored. Please do not leave any items on the floor in front of your student's locker when you leave school at the end of your student's day. Items left on the floor make the regular evening cleaning of the hallway difficult.

Parents of Preschool, Prekindergarten and Transitional Kindergarten students should check your child's cubby daily. Elementary students maintain "Take Home" folders. Classroom papers and school notices will be sent home in those folders.

Birthdays

Students enjoy celebrating their birthday at school. Each classroom has their own way of making the birthday child's day extra special. We do not allow parents to send in food treats to share with the class, but if you would like to share something with your child's classmates – items such as stickers or pencils are great alternatives. It is not appropriate to send in any elaborate favors or party games. Please do not distribute birthday party invitations at school.

A tradition at Lesley Ellis over the years has been for the family of the birthday child to donate a book to the school's library. A dedication label will be placed inside the book with the child's name and birthday on it. Not only does this help the school maintain a strong library, it allows us to remember your child for many years after he or she has left Lesley Ellis.

Holidays

At Lesley Ellis teachers acknowledge holidays within the context of the broader classroom curriculum. As students move through the grades, their experience of holidays will reflect their development from concrete to abstract thinkers, as well as their development from a personal world view to a much more global world view.

In the early childhood grades it is developmentally appropriate to include holidays as part of curriculum. Students will learn that there are holidays other than the ones they celebrate and that all traditions are valued. Teachers often obtain information from families about holidays and traditions that they celebrate, so that these holidays can be acknowledged in the classroom. Classrooms will recognize different holidays and traditions in a way that demonstrates diversity of people and religions in both our school community and in the larger world, in this way connecting learning about holidays to our anti-bias curriculum.

Early childhood classroom activities around holidays will primarily be experiential and may include the shared reading of a book, sharing food, discussions, or an activity. Teachers will ensure that art projects do not reflect stereotypical images and will stress the non-commercial aspects of holidays. When including holidays in the curriculum, teachers will balance dominant holidays with non-dominant holidays.

After Preschool and Prekindergarten, holidays will be generally incorporated in the context of social studies and anti-bias curriculum. The Transitional Kindergarten, Kindergarten, and Grade 1/2 classrooms are transition grades where the developmental shift from concrete to abstract thinking is most evident. As students grow in their understanding of themselves and their world, concrete experiences will be paired with class discussions. Learning about holidays builds upon prior knowledge and the focus will continue to be on respecting and understanding people of the world. In the upper elementary and middle school grades (3 - 7) holidays continue to be deeply connected to both the anti-bias and social studies curriculum. Thanksgiving, Independence Day, Presidents' Day, Columbus Day, and Martin Luther King, Jr. Day are examples of holidays that have been incorporated into ongoing curriculum with students focusing on literary characters or real-life people. Students also will actively discuss the commercialized nature of some dominant holidays and the origin and meaning of holidays. They will be challenged to think critically and analytically about holidays through an anti-bias lens.

Questions and Answers Regarding Holidays at Lesley Ellis School

Will my child's class exchange cards on Valentine's Day?

Classroom teachers have found various and creative ways to incorporate both the historical aspects of this particular holiday while reaching the over-arching curricular goal of caring, support, and friendship. In Preschool, Prekindergarten, Transitional Kindergarten, Kindergarten and Grade 1/2 classrooms, teachers, at their discretion, may choose to incorporate some type of giving or exchanging of Valentines as part of a hands-on learning activity within the context of their curriculum around this holiday. When teachers incorporate an activity to learn about Valentine's Day, they stress the non-commercial aspects of the holiday. In the older elementary grades teachers may choose to have students make a card or simple gift for another student in the classroom, emphasizing the relationships between students and how the card or gift relates to the on-going social curriculum in the classroom. At all grade levels, classroom teachers will let parents know if they will be incorporating any type of Valentine card exchange in their class.

Why don't students wear costumes on Halloween?

The answer to this question relates not only to the school's overall approach to holidays, but to the uniqueness of Lesley Ellis housing early childhood, elementary, and middle school classrooms. In the past, teachers found that costumes were startling and frightening to children in the early childhood program, and placing restrictions on costume types was a burden on families. The celebratory nature of simply wearing a costume to school is not consistent with the reflective approach given to holidays at the school. In past years, at teachers' discretion, elementary classrooms have implemented a curricular component about costumes, such as looking at mask making around the world, while younger students have explored what may feel frightening to them and how to best approach these fears. We feel this approach best suits a learning environment.

