



Lillie May
**CARROLL
JACKSON**
CHARTER SCHOOL

Family Handbook
2021-2022

August 9, 2021

Dear LMCJ Scholars and Families,

I want to thank each of you for your commitment to the LMCJ community, our vision and mission, and our girls. It is a privilege to be a part of your scholar's journey of middle school development.

Middle School is such a unique time in a child's life because they are determining who they are, what they'll be, and growing at a monumental pace every single day. This time period and the experiences they will endure will act as a milestone in their life and set them on the trajectory of success. With a commitment to equity, whole child, whole girl, fostering a sense of community and belonging, as well as high academic outcomes, we are confident that LMCJ is the best place where this evolution should happen.

As we continue to educate our children in the midst of the COVID 19 pandemic, we ask that we prioritize responsible decision-making amongst our community, which includes LMCJ staff, scholars, and their families. We ask that when girls are in your care, to please be thoughtful about safe and responsible interactions. This means wearing a mask, practicing social distancing, and sanitizing as much as possible. Together, we will do this right and we will do this safely, so that our girls can take advantage of the incredible education we provide to them. Looking forward to a continuous partnership with you.

Educationally Yours,

Ms. Fleming

Proud Principal



LMCJ School Pledge

I am powerful beyond measure.

I am intelligent and determined to succeed.

I am confident in my ability to persevere and lead.

I am worthy of respect and will accept nothing less.

I am exceptional.

I honor those who came before me, because of them I stand today.

I can positively collaborate with my community

To generate purposeful questions that promote a growth mindset.

I can change the world through my actions.

I can.

I will.

End of Story.

Mission

The mission of the Lillie May Carroll Jackson School (LMCJS), a charter school in Baltimore city serving girls in grades 5-8, is to offer a supportive 21st century learning environment for scholars to reach their maximum potential through rigorous academic course work, character development and leadership opportunities.

Vision

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

Educational Vision Statement

In pursuit of this vision, school leaders, teachers, scholars, advocates and families will collaborate in the creation of a school community where learning is challenging, active, meaningful, and public.

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

- Be open-minded and work with a sense of curiosity, purpose and strategy.
- Communicate courageously, constructively, and effectively with a strong voice orally and in writing.
- Take an active role in her communities, recognizing her obligation to carry out acts of consequential service to others.
- Exhibit integrity, mutual respect, honesty, trust and empathy for others and cultivate a sense of self-love.
- Set goals for herself and engage in regular reflection.
- Exercise perseverance and resilience and view mistakes as a necessary part of growth, knowing that her abilities can change with effort.
- Take pride in the creation of quality work.
- Bring dynamic and thoughtful feedback and strong facilitation skills to her collaboration with others.
- Be motivated to achieve her goals through an intrinsic desire to better herself and the world.

Expeditionary Learning

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

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

Attendance

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

If, for any reason, your scholar is absent for 3 consecutive days with no prior communication, you will be contacted by your scholar's crew leader. If you know your scholar will be absent or if your scholar becomes ill, please be proactive and contact your scholar's crew leader right away. If your scholar is ill for 5 consecutive days with no communication, it then becomes the responsibility of administration to reach out and ensure your scholar is okay, and to find out if there is any way we can assist in her return to school. If your scholar does not come to school for 10 consecutive days without proof of excuse, Baltimore City Public Schools *requires* that we contact the Office of Family Preservation.

At LMCJ, we celebrate scholars with **outstanding** attendance. **Outstanding** attendance is no more than 7 absences during the course of the school year.

Communication Procedure for Absences

Letter of Concern	3 consecutive unexcused absences
School Attendance Improvement Conference with crew leader and Director of Scholar Support	5 consecutive unexcused absences (unless previously scheduled)
Home Visit, followed by referral to Office of Family Preservation	7 consecutive unexcused absences OR More than 10 absences accrued at any time throughout the year.

Early Dismissals

Early dismissals are usually reserved for emergencies. Please schedule routine health appointments outside of school hours. If a student must leave school before the end of the day, a note from a parent/guardian must be brought to the school office before the start of classes. A pass will be issued to the student at that time for the early dismissal. The student reports to the school office at the dismissal time requested, and the parent/guardian must sign the student out at the front desk. If the student is leaving for a professional appointment, then an excuse note should be provided by the professional.

Scholars may not be picked up after 3:15 p.m. for early dismissal.

