

# **Lesley Ellis School**

## **Family Handbook 2023 – 2024**

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**LESLEY ELLIS SCHOOL**  
**Faculty and Administration, 2023-2024**

**Administration:**

Deanne Benson  
James Bethel  
Tischa Brown  
David Casanave  
Tricia Moran  
Anne Norris  
Carol Pollack  
Emily Roos  
Andy Stratford  
Jenn Young

Head of School  
Director of Development and Family Engagement  
Early Childhood Program Director  
Director of Communications  
Director of Admission  
Middle School Program Director  
Office Administrator  
Director of Auxiliary Programs  
Middle School Admission/Arts Director  
Elementary Program Director

**Specialists:**

Amy Conley  
Bex Craik  
Amy Hass  
Faith McKinley-Shiu  
Cristina Martinez  
Seth Mazor  
Margaret Muirhead  
Cha O'Connell  
Janelle Panosian  
Janelle Provencher  
Patrick Richards  
Dan Carey  
Rachel Langer  
Bobby Smithney  
Mariya Timkovsky  
Sandra Torello  
Carol Troha  
Paulo Valentim

Early Childhood/Elem Learning/Literacy Specialist  
Physical Education  
Learning Support  
Music  
Spanish  
Makerspace  
Librarian  
Art  
Middle School Learning Specialist  
School Counselor  
Facilities Manager  
In-House Substitute Teacher  
Nurse  
Theater Arts/History  
Middle School English  
Spanish  
Early Childhood Substitute Teacher  
Physical Education/Coach

**Classrooms:**

**Early Childhood**

Robin Alperin  
Karen Cowan  
Emily Jackson

Gina Bell  
Joselyn Dennis  
Jennifer Klein  
Clancy McNally

Patrick Bradley  
Debra Gabriel  
Jennie Mansfield

**Kindergarten**

Debbie Gorsky  
Rachel Hamilton

**1/2 Green**  
Mackenzie Davis  
Alice Woodruff

**1/2 Orange**  
Jess Melfa  
Barbara Quoos

**3/4 Green**

Yuri Chung  
Corie Sovereign

**3/4 Orange**  
Denise Cadiero  
Chris Hamill

**Fifth Grade**  
Robyn Virball  
Sara West

**Sixth Grade**

Pascale Grossnickle  
Sue Smith

**Seventh Grade**  
Peter Bulmer  
Michel Ohly

**Eighth Grade**  
Elizabeth Manser  
Allison Pawlowski

**Email Communication with Faculty/Staff**

Email addresses for Lesley Ellis School employees are: First name initial, last [name@lesleyellis.org](mailto:name@lesleyellis.org)

## **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.
- Inclusive: We are a community that is committed to diversity, equity, and inclusion.

### **Organizational Information**

The administration of Lesley Ellis consists of the Head of School, Director of Admission, Early Childhood Program Director, Elementary Program Director, Middle School Program Director, Director of Communications, Auxiliary Programs Director, Director of Development and Family Engagement, and Office Administrator. The school is accredited by the Association of Independent Schools in New England and is a member of the National Association of Independent Schools.

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), a 45-day education assessment and support program; and afterschool programs in Belmont and Brookline.

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](http://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. 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 aim 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 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 electronically. Forms and authorizations must be updated annually prior to the start of the 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 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.

Lesley Ellis uses a tuition management software system, TADS, to streamline the enrollment process through an online process. TADS allows parents a choice of payment options with the ability to pay by credit card (a small convenience fee accompanies this choice) or bank draft, as well as an automatic withdrawal option.

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 late January.

### **Billing Accounts**

No student will be permitted to begin school in September unless the tuition has been paid in full or a family is participating in one of our payment plans and is current with payment. Lesley Ellis does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and/or our Chief Financial Officer and families must remain committed to fulfilling their agreement with the school.



If an account is more than 60 days' overdue, it will be brought to the attention of the Head of School. The Head of School and Chief Financial Officer will review the case, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to school the following semester or for the remainder of the school year. No student is permitted to re-enroll if there is an outstanding account balance from the previous school year.

### **Clubhouse (Early Childhood Afterschool Program)**

Clubhouse 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. Monday through Thursday and it begins at 12:30 p.m. and ends at 5:30 p.m. on Friday.