Field Trips

The teachers in each classroom will arrange a variety of field trips during the school year to enhance or support the curriculum in the classroom. Parents/guardians will always be given notice of upcoming field trips and asked to sign a permission form for each trip that requires students to use public transportation or bus. Teachers will occasionally ask for parent/ guardian volunteers when these trips are taken. Classrooms will also occasionally go on neighborhood walks. These outings may be more spontaneous and parents/guardians are asked to sign a general release at the beginning of the school year for these trips. Parents/guardians may be asked to contribute towards the fee of field trips, not to exceed \$75 per year.

Transportation of Children

On school field trips, students will travel in a rented school bus which meets the state regulations for the transport of children, or classes may use public transportation to reach their destination.

Crisis Procedures

Lesley Ellis School has developed an extensive and thorough crisis plan in conjunction with Arlington town emergency officials. A complete copy can be obtained in the office at your request. The crisis plan includes procedures for evacuation, shelter-in-place, lockdown, fire, natural disaster, and many other scenarios.

The need to evacuate is determined by a situation that presents a threat of illness or injury to students and faculty if they remain inside the building, and if it is determined that evacuation will provide a greater level of safety for students and faculty. If the need arises to evacuate the immediate area, teachers may walk with the students to Dearborn Academy at 34 Winter Street (5 blocks east of Lesley Ellis). A secondary site is the Thompson School (70 North Union St.). Other sites include the Hardy School (52 Lake St.) and the Capitol Theater (204 Mass. Ave.). Parents will be called or emailed from the alternate site with instructions on when and where to pick up your child. Faculty and administrators will remain with students until a parent, or parent designate, signs them out. If an emergency warrants evacuation beyond our temporary shelter sites, emergency officials will assist in evacuation to an appropriate site, to be determined by both emergency and school officials.

Important communication about an event will be relayed to parents in a timely manner via phone, and/or email. If there is an event, please await instructions via email and/or phone from Lesley Ellis administrators, and avoid calling or coming to the school unless it you have been asked to.

Parking

The parking lot adjacent to the school, the two-hour parking areas on Tufts and Foster Streets, and the 15-minute parking area on Tufts Street should be used during drop-off and pick-up times. Unfortunately, these spaces are limited in number. The on-street parking on Tufts and Foster Streets, as well as the section of Raleigh Street near the school, is restricted to "Resident Parking Only." Do not park in the area nearest the playground marked "No Parking Any Time" -- this area must be kept free for emergency vehicles. Individuals parking in any of these restricted zones do so at the risk of being ticketed. Parking on Bates Road, which runs parallel to Tufts Street, is not restricted and is a short walk to the school.

Twice a day the alley driveway from Foster Street into the parking lot may be blocked by vans. These vans pick-up and discharge clients of the Kelliher Center — a work training program for developmentally delayed adults — which is located in the lower level of the Gibbs Building. The van drivers have permission from the town to temporarily block the driveway to ensure the safety of the Kelliher clients as they are boarding or leaving the vans. If you are arriving at the school at times when the vans are blocking the driveway, you should enter the lot from Tufts Street.

School Closing Announcements

In the event that weather or other circumstances necessitate a delay in opening or school cancellation, information will be available on the school's website (www.lesleyellis.org); www.thebostonchannel.com; WBZ TV (Ch. 4); WHDH TV (Ch. 7); and WCVB TV (Ch. 5) by 7:00 a.m. A message will also be left on the school's voice mail 781-641-5987 (choose option 2, main office) announcing any delayed opening or school cancellation, and families will receive an email. Lesley Ellis School does not follow the Arlington School Department's closing decisions so it is possible that school will still be in session even when the public schools are not.

HEALTH AND ILLNESS POLICIES AND PROCEDURES

The health and safety of the children enrolled at Lesley Ellis School is of primary importance to all of the faculty and staff. A detailed health care policy is available in the office for parents/guardians to review. Listed below is information regarding the most common health and illness concerns which arise at the school.