Instructional Day

LMCJ's instructional day is from 8:00am-4:00pm Monday, Tuesday, Thursday, Friday and 8:00am-1:00pm on Wednesday. The day consists of the following:

<i>Grade 5</i>	<i>Grade 6</i>	<i>Grade 7</i>	<i>Grade 8</i>
ELA	ELA	Math	ELA
Humanities	Humanities	Humanities	Humanities
Math	Math	ELA	Math
Science	Science	Science	Science

- Lunch: 45 mins.
- One hour of a resource: Dance, Art, Theater, Transitions, and/or Physical Education.
- Daily crew session: 45 mins.

After School Programming

LMCJ offers a number of after school programs. Families are asked to follow all program guidelines. For more information about after school programming, please reach out to Ms. Okonkwo: stephanie.okonkwo@lilliemay.org.

Crew

Crew is a mandatory advisory that involves an adult staff, called a Crew Leader, and 12-16 scholars. Crew meets daily at 8: am for 45 minutes. Crew sessions are an essential part of LMCJ's school structure, culture and climate. Scholars get the most benefit from the interaction with consistent sessions. Each crew session focuses on our character curriculum-Habits of Mind Expectations (HOME), and builds on each habit in a very strategic way. Again, if scholars miss crew in the morning due to tardiness, it can have a negative impact on the rest of their day. It is important for scholars to start the academic day with a specific focus and it is a chance for the crewmates to support one another during this time. This is beneficial to each scholar's daily success. Scholars are reminded daily that they are, "Crew and not passengers," and that requires time to bond and connect on a consistent basis.

The crew leader is the first point of contact for the scholars in that crew. As the crew leader, scholars interact during and outside of crew when any issues arise to assist with problem solving. This is also the case for parent/guardian communication. Any questions, updates, academic or behavior check ins for scholars should go directly through that scholar's crew leader. Crew leaders are also in contact with families at least once a month as a support for scholars and with any updates. ***It is the crew leader's responsibility to "support, not report" scholars' behavior. This will mean that many things that arise within the day, Crew Leaders will actually handle themselves through structures like VOMP, conflict resolution structure between scholars.*** This allows for a strong partnership across the board ensuring success of scholars. During Crew, we also have scholars participate in grade level Blooming Lillie circles to help build community across grade levels.

Breakfast and Lunch

Breakfast is served daily from 7:45 -8 a.m. in the school cafeteria. Scholars then transition to lockers to put away backpacks, coats, cell phones/smart watches, etc. and immediately report to Crew after breakfast. It is important for scholars to arrive for breakfast on time so there is no interruption during Crew or instruction. **Breakfast service ends at 8:15 a.m.**

Scholars should bring lunch that is "ready to eat." Limited microwaves are available anything which needs to be heated should not exceed 2 minutes. Staff will not heat food up for scholars. Scholars are not to eat their lunch in class and it must be put up as stated by school norms in every class. Scholars cannot eat snacks or food throughout the day outside of breakfast and lunch.

There is no charge for breakfast or lunch.

Scholars may not order lunch delivery to school. If you order food for your scholar, or drop off her lunch, she will be called to the front office to pick it up at the start of her lunch period.

Expeditions

Expeditions live throughout the academic content but mainly occur in the humanities and ELA classes. From the core content and compelling topics in these classes, math and science extend these compelling topics to help scholars understand the topic on a deeper level. These classes introduce unique content that is very specific to LMCJs academic structure which involves research, interviews, experiments, heavy amounts of informational reading and writing. With math and science extensions, scholars interpret and create data, graphs, and/or models that take a stance on real world problems. Through expeditions, scholars learn both science and social studies content in a very real and tangible way. Scholars learn content through hands-on practices that help the learning “stick,” which is when scholars are able to transfer skills to other areas. This process helps develop lifelong, critical thinking skills as well as develop cooperative learning.

Arrival & Dismissal

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

Scholars are considered late at 8:15am. Please take note that breakfast is not served after 8:45am.

DISMISSAL:

The academic day ends at 4 p.m. on Monday, Tuesday, Thursday, and Friday. *When available*, the After School Program will dismiss at 6 p.m. **All Wednesday dismissals are 1:00 p.m. Please plan accordingly for pick up. Scholars will not be able to wait inside the building due to late parent pick up.**

Scholars are dismissed to the outside of the building in accordance with Baltimore City middle school dismissal policies.

