



The Mead School

LEARNING THAT LASTS

**Family Handbook
2022-2023**



The Mead School
LEARNING THAT LASTS

WELCOME LETTER

(SECTION A)



Welcome Letter

Dear Families,

We are excited to welcome students back to campus for the 22-23 school year. We continue to be committed to preserving the mission and culture of the school while prioritizing the health and safety of our community.

This Family Handbook outlines our school's policies and programs, and also details some of the expectations we have of our community. We hope you will find the Family Handbook to be a useful resource throughout the year, one that will answer most of the questions you may have about our School and Early Learning Center. We encourage you to take the time to familiarize yourself with the contents of the handbook as soon as possible.

We look forward to another year of discovery and learning with your children.

Sincere Regards,

Peter Herzberg/Head of School
Robyn Santagata/Assistant Head of School for Early Learning
Joanne Costello/Assistant Head of School for Admissions, Enrollment & Community Relations



The Mead School
LEARNING THAT LASTS

**PHILOSOPHY AND
BELIEFS
(SECTION B)**



Philosophy and Beliefs

The Mead School inspires and challenges students to achieve deep learning and become independent, creative thinker.

- Mead School Mission

The Mead School [Philosophy, History](#) and [Seven School Skills](#) can be found on our website at meadschool.org.

The Mead School Student Community Expectations:

The Mead School is a community of students, teachers, staff and parents, working together to embrace and promote The Seven School Skills of Respect, Act, Receive, Imagine, Think, Intuit and Express. The Mead School expects our community, whether on- or off-campus, to:

- Demonstrate respect for self and others.
- Demonstrate courtesy to others by respecting the dignity, rights and differences of all community members through words and actions.
- Contribute to an atmosphere that promotes learning, especially through listening.
- Dress appropriately.
- Respect school property, and the property of self and others.
- Use personal and school technology responsibly.
- Honor community agreements and norms.

School Song:

It's In Every One Of Us - by David Pomeranz



Philosophy and Beliefs

The Five Tenets of The Mead School

- I. The Mead School provides each student with a knowledge of self and the skills to be an effective autonomous learner.** From the youngest participant in The Early Learning Center through Grade 8, the Mead student is learning about him or herself and developing the skills to relate and respond to the community and the environment. Students learn not only to acquire knowledge, but also to use it: to negotiate, pursue, confront, act, follow through, risk, receive, retrieve and express knowledge. This process fosters in each student a positive self-image as a life-long learner.

- II. The Mead School understands that human development is a process and honors each individual's right to be his or her unique self.** Each person is unique and develops in his or her own way. Mead supports the development of the whole child. In addition to teachers in core academic subjects, including the arts, the Mead student receives individual attention from a teacher whose sole responsibility is to advocate for the social, emotional and educational wellbeing of the child. Parents and caregivers engage in a dynamic relationship with staff to understand and participate in this process. This partnership helps children negotiate an educational pathway that integrates personal development with academic achievement.

- III. The Mead School believes that respect for others is essential.** Mead is a community, existing within a global community. Each person must learn to function, contribute and find fulfillment within the community. While the community supports individual expression, each person must learn to respect the needs and goals of others. Our program helps students to recognize and value this balance. Many aspects of diversity are woven into daily life at Mead, and students experience the broad array of ideas and perspectives in their social and learning processes that are necessary to understand and embrace a diverse and interconnected world.



Philosophy and Beliefs

- IV. The Mead School is committed to progressive education.** Acquiring knowledge is a supple process, not a fixed or linear one. Mead's committed faculty presents a thoughtful and intentional educational program, exposing students to a rich curriculum that demands complex thinking and offers many avenues for learning. Students work with faculty to become partners in the educational process. By voicing their goals and committing to the process of learning, they become stewards of their own education. A Mead education emphasizes concentration, reasoning, investigation, evaluation, intuition, reflection, empathy and decision-making.
- V. The Mead School is an accepting and a patient place for children to grow and learn.** All members of the Mead community ... teachers, families, and students ... are honored, accepted, supported, and addressed clearly and honestly. Students must feel safe to take the educational and personal risks necessary to acquire skills and self-confidence. This approach reflects the value Mead places on individuality, but also an awareness that long-term learning occurs when the learner has a positive emotional connection with the experience.