Medical Reports and Immunizations

Parents/guardians must provide the school with a completed health record indicating that their child has had a complete physical examination within the past year. Each time a child receives an immunization or has a yearly physical exam, the office needs to be updated with a copy of those forms. All children at our school must be up to date with their immunizations or have a physician's note explaining any delays. Students must also have proof of a lead screen. Immunization exemptions for religious or medical reasons are acceptable by law, and a written statement is needed for our files.

Allergies, Asthma, and other Health Conditions

Parents/guardians are responsible for informing the school if their child has allergies, asthma, or any other health conditions. For both food allergies and asthma, the appropriate "Action Plan" needs to be completed and will be provided

to you if you have indicated your child has either of these conditions. Necessary asthma medication or Epi-pens need to be supplied to the school before school is in session. If your child has any other health condition the school nurse will work with you to develop an Individualized Health Plan for your child.

Lesley Ellis School is a “nut-aware” school, which means no nut products should be brought into the school, and any snacks we provide are nut free. Please refrain from packing food containing nuts in your child’s lunches.

Administration of Medication

Prescription medications must come to school in a bottle labeled by the pharmacy. This label serves as the doctor's permission to administer the medication. The labels are followed when administering medications. The school cannot administer medication that comes to school in an unmarked container, and cannot administer medication in doses that differ from the labeled dosage guidelines unless accompanied by a doctor’s note. This is true for non-prescription medications as well.

Before administering any medication, the child's parent/guardian must sign an authorization form allowing the school to administer the specific medication. A record of medication given to a child will be kept, including the name of the child, time and date of administration, the dosage given and the name of the staff member giving the medication. Forms are available in the office.

Non-prescription medications may be administered at school only if they are accompanied by a doctor's note indicating the name of the medication, the dosage, and the criteria for when it should be given. This note is good for up to one year from the date it is written. Parents/guardians must also sign a consent form for non-prescription medication and documentation of administration must also be kept. Parents/guardians must be notified in writing each time a non-prescription medication is given.

Topical non-prescription treatments such as sunscreen, petroleum jelly and moisturizers may be administered to a child with only parental/guardian consent; the consent of a physician is not required. This consent form will be considered valid for up to one year from the date that it is signed. These products can only be administered if they are brought to school in the original container. Topical medications brought in unmarked containers will not be administered. In administering the topical medication, teachers must follow the directions on the original container. If alternate directions are requested by the parent/guardian, a doctor's note is required authorizing the particular use of the product.

Medications that require refrigeration will be kept in a refrigerator in the nurse’s office. All medications will be kept out of the reach of children. Unused medication shall be returned to the family.

Illness and Minor Injuries

This section outlines the many variables involved in maintaining a healthy environment for the children and teachers at Lesley Ellis. It is critical that these procedures are followed to avoid unnecessary illnesses at the school. Your child should remain at home if she/he has:

- Sore throat and swollen glands
- Fever over 100.4 degrees within 24 hours
- Vomiting or diarrhea within 24 hours
- Undiagnosed rash or skin eruptions
- Earache or drainage from the eyes
- Untreated head lice or scabies
- Any symptoms of acute illness within 24 hours

When your child is exhibiting symptoms of illness at school, the school nurse or another staff member will evaluate your child and you will be notified. Your child will need to be picked up from school if he/she has a fever, experiences vomiting, more than one episode of diarrhea, or otherwise feels too poor to participate in school activities. A child with undiagnosed rash or skin eruption or symptoms of conjunctivitis will also need to be picked up from school. Undiagnosed rashes and skin eruptions will need to be evaluated by a physician, and we will need a note stating your child can return to school. Conjunctivitis is usually treated with an antibiotic prescribed by a physician. If antibiotics are prescribed for any

illness or condition, your child must be on antibiotics for at least 24 hours before returning to school. Your child also needs to be fever free and over any acute symptoms of illness for 24 hours before returning to school. Children sent home from school with a fever or other acute symptom must be symptom free for a full school day before returning to school. This ensures your child is ready to participate in school activities and helps to decrease spread of illness. If your child is diagnosed with a contagious illness, please notify the office.

Minor injuries sustained at school will be treated by the school nurse or another staff member certified in first aid. Parents will be notified via phone, email and/or written correspondence regarding minor injuries.