Inclement Weather Dismissal: In the case of inclement weather, we follow Baltimore City Public Schools. **Please be sure you check your REMIND texts for up to the minute communication from administration. To sign up, go to www.remind.com/lmcjs.**

Scholar-Led Conferences

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

What are Scholar-Led Family Conferences?

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

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

Benefits of Scholar-Led Family Conferences

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

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

SLCs at Lillie May

- Are led by the scholar, and attended by the Crew leader and at least one other adult: parent, guardian, or other adult member of the school or community.
- Occur 3 times per year shortly after the close of each trimester marking period (see school calendar)
- Are scheduled in 30-minute time slots at a time in the SLC window when grownups can attend.
- The Conference is structured around a presentation of the scholar's online portfolio, which should include:
 - A scholar-selected, teacher-approved piece of work and a reflection piece written in each major subject area and in resource (ideally at the time the work was created rather than at the end of the previous trimester).
 - Evidence of growth and a reflection piece related to Crew and focused on HOME targets
 - Benchmark test results and an accompanying scholar reflection written in that subject area (ELA and math)
- Scholars will create electronic portfolios and will follow scholars from the time they enter LMCJ until they graduate. Scholars will use this online to present during SLCs. Our goal is that scholars reflect on high quality work including indicators of Complexity, Authenticity, and Craftspersonship. Each SLC, they will reflect on work samples, which show evidence of these. All SLCs will lead to scholars' Final Capstone, Passage Portfolio Presentations in 8th grade.

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

<i>The Role of the Scholar</i>	<i>The Role of the Parent</i>	<i>The Role of the Crew Leader</i>
<ul style="list-style-type: none"> • Arrive on time for the conference • Make parents and family members feel welcome in the LMCJ community and set the 	<ul style="list-style-type: none"> • Schedule the SLC by communicating with the scholar and the Crew Leader • Arrive on time for the conference 	<ul style="list-style-type: none"> • schedule the SLC by communicating with the scholar and the parent • be available for the designated conference time

<p>tone for the Scholar-Led Conference</p> <ul style="list-style-type: none"> ● Present high quality work and reflections to an outside audience ● Speak clearly and articulately about work and growth ● Identify and describe both strengths and weaknesses ● Set academic and HOME goals 	<ul style="list-style-type: none"> ● support the Crew Leader and the scholar by holding your scholar accountable for maintaining a quality portfolio ● ask questions about the growth your scholar has made in the areas of math, expedition, ELA, intensives, and the arts ● ask questions about the social and emotional growth of your scholar ● ask questions about how your scholar has grown in Habits of Mind Expectations ● help your scholar to set and work toward both academic and HOME goals ● give feedback at the completion of the conference 	<ul style="list-style-type: none"> ● guide each member of the Crew to prepare a presentation which meets the criteria set out by LMCJ faculty ● give scholars the opportunity to rehearse, give and get feedback, and be fully prepared for the presentation ● support Crew Members and follow up with parents to ensure scholars reach the academic and HOME growth goals set during the SLC ● organize time and space to host effective SLCs
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HOME is a specific character building curriculum developed by the staff to foster the traits outlined below. We believe that the core of an LMCJ scholar is being an active citizen and in order to exemplify that trait- a scholar must be responsible, persevere through difficult situations; practice seeking answers through inquiry; develop productive collaborative skills; and exhibit integrity at all times while displaying kindness in all they do daily.



Lillie May Habits of Mind Expectations (HOME)



Please discuss the learning targets with your scholar:

Integrity- I can show evidence of kind words and actions at all times.

Responsibility- I can take charge of my education in a way that is still courteous of myself and others.

Perseverance- I can be compassionate toward myself and others while working to achieve a task.

Collaboration- I can be helpful and selfless while working with other people.

Inquiry- I can seek answers to my questions in a way that is tolerant of others.

Active Citizenship- I can recognize the humanity of fellow scholars/teachers/the wider community and serve others well.

Grading Policy

What Is Standards-Based Grading (SBG)?

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

Grading

How Standards-Based Grades Differ From Traditional Letter Grades

Providing grades for academic proficiency and work habits gives parents more information about the areas in which your scholar needs to improve than the traditional letter grading system. The traditional grading system combines many elements—test scores, quizzes, completed homework, classroom participation, coming to school on time, extra credit—and averages the semester's work into a percentage that correlates with a letter grade.