### **Clubhouse (Elementary Afterschool Program)**

**Elementary students** may go to **Clubhouse** for a fun afternoon of inside and outside play, a project or activity, and homework support, as needed. The program runs from 3:15 p.m. until 5:30 p.m. Monday through Thursday, and 1:00 p.m. through 5:30 p.m. on Fridays.

### **Auxiliary Programs for Middle School Students**

**Middle School Clubhouse** students may participate in a range of activities that include academic offerings and opportunities to explore hobbies. Students may also socialize and work on homework. After school middle school students may participate in athletic opportunities such as soccer, basketball, and cross country. Programs from 3:15-4:30 Monday through Thursday are included in tuition. Additional fees Monday - Thursday, 4:30-5:30 and Friday, 1:00-3:15 or 5:30.

### **Vacation Program**

Vacation Program is a childcare program during the February and April vacation weeks and on most no-school and early release days. Vacation Program is offered in addition to our school program, and enrollment and payment are a separate process from our school enrollment and tuition billing. Vacation 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 Camp**

Lesley Ellis offers a Summer Camp for students in Preschool through Grade 8. The summer is divided into one-week sessions and is led by Lesley Ellis teachers, other professionals and college students. Detailed information about our summer camp is available on the school's website starting in January.

## **COMMUNICATION**

The Lesley Ellis website ([www.lesleyellis.org](http://www.lesleyellis.org)) contains most of the information described below.

### **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 Office Administrator by noon on Monday.

## **Calendar**

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

## **"Today We.../Weekly Newsletters"**

Preschool, Prekindergarten and the Transitional Kindergarten send "Today We..." to parents, a brief summary of the events of the day. Teachers in grades K-4 and 5-8 write a weekly or bi-weekly summary of their activities. These are emailed to families.

## **"Health Highlights"**

Throughout the school year families will be emailed "Health Highlights" which will include updates from the health office, health resources, and other helpful information to keep your child and family healthy throughout the school year.

## **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**

Parents//guardians and teachers are in regular communication regarding student progress. Twice each year, the school schedules Conference Days so parents/guardians and teachers have an opportunity to discuss student progress. Other meetings may be scheduled throughout the year, as needed. Teachers in grades K-8 also provide a comprehensive written report on each student two times per year, and early childhood teachers provide an individual Developmental Learning Summary for each student.

## **Family Directory**

All parents have access to a directory of the entire school in Educate. Please remember that the information exists solely for the convenience of Lesley Ellis parents, students and staff. It may not be used for solicitations or similar use.

# **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 away from school for a reason other than illness, parents must notify teachers one week in advance of the absence.

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. Students in Grades 5-8 may arrive at school anytime between 7:30-8:00 for an additional charge. There is no additional charge for students arriving after 8:00. Middle School students may go to their classrooms between 8:00-8:10. The school day ends at 3:15 Monday - Thursday and at 1:00 on Friday. There are after school athletics and Clubhouse options until 5:30.

### Elementary (Kindergarten – Grade 4)

Elementary students are in school from 8:15-3:15 daily. Students in K-4 are admitted and welcomed into their classrooms between 8:10 and 8:20, and those arriving after 8:20 am will be considered tardy. Students who are signed up for early morning drop off may arrive between 7:30-8:00 for an additional charge. Students arriving after 8:00 am may wait at the school entrance until 8:10 am. The school day ends at 3:15 Monday - Thursday and 1:00 on Friday for all elementary classrooms. Clubhouse for these grades ends at 5:30.

### Early Childhood (Preschool, Prekindergarten, Transitional Kindergarten)

Early childhood students are in school from 8:30-12:30 or 8:30 - 3:00/3:15. Students in Preschool, PreK, and TK are welcomed into their classrooms between 8:30 and 9:00, and those arriving after 9:00 am will be considered tardy. Students who are signed up for early morning drop off may arrive between 7:30-8:15 for an additional charge. Students arriving after 8:15 am may wait at the school entrance until 8:30 am. 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 in the early childhood program any time between 3:00-3:15 Monday through Thursday and 12:30 on Friday. Clubhouse for these grades begins at 3:15, Monday through Thursday, 12:30 on Friday, 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, 1:00 p.m. on Fridays for K- 8 students, 3:15 p.m. for elementary/middle school classrooms, and by 5:30 p.m. for students in Clubhouse. 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, 1:00 or 3:15 may play outside on the public playground or field supervised by their parents/guardians, unless a class or Clubhouse is using the field. Having students who have been dismissed mixed in with students still in school or in Clubhouse creates a confusing and unsafe situation for all.