Medical Emergencies/Serious Injuries

In the event that a child becomes seriously ill while at school or sustains a serious injury, the school's emergency procedures will be implemented. A copy of these emergency procedures is located in the office for review. It is important that the information on a child's Emergency Information Form be kept current. It is also very important that the school is able to reach at least one parent/guardian at all times. Parents/guardians should alert classroom teachers if they will not be at the numbers listed on their Emergency Information Form.

In the event that a child requires immediate medical attention, the school will call an ambulance and parents/guardians will be notified immediately and asked to meet the child at the hospital. Parents/guardians may indicate their hospital preference on the Emergency Information Form, but emergency responders may override this if necessary. A school staff member will accompany any child who requires transportation by ambulance.

Faculty will apply basic first aid as determined by the nature of the injury or illness. Faculty at Lesley Ellis have current certification in First Aid, CPR and use of an AED. Injuries to any child in Preschool, Prekindergarten, Transitional Kindergarten or Kindergarten which require professional medical care will be reported to the Department of Early Education and Care.

FAMILY INVOLVEMENT

Participation

Parent/guardian involvement, dedication, and support contribute to the cohesive and caring Lesley Ellis environment. Whether assisting with a class project, sharing stories about family traditions and celebrations, or accompanying students on a field trip, parents/guardians have ample opportunity to participate in and enrich their child's education.

During morning drop-off and afternoon pick-up, monthly all-school assemblies and regular PA Cafes, parents/guardians gather to speak with faculty, staff and fellow parents. Throughout the year, all Lesley Ellis parents/guardians and families also come together for the following events:

Curriculum Night for all parents/guardians occurs in the fall and gives parents/guardians a chance to meet teachers and gain an understanding of the curriculum. Parents/Guardians will also learn about programmatic changes, hear about classroom routines, and review the Lesley Ellis Community Code.

Parent-teacher conferences are scheduled twice a year on dedicated Conference Days. Teachers encourage active parent/guardian participation at these meetings so that information is shared by both teachers and parents/guardians. If questions or concerns about a child or the program should arise at other times during the year, please feel free to request a meeting date other than these scheduled times. Teachers may also ask to meet with parents/guardians should they have any concerns or questions that they feel need more immediate attention.

Family BBQ is held at the end of the school year to celebrate the end of the school year and offer "one last chance" for the community to enjoy being together.

Parents Association

The goal of the Lesley Ellis School Parents Association (PA) is to create educational and social opportunities for Lesley Ellis School families. All parents/guardians are members of the PA and are welcome to participate in PA events. Below is a description of just a few of the many activities, events and programs that provide opportunities for parents to get involved in meaningful ways if they so choose.

PA Kick Off Meeting in the fall: Learn about the PA and how parents/guardians can become involved.

Family Playdates: Join Lesley Ellis School families for pizza and entertainment in the Wing on Friday nights. Held three times during the school year, Family Playdates allow families to get to know each other in a relaxed atmosphere. Parents can chat while the kids are entertained. Past entertainment has included: Ben Rudnick, Big Joe the Storyteller, magicians, creepy crawly animal visits, and sing-alongs.

Elementary Fun Nights: Students (and sometimes their parents) in Grades K-4 gather together for three fun Friday nights throughout the school year.

Middle School in Motion: Students in Grades 5-8 have an opportunity to invite friends and have fun together on a weekend night. Past events have included Game Show Night and Gym Games.

Children's Enrichment Events: Throughout the year the PA organizes several enrichment activities for students during school hours. In the past, classrooms have enjoyed the Peanut Butter and Jelly Dance Company, a Pan-Asian Festival, a visit from Habitat, an Australian storyteller and didgeridoo player, Tribal Rhythms, and Animal Encounters with the Museum of Science.

Community Outreach: A joint parent and faculty committee looks for ways the Lesley Ellis community can support local charities throughout the year. In the past, parents have organized a children's coat collection; coordinated food drives for local food banks; and periodically run the Lesley Ellis Giving Tree to collect items for families in need.

Teacher Appreciation Days: In April or May, parents organize special treats and activities for teachers to honor their hard work and dedication.

Book Fair: In conjunction with Spring Visiting Day, the PA sponsors a Book Fair to raise funds for the library.

Fundraising and Development

As an independent school, Lesley Ellis depends on support from families. Our fundraising and development activities provide resources that directly contribute to the quality of the program and the opportunities we are able to offer. Your generous support is much appreciated. Every gift is tax deductible. If your employer offers a matching gift program, please consider designating Lesley Ellis School as the recipient of that gift.