Non-Discriminatory Policy

The Mead School's policy is to provide equal opportunity for all applicants and employees. The Mead School complies with all federal, state, and local laws, which prohibit discrimination on the basis of race, color, national origin, citizenship, age, gender identity or expression, religion, creed, sex, pregnancy, present or past history of mental disorder, learning disability, physical or mental disability, marital status, sexual orientation, genetic information, veteran status or any other status protected by applicable law.

**The Mead School
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The Mead School
LEARNING THAT LASTS

**COMMUNITY NORMS
AND EXPECTATIONS**

(SECTION C)



Community Norms and Expectations

PRE-K-GRADE 8 ABSENCES AND TARDINESS

The Mead School's academic calendar has been designed to provide sufficient class time for the School's curricular requirements. Please remain mindful of the importance of each school day and refrain from student absences that are unrelated to illness. Scheduling family vacations or medical appointments during school hours deprives the student of academic and other opportunities at Mead, even if the absence is for one day.

Normal Absences:

- Please notify your child's Home Center Director as soon as possible on the morning of an absence or tardiness either via email or voicemail
- Any other change in your child's normal schedule (i.e.; early pickup, going home with a friend, not coming home on the bus, etc.) must be communicated to the HCD and/or Business Office by 12:00 noon.

Tardiness:

- The Head of School will address excessive absences or persistent tardiness directly with parents/guardians. If a student exceeds 10 absences or is late 10 times during the course of a school year, at the School's discretion, there will be a meeting with the student's parents, the HCD, and the Head of School to ensure that academic and health issues are in balance. Students who exceed 20 absences over the course of a school year may be required to repeat the grade level or to withdraw.
- Students who miss school time without a valid excuse may receive disciplinary consequences. Students are expected to attend all classes and fulfill all academic requirements to participate in sports or other activities unless the lateness/absence is approved by the Home Center Director.

Voluntary Leave of Absence:

Should a student's extended absence from school be necessary, a Leave of Absence may be appropriate.

- The initial request for a voluntary leave of absence should be made to the student's HCD. The Mead School requires sufficient supporting documentation prior to the approval of any leave, as determined by The Mead School in its sole discretion.
- The Mead School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission).



Community Norms and Expectations

- The Mead School, in its sole discretion, will determine whether the period covered by the leave will be counted toward academic requirements for promotion and/or graduation.
- A leave of absence may be noted in the student's educational record, including the student's transcript.
- A leave of absence will not be used in lieu of disciplinary action to address violations of the School's rules, or policies. Additionally, a student granted a leave of absence while on academic and/or disciplinary status may return to school in that same status.
- Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Special Vacation

We believe that the various opportunities which arise for children to travel with their families during school time can be important. However, if you are considering taking your child out of school, we request that you discuss your plans with the HCD with as much advance notice as possible. The child must be responsible for making up the missed curricula, and/or work during the time away.

EARLY LEARNING CENTER ABSENCES

Normal Absences:

- Please notify your child's Home Center Director as soon as possible on the morning of an absence or tardiness.
- Any other change in your child's normal schedule (i.e.; early pickup, going home with a friend, etc.) must be communicated to the HCD and/or Robyn Santagata by as soon as possible.

Missed Days for Part-Time Families:

- Missed days due to vacations or illness, not associated with Covid, are not the responsibility of The Mead School Early Learning Center.



Community Norms and Expectations

ARRIVAL/DISMISSAL

The following policies were developed with safety as our primary concern. Please follow these guidelines so that all children can be as safe as possible during arrival and dismissal.

- **PLEASE DRIVE CAREFULLY AND SLOWLY IN OUR PARKING LOT.** Please obey signs and the posted speed limit of 5mph, proceeding slowly over speed bumps. The parking lots and driveway can be congested and dangerous, particularly at drop-off and pick-up times. Please take extra care in looking behind you before backing up. Remember: using your cell phone while driving is against the law.
- **DO NOT LEAVE CHILDREN UNATTENDED IN A CAR AT ANY TIME.**
- **PLEASE BE MINDFUL OF THE POSTED SPEED LIMIT IN OUR NEIGHBORHOOD**
- Parking spaces in the middle lot in front of the school are reserved only for drivers of children in the Early Learning Centers and those carrying infants. All other parents and guardians **MUST** park in the lower lot.
- Please do not park on the curb or block any other vehicles.
- Families who plan to come into the building for specific meetings must park in the lower lot and walk into school via the sidewalk. **Please use the crosswalks. It is a safety hazard to walk across the middle of the parking lot.**

Early Learning Center Arrival & Pick-Up:

The entrance to our Early Learning Centers is locked at all times. A surveillance camera monitors door activity. To gain access, you must be "buzzed" in. Please be sure to face the camera and a trained staff member will respond. Confirming identity and providing access to the building may take a few moments. Your patience is greatly appreciated.