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 Clubhouse, the student must be signed out at pick-up time. Parents/guardians picking up a student from outside 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 outside, be sure that the Clubhouse 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 dismissal will wait for their ride with the students in Clubhouse. Parents/guardians who are late picking up a student at his or her dismissal time (12:30, 1:00, 3:15 or 5:30) will be assessed a late fee. The fee is \$10 for each 10-minute period or any part thereof, and parents will be billed for that amount. 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 Clubhouse, continued enrollment in that program will be in jeopardy.

## **Clubhouse 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 directly through the Auxiliary Programs Director at [eroos@leslevellis.org](mailto:eroos@leslevellis.org) or 781-641-5987 ext 1205. The teachers will be informed if a student's schedule will be changing on a given day.

The fee for extended hours for Preschool, PreKindergarten, and Transitional Kindergarten is: \$37 for 12:30--3:15; \$37 for 3:15—5:30; and \$74 for 12:30—5:30.

The fee for extended hours for Kindergarten through Grade 4 is \$37 for 3:15—5:30 and Friday 1:00-3:15 the fee is \$37.

The fee for Middle School extended hours Monday - Thursday is: \$16 for 4:30 - 5:30 and Fridays the fee is \$34 for 3:15—5:30, and Friday 1:00-3:15 the fee is \$34.

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. (Fridays 1:00-3:15). 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. 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. Lesley Ellis is a **nut aware** school, which means any foods containing tree nuts may be not be brought into the building. In addition, please do not send hard candy (including cough drops, unless prescribed by a physician), gum, or soft drinks.

## **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.

### **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. Students' 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 may, at the discretion of the administration, 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.

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 on the school's website.

### **Student Crisis/Safety Procedure**

In the event that a student's behavior appears unsafe for either the student or others, the school has a protocol for a safety assessment as a means of supporting the student and parents in this situation. Details are available from one of the Learning Specialists, School Counselor, School Nurse or Head of School.

### **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. 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.

### **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 physical education class. Students may not wear flip flops and 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 backpack and (if applicable) cubby daily. Elementary students will take home classroom papers, homework and notices each afternoon. Checking backpacks daily will ensure that you and your student are up-to-date on important school-related events, assignments and activities.

### **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 Grades 1 and 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 grades and middle school (grades 3 - 8) holidays continue to be deeply connected to both the anti-bias and social studies curriculum. Thanksgiving, Independence Day, Presidents' Day, Indigenous Peoples' 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 Grades 1 and 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 may arrange 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 that meets the state regulations for the transport of children, use public transportation, or school owned vans 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 Thompson School (187 Everett St.). Alternate sites include the Hardy School (52 Lake St.), the Gibbs School (41 Foster St.) and the East Arlington Business District. Parents will be called or emailed from the alternate site with instructions on when and where to pick up students. 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, text, and/or email. If there is an event, please await instructions from Lesley Ellis administrators and avoid calling or coming to the school unless it you have been asked to do so.

## **Parking**

Parking options on school days include available spaces in the parking lot and all legal spaces on Winter Street, Oxford Street, and Grafton Street. Please be aware of restricted parking areas on these streets.

## **School Closing Announcements**

In the event that weather or other circumstances necessitate a delay in opening or school cancellation, all families will receive a text, email, and phone call. Information will be available on the school's website ([www.lesleyellis.org](http://www.lesleyellis.org)) and area TV stations 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. 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 students 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 by your child's physician and will be provided by 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.

### **Medication**

Prescription medications must come to school in a bottle labeled by the pharmacy. 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. An electronic 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 and a template will be sent out to all families at the beginning of the school year.

Both prescription and 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 (with the exception of the following OTC medications which can be administered with a current parent/guardian signed authorization: acetaminophen, ibuprofen,). This note is good for up to one year from the date it is written, but it does not carry over to the next school year. Parents/guardians must also sign a consent form for medication, and documentation of administration must also be kept. Parents/guardians will be notified each time a non-scheduled medication is given.