Money raised by Lesley Ellis in support of the school is directed exclusively to Lesley Ellis programs.

The Annual Fund

Annual Fund contributions have a profound impact on Lesley Ellis' ability to continually enhance and expand the academic, arts and athletic programs enjoyed by all our students. It has also helped to support professional development for our teachers, library activities and assembly programs. Every gift to the Annual Fund is tax deductible. We encourage:

- all current parents to make Lesley Ellis their highest philanthropic priority while their children are at school; and
- everyone to give as generously as family circumstances allow.

Giving what you can is an important way to show your support for Lesley Ellis and our children. Every gift of every size contributes to our success.

The Auction

The Auction raises money for financial assistance. Most of the funds are used the following year for scholarships, with a portion invested to build an endowment for future financial assistance.

Over 200 local and national businesses are regular supporters of the Auction. Families, faculty, classrooms, and staff also make wonderful donations. There are four different ways our families directly support the auction. First, parents/guardians volunteer to help organize for the Auction. Second, families donate items or services. Each year the Auction Committee provides donation suggestions. Third, purchasing tickets helps offset operating expenses, and attending the Auction provides a fun adult night out. And finally, bid -- high and often!

Other Efforts

Each spring, the Gently Used Kids' Clothing Sale, organized by the PA, raises important funds for a targeted project and is a very popular community-wide event. From time to time, the PA may undertake other fundraising activities to support family events or special projects.

Planned Giving

Lesley Ellis School offers planned giving programs that can provide you with valuable tax benefits while at the same time supporting the work of the school. If you, or a member of your family, would like to speak to someone about planned giving, gifts of securities, or bequests, please speak to Jen Hodgdon, Director of Development.

Serving Students with Special Needs

At Lesley Ellis School we are committed to educating children with mild special needs. In conjunction with this commitment is the importance of having a significant group of typically developing learners within each classroom. The school has a comprehensive protocol in place to ensure that we are able to make the necessary accommodations to meet the needs of a student with special needs within the context of the classroom and, at the same time, meet the needs of the other students in the class.

Support Services

Lesley Ellis School is committed to meeting the needs of its students. Consultation resources are available to teachers. The school has a Learning Specialist who can meet with any staff member about an individual student's social, emotional or academic development. The Learning Specialist is available to observe students in their classrooms, recommend appropriate interventions and provide follow up support to ensure the effectiveness of plans that have been implemented. The Learning Specialist can attend team meetings and facilitate communication between the school and outside service providers. Direct special education services are not provided at Lesley Ellis.

Referrals for Support Services

- A teacher or teachers will discuss their concerns, relative to the need for additional support or evaluation, with the Learning Specialist. Observations of the behavior causing concern will be recorded by the teacher and/or Learning Specialist.
- If it is determined by the Lesley Ellis team that a request for an observation by an outside consultant or referral to special services should be made, a conference will be arranged with the child's parents/guardians. Depending on the particular needs of the child and family, the Head of School and/or Learning Specialist may attend this meeting along with the child's teachers. At this initial conference, there will be discussion of the circumstances and concerns that have led to the conclusion that an observation or further evaluation should be pursued. There will also be discussion as to the most helpful course of action for the school, the child and the family. Parents must give their approval for an observation by an outside consultant.
- The Learning Specialist will provide the parent with a list of available resources in the community to meet the specific needs of the child and family. If parents request assistance, the school can initiate the referral process for the family; otherwise it is the responsibility of the parent(s) to begin the referral process. If parents do seek assistance from the school, they must sign a release authorizing the school to share information with the appropriate individual or agency. In the case of a referral for evaluation with the public schools, a letter from the parents is required in order to initiate that process.

- A record of all referrals recommended by the school must be kept in writing.

It is the responsibility of the Head of School, in consultation with the teachers and Learning Specialist, to determine whether a referral is “suggested” or “required” for continued enrollment. In the case of a suggestion for referral, the parent(s) are not obligated to pursue the referral. If the referral is a requirement of continued enrollment, a family must be notified of this in writing with a clear description of expectations and deadlines being put in place by the school.

Consulting School Psychologist

The school’s Consulting Psychologist serves primarily as a professional resource to the faculty and administration. As a professional consultant, he may observe classes or individual children.