LMCJ's overarching goal is to develop scholars who not only master academic content, but also demonstrate attributes for successful learning beyond school.

How Progress Is Measured

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

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

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

Also, even top scholars can earn a 2 or "approaching proficiency" grade, which can be a shock for some families. But it's more important to know if your scholar is struggling with a concept than to see a slew of top grades because of stellar work habits. On the upside, early low scores

aren't averaged into the final grade—so once your scholar masters the concept, her final grade shows that.

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

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

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

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

What is Graded at LMCJ?

At LMCJ, we make sure that anything placed in our gradebook gives an accurate depiction of scholar performance for grade level expectation. Please look below to see what we grade, as well as the weights.

Summative Tasks (20% Weighted)	Formative Tasks (50% Weighted)	Classwork Tasks (30% Weighted)
These are tasks that show how much scholars know about a unit and summary of standards covered in the unit.	These are tasks that show how much a scholar knows in a unit along the way. It is given more frequently to help educators plan to provide instruction which meets children's needs.	These are tasks which help scholars' thinking, performing, and practicing of the grade level standard.
<ul style="list-style-type: none"> ● End of Unit Assessments ● Celebration of Learning Performances and Projects 	<ul style="list-style-type: none"> ● Exit Tickets ● Quizzes 	<ul style="list-style-type: none"> ● Class discussions ● Group work ● Graphic Organizers ● Text-dependent questions

Promotional Practice

Every trimester, scholars' grades are reviewed both at progress report and report card time. We review grades to look for trends, or patterns in scholars' habits and academic performance. If a scholar does not pass 2 core content classes (math, science, humanities, ELA) after trimester one, we closely follow her progress for trimester two. Both her crew leader and our SST Chairperson will be in contact with parents/guardians to devise a plan of action to support her. *Again, we understand that change can be difficult and it takes some time to fully adjust. We have found that ALL scholars improve over time at LMCJ.* If by trimester two progress report time a scholar is not passing two core content classes, she is in danger of being retained to the same grade (this does not apply to year one scholars as they all are conditionally promoted). Parents/Guardians will receive an email from administration indicating potential retention and what is needed to support the scholar. It is imperative that parents/guardians remain in contact with the scholar's crew leader on a consistent basis.

JumpRope

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

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

MAPS

MAP stands for Measures of Academic Progress. Scholars will take one MAP assessment in Reading and one in Math at the beginning, middle, and end of the year.

Unlike state tests, the MAP test doesn't compare your scholar's skills to the standards of her current grade-level to determine her proficiency for that single year's work. Instead, it uses data from millions of students' tests to compare your scholar's skills to other scholars across the country. For that reason, the MAP test will provide a percentile (how your scholar's performance ranks compared with all of the other scholars in her grade across the country) and a RIT score (her average skill level in Reading and Math). RIT scores range from 100 (early elementary skills) to 350 (late high school skills), so you should see your scholars RIT scores rising in each domain as she progresses at Lillie May.

The MAP assessment adapts to your scholar's answers to figure out exactly what she knows and what she's ready to learn. So, not everyone gets the same questions or the same number of questions. That being said, each test takes approximately 1 to 2 hours to complete.

MAP also generates clear growth goals for Math and Reading, telling us exactly how much we can expect your scholar's knowledge to grow this year according to the national average for children her age. We will assess how much your scholar has learned and grown at each benchmark and use this data to inform groupings in classes, instructional focus areas, and our intervention and enrichment programming.

Uniform

As a Charter School, LMCJ has a uniform policy that we expect scholars to adhere to daily. Our uniform suppliers are Hermans Discount, Inc. (located on Greenmount Avenue) and Flynn O'Hara (located online and in Parkville, MD). Shirts, pants and skirts are specific to our school and should be purchased through approved uniform vendors only.