Non-medicated topical treatments such as sunscreen, Vaseline and moisturizer may be administered to a child with only parental/guardian consent; a physician's order is not required. This consent form will be considered valid for up to one year through the end of the current school year. These products can only be administered if they are brought to school in the original container. Any products brought in unmarked containers will not be administered. In administering the topical products, staff 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 medications shall be returned to the family.

It is at the benefit of your child's health and safety to communicate all current prescription medications or changes in medication regimen to Nurse Rachel. This will allow for more comprehensive monitoring of potential adverse reactions or changes in presentation.

## **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 of >100 degrees within 24 hours without the use of medications such as Tylenol or Motrin
- 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
- 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

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, and students must no longer

have drainage coming from the eyes before returning to school. 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.

## **Management of Specific Conditions**

### Conjunctivitis (Pink Eye):

May return, with contingencies, once prescribed treatment has been initiated. Please reach out to Nurse Rachel to discuss specific recommendations for your child.

### COVID-19:

Confirmed positive: Remain home for the following 5 days (day 0 is the date symptoms started if symptomatic or the date of positive result if not symptomatic). Your child may return after day 5 if they are fever free and symptoms are resolving. Per current CDC guidelines your student must wear a mask while at school through day 10. If your student is unable to do so, please contact Nurse Rachel for further instruction.

Positive case in the household: If a member of your household tests positive, alert Nurse Rachel and administer a rapid antigen test to the student(s) and other household members. In most instances, students may still attend school, but they must wear a mask for 10 days and test at home again on Day 6 of exposure, as well as monitor for any symptoms. If the student is unable/unwilling to consistently mask through Day 10, parents/guardians must provide proof of a negative antigen test done each morning before school to Nurse Rachel through that same time period.

### Influenza:

May return once fever free for 24 hours without use of fever reducing medication.

### RSV:

May return once symptoms have improved AND fever free for 24 hours without use of fever reducing medication.

### Strep Throat:

May return 24 hours after initiating antibiotic treatment AND fever free without use of fever reducing medication.

\*If your child tests positive for any of the conditions above, or for any unlisted infectious disease, please contact Nurse Rachel.

## **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. Please note that in any situation in which an epi-pen is administered to treat signs of anaphylaxis, 911 will be called. 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.

## **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 monthly all-school assemblies, 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.

**Community Picnic** 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 Welcome Coffee in the fall: Learn about the PA and how parents/guardians can become involved.

Elementary Fun Nights: Students (and sometimes their parents) in Grades 1-4 gather together for three fun Friday nights throughout the school year.

Middle School Activities: 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.

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.

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

Volunteer Committees: There are several exciting committees that LES parents can join to support our school throughout the year. We have committees to suit every schedule, and you are welcome to sign up for as many as you are interested in. These volunteer committees range from gardening to community outreach to the spring auction fundraiser.

## **Fundraising and Development**

As an independent school, Lesley Ellis depends on the generous support of our 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. We are ever grateful for your support. 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.

### *Annual Giving*

Annual Giving 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 supports professional development for our teachers, library activities and assembly programs. Every gift to the Annual Fund is tax deductible. Lesley Ellis is an intentionally small community. Our size is a big part of the magic here, so we need everyone's help.

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 possible.

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 is an annual event that raises money for financial assistance. Most of the funds are used the following year for scholarships.

Over 200 local and national businesses are regular supporters of the Auction. Families, faculty, classrooms, and staff also make wonderful donations. There are different ways our families directly support the auction. Parents/guardians volunteer to help organize for the Auction. Some families donate items or services. Each year the Auction Committee provides donation suggestions. Purchasing tickets

helps offset operating expenses, and attending the Auction provides a fun adult night out. Bid -- high and often!

### *Capital Campaigns*

Every once in awhile in the life of a school there is a need for capital improvements. Because our funding comes from tuition, and we spend every bit of that on programming and faculty and staff, when Lesley Ellis has a capital need we reach out to our families. Next, we have a dream of a full-service library and performance center. (If we can dream it we can build it!)