At the request of teachers or administration, he may on occasion attend meetings with teachers, administrators, and parents. As a follow-up to such consultations he may meet with parents alone. As the school’s consultant he does not meet with individual parents without the approval of the Head of School, and parents should not contact the Consulting Psychologist directly. The school’s Consulting Psychologist will not provide individual counseling on a private basis to any Lesley Ellis student or family.

Referral Resources:

- Assistant Director of Special Education, Arlington — Lori Villani; 781-316-3528
- Pediatrics — Lahey Pediatrics; 781-643-7700 and Medford Harvard Vanguard; 781-306-5437
- Vision and Hearing Screenings — Mass General Hospital; 617-726-2000 and Children’s Hospital; 617-355-6000
- Dental — West Somerville Dental Associates; 617-625-0543 and Elm Dental Associates; 781-899-9530
- Mental Health Therapy — Cambridge Youth Guidance Center; 617-354-2275

Tutoring and Babysitting

If a Lesley Ellis family wishes to hire a Lesley Ellis teacher to provide babysitting services or tutoring, the family should understand that those services are in no way affiliated with Lesley Ellis School. It is important for all to understand that any private agreements between a faculty member and a family carry no endorsement from Lesley Ellis School. Lesley Ellis teachers may tutor Lesley Ellis students in school classrooms.

CHILD ABUSE AND NEGLECT

All staff at Lesley Ellis are considered mandated reporters, as contemplated by the terms of M.G.L. c. 119 (concerning children under the age of 18), whenever the staff member has reasonable cause to believe that a student is suffering physical or emotional injury resulting from abuse or neglect. Pursuant to those statutory provisions, the staff member fulfills his/her legal obligation by making such report to the Head of School, who is the designated agent for making reports to the proper authorities and/or by filing a report directly with DCF.

The Head of School will make a determination whether the information requires that a report be filed with the Department of Child and Family Services (“DCF”) pursuant to M.G.L. c. 119, § 51A. Where the information or observations reported to the Head of School reasonably may or may not be viewed as giving rise to a reporting obligation, it is the policy the school to err on the side of making such a report. If the Head of School determines that the information warrants such report, an oral report will be made immediately, followed within 48 hours by a written report mailed or faxed to the appropriate agency (DCF). The Head of School shall also report any such filing to the appropriate the Department of Early Education and Care immediately. After the filing of an oral report to DCF and EEC, relevant non-confidential information will be immediately relayed to the parent(s) of the child involved.

When notified by DCF that a report of abuse/neglect allegedly committed by a staff member has been "screened in", or whenever such a report has been filed by the Head of School, the staff member may be temporarily suspended, with pay, by the President of Schools for Children, in consultation with the Head of School, in his/her sole discretion, or, if deemed appropriate and preferable, reassigned to duties not involving direct contact with students, for the period of the investigation by the DCF and EEC and any internal investigation.

MASSACHUSETTS DEPARTMENT OF EARLY EDUCATION AND CARE INFORMATION

The Massachusetts Department of Early Education and Care publishes the requirements currently in effect (as of February 1, 2010) with which licensed child care agencies must comply to ensure a minimum level of care for the children serviced. The full regulations can be found at www.mass.gov/eec. Families may contact EEC for information regarding Lesley Ellis School's regulatory compliance history. Contact information for the regional office of the Department of Early Education and Care which oversees Lesley Ellis School is:

MA Department of Early Education and Care
360 Merrimack St., Bldg. 9
Lawrence, MA 01843
Phone: 978-681-9684

The regulations regarding "Family Involvement" are as follows:

7.08 Family Involvement. The following requirements apply to all programs, including family child care, small group and school age and large group and school age child care. Additional requirements for family child care are found at 606 CMR 7.08(9). Additional requirements for small group and school age and large group and school age child care are found at 606 CMR 7.08(10).

(1) The licensee must support and encourage a partnership with and the involvement of parents in the early education and care of their children.

(2) Parent Communication. The licensee must develop a mechanism for and encourage ongoing communication with parents, and must be able to communicate effectively with families whose primary language is not English or who require alternative communication methods.

(3) Parent Input. The licensee must have a procedure for allowing parental input in the development of program policies, which may include, but need not be limited to a suggestion box and individual or group parent meetings.