Basic Uniform Attire

- A charcoal grey uniform skirt or uniform pants,
- A white or grey polo shirt with our school logo for 5th-7th graders (8th graders may also wear a royal blue polo shirt with our school logo). White LMCJ t-shirts are also acceptable.
- Any color socks and any color sneakers, boots, and flats are permissible. **Scholars are not allowed to wear heels, Crocs, flip flops, sandals or slides due to safety reasons.**

Outerwear

We understand the temperature varies throughout the seasons and inside classrooms. While coats are not permitted to be worn throughout the day, outerwear listed below is allowed:

- A royal blue fleece jacket with our school logo
- any LMCJ hoodie
- Grey or blue cardigan/blue jean jacket

Note:

- No clothing should have offensive/suggestive language.
- Large hoop earrings, described as earrings which fit more than 2 fingers through, will be asked to be removed immediately.
- Infractions will be given to anyone who is found to be out of uniform and they will be given "loaner" uniform items as a substitute. **At no time will scholars be allowed to call home to receive a replacement.**
- If your scholar needs to borrow a school "loaner" fleece jacket, they will be asked to sign it out and return it to the front office at the end of the school day. If a scholar does *not* return the fleece within 3 days of borrowing or it is not found on campus within the same time period, the parent will receive a bill from the school for \$25 - the value of the fleece. There will be a charge of \$15 for any other item (skirt, shirt or shoes) that is not returned.
- **All scholars must report to school in full uniform as described above.** Scholars should not expect to report to school out of uniform with a change of clothes. Scholars are also not allowed to change clothes during dismissal-they must leave the building in full uniform. Scholars will be reminded of the uniform

requirements as they walk inside the building, during crew and throughout the school day. Any scholars reporting to school not in uniform will be subject to the following:

Uniform Infraction Chart

1st Infraction	2nd Infraction	3rd Infraction	4th Infraction
Scholar sent to office and required to change into appropriate uniform (given by office)	Scholar sent to office and required to change into appropriate uniform (given by office)	Scholar sent to office and required to change into appropriate uniform (given by office)	Scholar sent to office and required to change into appropriate uniform (given by office)
Parent contacted via email with uniform infraction	Parent contacted via email with uniform infraction & Scholar participates in LMCJ Community Service project (TBD) during recess	Parent notified with uniform infraction & scholar spends time in RR completing uniform/dress code project	Parents contacted and a required parent meeting with DCC to be scheduled Uniform memorandum signed by scholar and parent

Cell Phone and Apple Watch Policy

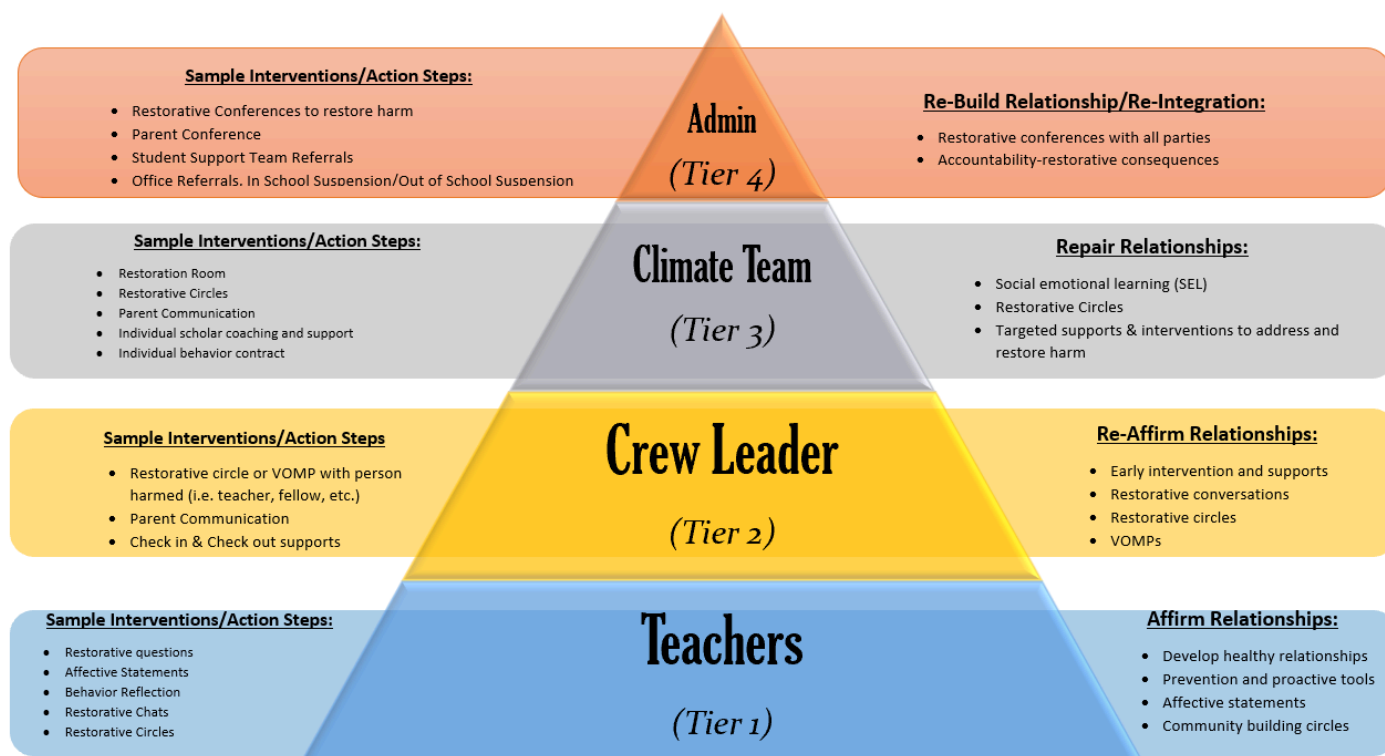
Cell phones and smart watches as well as any other electronic devices must be turned off and placed in lockers upon entering the building, no exceptions. If there is a need for a parent to contact a scholar, please call the school at 443-320-9499. Cell phones found in school on scholars will be confiscated and a parent/guardian will need to retrieve them. Cell phones will not be given back to scholars if found on them in school. Scholars will be issued a cell phone infraction ticket to be signed by the parent and returned to the main office. Smart Watches are not allowed to be worn by LMCJS scholars during the school day. They will be confiscated and follow the same infraction process as cell phones.