These gifts are usually pledged by families in modest increments over multiple years. We will likely come to you once or twice over the life of your child's Lesley Ellis experience for help with a capital project. Because this is how we do it at Lesley Ellis. We are like a family here. We come together as a community and wrap our arms around a project until we get it solved!

### **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 two Learning Specialists and a School Counselor who can meet with any staff member about an individual student's social, emotional or academic development. They are 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 Specialists 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 a Learning Specialist, Program Director(s), School Counselor, or Head of School.
- The teacher, School Counselor and/or Learning Specialist will record observations of the behavior causing concern, and a meeting will be scheduled with the student's parents.
- 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 student's parents/guardians. Depending on the particular needs of the student and family, the Head of School, Learning Specialist and/or School Counselor may attend this meeting along with the student'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 student and the family. Parents must give their approval for an observation by an outside consultant.

- The Learning Specialist and/or School Counselor will provide the parent with a list of available resources in the community to meet the specific needs of the student 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, parents must submit a letter to their home district to initiate the 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, Learning Specialist, and School Counselor, 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.

### **Referral Resources:**

- Director of Special Education, Arlington — Alison Elmer; 781-316-3533
- Mental Health Therapy — Arlington Youth Counseling Center; 781-316-3000

### **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. Teachers may not tutor their own students.

## **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 DCF. After the filing of an oral report to DCF, 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 any internal investigation.

## **Sexual Harassment Policy**

Our school is committed to the health, safety and welfare of our students and employees. We do not and will not tolerate any form of discrimination on the basis of sex in our educational program or activities. We are committed to fostering and maintaining an educational environment and workplace that is free from all forms of sexual misconduct, including sexual assault and harassment. This policy covers all faculty, staff, Advisory Board members and volunteers. The full policy is available in the school office.

### **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 and Family Engagement** (James Bethel): Oversees and implements aspects of the school's advancement efforts, including working closely with parent volunteers, alumni families and the Development Committee.

**Office Administrator** (Carol Pollack): 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** (Emily Roos): Oversees development, planning and implementation of Clubhouse, Vacation Clubhouse and Summer Program.

**Early Childhood Program Director** (Tischa Brown)

**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.

### **Schools for Children Board of Trustees**

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### **Lesley Ellis School Advisory Board**

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### **Schools for Children Staff**

**781-641-2424**

Paul Stein, Executive Director	Extension 1001
Beverly Beno, Finance & Operations	Extension 1007
Victoria Shih, Payroll	Extension 1005
Lisa Blaustein, Accounts Receivable	Extension 1004
Melissa Warren, Human Resources	Extension 1006
Sharon Ciano, Accounts Payable	Extension 1002

# LESLEY ELLIS SCHOOL

## School Calendar 2023-2024

FIRST DAY OF SCHOOL, 12:00 Dismissal	Wednesday, September 6
NO SCHOOL, Yom Kippur	Monday, September 25
NO SCHOOL, Indigenous Peoples' Day	Monday, October 9
K-Grade 8 Conference Day	Friday, October 27
<i>No School for K – Grade 8; School for Early Childhood Classrooms</i>	
NO SCHOOL, Veterans' Day	Friday, November 10
12:00 Dismissal, Thanksgiving	Wednesday, November 22
NO SCHOOL, Thanksgiving break	Thursday & Friday, November
23 & 24	
Early Childhood Conference Day	Friday, December 8
<i>No School for Early Childhood Classrooms; School for K – Grade 8</i>	
NO SCHOOL, December Break	December 18 through January 1
School Resumes	Tuesday, January 2
NO SCHOOL, Martin Luther King Day	Monday, January 15
NO SCHOOL, February Break	February 19 through 23
K-8 Conference Day	Friday, March 22
<i>No School for K – Grade 8; School for Early Childhood Classrooms</i>	
NO SCHOOL, Good Friday	Friday, March 29
NO SCHOOL, April Break	April 15 through 19
Early Childhood Conference Day	Friday, May 17
<i>No School for Early Childhood Classrooms; School for K – Grade 8</i>	
NO SCHOOL, Memorial Day	Monday, May 27
Last Day of School, 12:00 Dismissal	Wednesday, June 5

For a complete school calendar, please visit the Lesley Ellis School website at [www.lesleyellis.org](http://www.lesleyellis.org)