(4) Parent Visits. The licensee must permit and encourage unannounced visits by parents to the program and/or to their child's room at any time while their child is present.

(5) Enrollment Meeting. The licensee must provide an opportunity for and encourage parents to meet with the program administrator or his/her designee prior to admitting a child to the program.

(a) The licensee must offer children and parents an orientation to the program.

(b) The licensee must provide an opportunity for parent(s) and children to visit the program and meet educators before the child is enrolled.

(c) The licensee must seek information about each child's and family's interests and needs.

(d) To support transitions and coordinate with services offered by other providers, the educators must request that parents share with them information about other therapeutic, educational, social and support services received by the child.

(e) For children younger than school age, educators must discuss each child's developmental history with his or her parents at the time of enrollment. The developmental history must be updated annually and maintained in the child's record.

(6) Written Information for Parents. The licensee must provide the following information to families in writing prior to enrollment of their child:

- (a) notification that parents are welcome to visit the program unannounced at any time while their child is present; and that input from and communication with parents is encouraged;
- (b) the frequency of children's progress reports;
- (c) the program's policy regarding administration of medication as in 606 CMR 7.11(2)(a);
- (d) the procedures for meeting potential emergencies, as in 606 CMR 7.11(7)(f);
- (e) the transportation plan, as in 606 CMR 7.13(1);
- (f) a program calendar noting closed days and hours of operation;
- (g) the program's fee schedule, including any fees for late payment, late pick-up, field trips, special materials, etc;
- (h) the program's plan to provide positive and consistent guidance to children based on their individual needs and development;
- (i) the program's criteria for excluding children from care due to serious illnesses, contagious diseases and reportable diseases in conformance with regulations and recommendations set by the Division of Communicable Disease Control, Department of Public Health;
- (j) information regarding SIDS risk reduction practices, including the practice of sleeping infants on their backs as required by 606 CMR 7.11(13)(e);
- (k) the procedures relating to children's records as in 606 CMR 7.04(7) through (10);
- (l) notice that child educators are mandated reporters and must, by law, report suspected child abuse or neglect to the Department of Children and Families;
- (m) notice that the program is licensed by EEC, including the telephone number and address of the EEC regional office responsible for the program;
- (n) a statement that parents may contact EEC for information regarding the program's regulatory compliance history.

(7) Parent Conferences. The licensee must make educators available for individual conferences with parents at parental request.

(8) Notifications to Parents. The licensee must inform parents:

- (a) immediately of any injury which requires any medical care beyond minor first aid or of any emergency administration of non-prescription medication;
- (b) immediately of any allegation of abuse or neglect involving their children while in the care and custody of the licensee;
- (c) prior to or as soon as possible following any change in educators;
- (d) at the end of the day regarding any minor first aid administered;
- (e) in writing within 24 hours of any incident described in 7.08(8)(a, b, or d), above;
- (f) whenever special problems and significant developments arise, as provided at 7.06(5);
- (g) whenever a communicable disease or condition has been identified in the program;
- (h) in writing seven days prior to the implementation of any change in program policy or procedures;
- (i) in writing prior to the introduction of any pets into the program;
- (j) in writing of the use of any herbicides or pesticides, prior to their use whenever possible; and
- (k) whenever the program deviates from the planned menu.

(10) Additional Requirements for Small Group and School Age and Large Group and School Age Child Care. In addition to the requirements of 606 CMR 7.08(6), above, the following information must be provided to parents in writing prior to enrollment:

- (a) the program's written statement of purpose, as required by 7.04(17)(a), including and, where applicable, information on the administrative organization of the program, as required by 606 CMR 7.04(17)(c);
- (b) The suspension and termination policy as in 606 CMR 7.04(17)(i).

SUMMARY OF ADMINISTRATORS' RESPONSIBILITIES

Head of School (Deanne Benson): Acts as the principle administrator of the school and functions as its educational leader. Operates the school in accordance with all applicable state and federal licensing laws and within the guidelines of an AISNE accredited school. As a member of the Executive Council of Schools for Children, works toward the improvement of educational and personnel practices throughout the organization, generally, and within Lesley Ellis, specifically.

Director of Admission (Tricia Moran): Assumes responsibility for all aspects of enrollment management, including recruitment, enrollment, and retention of students.