Cell Phone/Smart Watch Infraction Chart

1st Infraction	2nd Infraction	3rd Infraction	4th Infraction
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Cell phone will be confiscated. Only a parent will be allowed to pick up and sign out the cell phone. Phones will not be returned to scholars for any reason once confiscated.	Cell phone will be confiscated. Scholar spends time in Restoration Room completing Screen Time project.	Cell phone will be confiscated. Required conference with parent and DCC. Cell phone returned following the conference.	Cell phone confiscated. Required conference with parent and DCC and signed memorandum of understanding. Scholar will need to turn cell phone into administration at the beginning of each day to be locked up and secured. Failure to do so will result in Restoration Room or In School Time.
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Restorative Discipline System at LMCJS



LMCJS prides itself on approaching discipline in a way that promotes healing rather than punishing. As outlined above, we employ Restorative Practice using community building circles, restorative conversations, restorative circles, restorative conferences, and a method called VOMP (venting, ownership, moccasins, plan) which creates a culture where scholars have the opportunity to “repair” or make things better after causing harm by their wrongful act. Our goal is to provide opportunities for scholars to understand how her behavior affects others, and discuss and plan how to move forward. This process requires scholars to be reflective and empathetic. Scholars receive multiple opportunities to amend behavior at all levels using the following:

- Written Reflections
- Peaceful Break (no longer than 5 minutes out of an academic class)

- VOMPs
- Restorative Conversations/Chats
- Restorative Circles
- Check-in & Check Out system
- Teaching of Social Emotional Learning Skills (Social Skills, Anger Management, Character and Life Skills, Coping Skills, Safety)
- Positive Behavior plans
- Behavior Contracts
- Restorative Conferences
- Community Service Projects
- Leadership and parent conferences, including many other opportunities.

Repetitive behaviors that negatively impact the school community, and/or cause physical harm require adherence to Baltimore City Public Schools Code of Conduct (which was provided in the back-to-school-packets). Our goal is for scholars to be in school, however, we also need to maintain a safe learning environment for all scholars and staff. Suspension is used as a last resort to address counterproductive behaviors.

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

LMCJS RESTORATION ROOM PROCEDURES

The LMCJS Restoration room is designed to be a reflective space for scholars who are unable to be productive participants in the classroom. It will provide them a safe space for contemplation and support in solving a problem. The room will be a calm and controlled environment led by the Climate Team staff where they can prepare to complete their day in a productive manner.

Scholars are sent to the restoration room **during the day** if:

- A scholar walks out of class (not asking for a break, not being offered a break and leaves)
- A scholar has to be removed from class for severe disruption (physically fighting, throwing furniture, excessive yelling or aggression completely interrupting learning in the classroom)
- A scholar refuses to take a break or complete a reflection but continuing the disruptive behavior impacting the learning of others
- Bullying or threats of physical violence
- Excessive use of profanity directed with hostility or aggression at an adult or scholar (after a restorative conversation and written reflection has occurred regarding this behavior)

If a scholar is sent to the restoration room, there must be:

- 1) A reflection form and phone script for parents completed regarding their behavior and a phone call will be made to the parent to discuss (led by the scholar with support of climate team staff).
- 2) A restorative conversation between teacher and scholar where a plan is made and signed by both parties
- 3) If a scholar spends time in the restoration room more than three times in a one week period or five times in a month, a parent/admin conference must take place regarding the repetitive behavior and frequent visits to the Restoration Room to create a plan for the scholar's progress.
- 4) Social Emotional Learning resources to support the scholar with addressing and improving the issue at hand.
- 5) Academic work provided by the classroom teacher.

It is our goal to improve scholar behavior, reduce school violence, improve the overall school culture and promote and encourage taking accountability for actions. We will create a culture where exclusion from class or school is not our default response to behavior. In this culture scholars will learn to hold themselves accountable and engage with the school community to “repair” all harm that was done physically and/or emotionally. Out of School Suspension will be used as a last resort (based on the severity of the actions) when we are addressing school wide behaviors with scholars. The decision to suspend scholars will be determined by the administration team.

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

Field Trips

Scholars must have a signed permission slip from a parent/guardian in order to participate in any field trip. Please be sure that you are reading, carefully, the requirements for field trips as outlined on the permission slip and have your scholars dressed accordingly. We understand that uniforms are not our scholar’s first choice, however, an excuse to dress down may lead to the wrong clothing decisions for field trips.

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

School Community Expectations

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

If there are concerns that arise between any of our community members (especially in relation to scholars), we ask that you directly connect with the Crew Leader or administration to express the concern so that we can go through the proper protocol of solving the issues that occur. This eliminates escalating the concern any further for all involved.

If you believe that a meeting is necessary with a teacher based on concerns or questions, please be sure to reach out directly to that teacher via email to schedule a conference instead of an unscheduled visit, as this is not the best way to meet due to the many responsibilities of our staff and their schedules.

Classroom Visitation and Volunteering at Lillie May

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

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

****School/classroom visits are currently on hold due to COVID-19.**

LMCJS Parent Teacher Organization (PTO)

Family involvement is an important component of our school that ensures our scholars' success as well as the cohesiveness of our school community. The purpose of the PTO is to support our school and uplift our school community to a level where we reflect the active citizenship that we expect from our scholars. The PTO meets bi-monthly to discuss school issues and plan social activities. Participation in our PTO is encouraged; please email Ms. Ruff, if you would like to be involved.

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

*****Please sign, date and return the final two pages to school.*****

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

☐ **I understand that Scholar-Led Conferences (SLC) are a required part of the LMCJS community and that a representative from my family/community must sign up and attend each SLC as scheduled.**

X _____
Parent/Guardian Name **PRINT**

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

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

X _____ Date _____
Scholar Name

Students at Lillie May Carroll Jackson must have a Consent for Publication form on file if their names and/or photographs are to be included in School publications, media press releases and on the Website and Facebook Page. These permission forms will remain on file as long as the student attends LMCJS. Please read the Consent for Publication, fill in the form below, and return it your scholar's crew leader. Thank you.

Consent for Publication

I authorize and give full consent to Lillie May Carroll Jackson Charter School to publish and copyright all photographs in which she appears and artwork she produces while enrolled as a student in any and all programs of LMCJS. I understand and agree that any such photographs of my daughter may identify her by name. I also understand and agree that my daughter's name may be included in press releases and in photo captions on the LMCJS website. I further agree that LMCJS may transfer, use or cause to be used, these photographs, artwork and/or names in School brochures, newsletters, magazines, advertising posters, newspaper or magazine advertising, displays, slide presentations, PowerPoint presentations, videotapes, viewbooks, catalogs, all like publications or literature, and on the School's internet web page, Facebook fan page or other social media vehicles without limitations or reservations.

In addition, I agree that the use of a photograph(s), artwork or the student's name does not constitute in any manner a waiver of LMCJS policies, programs, or rules, nor does continued use constitute an agreement to continue the student's enrollment.

I am the parent and/or guardian of _____ Grade _____

_____ I approve the foregoing and consent to the use of photographs, artwork and/or name subject to the terms mentioned above. I affirm that I have the legal right to issue such consent.

_____ I do not give my consent for photographs, artwork and/or name use.

Signature _____ Date _____