Director of Communications (David Casanave): Enhances and sustains a positive image of the school through a comprehensive marketing plan. Manages all school publications.

Director of Development (Jennifer Hodgdon): Oversees and implements all aspects of the school's development efforts, including working closely with parent volunteers, alumni families and the Development Committee.

Administrative Assistant (Margy Powell): Supports the smooth, orderly office operations of the school and facilitates the flow of communication between the parents, faculty, administration, outside agencies, and Schools for Children.

Auxiliary Programs Director (Jeanette Keller): Oversees summer program, vacation program and afterschool program.

Early Childhood Program Director (Mara Bangura)

Elementary Program Director (Jenn Young)

Middle School Program Director (Anne Norris)

Each program director oversees curriculum development, learning objectives, assessment, and professional development within the three divisions of the school, as well as works with faculty to coordinate curriculum and communicate with parents.

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LESLEY ELLIS SCHOOL
Tuition Rates
2016-2017 School Year
(September - June)

[Bracketed “per day” amounts are for use in prorating irregular pick-up schedules.]

PRESCHOOL

PROGRAM OPTIONS:	5 days/wk	4 days/wk	3 days/wk
8:30 - 12:30	\$17,235 [\$3,447/day]	\$13,964 [\$3,491/day]	\$10,608 [\$3,536/day]
8:30 - 3:15	\$21,995 [\$4,399/day]	\$17,772 [\$4,443/day]	\$13,698 [\$4,488/day]

PREKINDERGARTEN AND TRANSITIONAL KINDERGARTEN, 5 days

8:30 - 12:30	\$18,235 [\$3,647/day]
8:30 - 3:15	\$22,995 [\$4,599/day]

KINDERGARTEN—GRADE 8, 8:15-3:15

KINDERGARTEN:	\$24,995
GRADE 1/2:	\$25,995
GRADE 3/4:	\$27,995
GRADES 5-8:	\$29,695

AFTERSCHOOL, PRESCHOOL—GRADE 4: 3:15-5:30

1 day/wk = \$870	2 days/wk = \$1,740	3 days/wk = \$2,610
4 days/wk = \$3,480	5 days/wk = \$4,350	

LES CLUBHOUSE, GRADES 5—8, 3:15-5:30

\$27 PER DAY

8:00 a.m. EARLY DROP OFF: Preschool through Grade 8
Students may be dropped off early at no additional charge.

LESLEY ELLIS SCHOOL
School Calendar
2016-2017

Visiting Day	Tuesday, September 6
FIRST DAY OF SCHOOL, 12:00 Dismissal	Wednesday, September 7
Early Release, 12:30 Dismissal	Wednesday, September 28
NO SCHOOL, Columbus Day	Monday, October 10
NO SCHOOL, Yom Kippur	Wednesday, October 12
PreK-Grade 8 Conference Day	Monday, October 24
<i>No School for PreK – Grade 8; School for Preschool</i>	
NO SCHOOL, Veteran’s Day	Friday, November 11
Early Release, 12:30 Dismissal	Wednesday, November 16
12:00 Dismissal, Thanksgiving	Wednesday, November 23
NO SCHOOL, Thanksgiving break	Thursday & Friday, November 24 & 25
NO SCHOOL, Professional Day	Monday, December 5
Preschool Conference Day	Friday, December 16
<i>No School for Preschool; School for PreK – Grade 8</i>	
NO SCHOOL, December Vacation	December 22 through January 2
School Resumes	Tuesday, January 3
NO SCHOOL, Martin Luther King Day	Monday, January 16
Early Release, 12:30 Dismissal	Wednesday, February 1
NO SCHOOL, February Vacation	February 20 through 24
NO SCHOOL, Professional Day	Friday, March 10
NO SCHOOL, All-school Conference Day	Wednesday, March 22
Early Release, 12:30 Dismissal	Wednesday, April 5
NO SCHOOL, Good Friday	Friday, April 14
NO SCHOOL, April Vacation	April 17 through 21
Early Release, 12:30 Dismissal	Friday, May 12
<i>Spring Visiting Day</i>	
NO SCHOOL, Memorial Day	Monday, May 29
Last Day of School, 12:00 Dismissal	Tuesday, June 13

For a complete school calendar, please visit the Lesley Ellis School website at www.lesleyellis.org.