Transitional times, such as drop-off and pick-up, can often be confusing for parents, children and teachers alike. Open dialogue and direct communication during these times is the best way to support our collective efforts to keep everyone emotionally and physically safe.

Please do not hesitate to ask for support in separating in the morning or transitioning home in the afternoon.

Children should be under your direct supervision at all times. They should not enter or leave the building without an adult. They should not be permitted to roam the building and visit other centers on their own. Please be sure to accompany your child in and out of his/her center and verbally inform a teacher when you leave.

Please reserve the use of cell phones and conversations with other parents for after you drop-off or before you pick-up. We are pleased to support your endeavor to network with other families. However, children don't always understand what that means and are often eager for your attention during these transitional times.



Community Norms and Expectations

Early Learning Late Pick-Up:

Our Early Learning Centers close promptly at 5:30PM. Families are responsible for adhering to these hours. We ask that you have an emergency back-up plan in place to have your child picked up by 5:30PM on those occasions when you cannot.

We understand that there are times when emergencies arise that make it impossible for you to do so. If you are late, despite your best efforts, please call your child's center and an Early Learning Center teacher or administrator will stay with your child until someone designated arrives.

In the case of chronic lateness, the family will be contacted directly by the Assistant Head of School for Early Learning to address the issue.

Pre-K-Grade 8 Arrival & Dismissal:

Arrival:

- Pre-K Families should escort their children to the side outside entrance next to the Pre-K playground where their Home Center Director will be waiting. They can ring the doorbell for easy access at the time of their drop off. Hours for Pre-K are 6:30AM-5:30PM.
- The Kindergarten through 8th Grade school day begins at 8:30AM. Students are expected to arrive on time
- Parents are asked to drive up the school driveway to the upper parking lot and remain in their cars. Administrators and Faculty will be waiting, starting at 8:30am, to meet the students, let them out of their vehicles and into their respective entrances. Cars may then circle the upper lot and exit the main entrance.
- K-1-2 students will enter the side door past the gym entrance.
- 3-4-5 and 6-7-8 students will enter the school through the main entrance.
- Students arriving by bus transportation will be met by a Faculty member at the Bus Drop-Off and Pick-Up area.

Dismissal:

- Pre-K parents will pick up in the same manner as they dropped off – at the Pre-K outside door entrance by the playground.
- Kindergarten through 8th Grade students dismiss at 3:25PM. Parents/guardians picking up students early must contact their Home Center Director and/or the Administrative Receptionist to announce an early pick-up.
- Dismissal procedures are the same as Arrival procedures. Parents drive up the school driveway to the upper parking lot (formerly the Staff Parking Lot) and remain in their cars. Administrators and Faculty will be waiting with students outside, starting at 3:25PM, to meet the vehicles, walk them to their respective vehicles. Cars may then circle the upper lot and exit the main entrance.



Community Norms and Expectations

Bus Transportation:

- The City of Stamford provides bus transportation for resident students five years old and older.
- Necessary paperwork to request Stamford bus transportation for the beginning of the school year is sent to families in the summer. To reserve your child's place on the bus, you must respond at that time to the school.
- If you request bus service after that time, the request will be passed on to the City of Stamford and it will take two to three weeks before your child will be included on their schedule.
- Most New York State communities provide bus service for eligible children who live within 15 miles of the School. For information regarding the New York services, contact the Board of Education in your city or town.
- Any changes in your child's plans which will affect his/her bus schedule must be communicated to the Home Center Director and/or the Administrative Receptionist.

CELEBRATIONS & INCLUSION

Birthdays are important. We celebrate birthdays in the Home Centers, and many families like to provide treats. We ask that families be in touch with their HCD in advance to make arrangements, and to be mindful of student allergies and provide treats that all students will be able to enjoy.

If a birthday party or other celebration (holiday, end-of-school, etc.) outside of school is being planned, we encourage families to be sensitive of classmates' feelings. Parties that either include all the boys or all the girls are strongly encouraged and are preferable to parties in which one or two students have been excluded. If everyone is not invited, please do not distribute invitations, bring gifts, or have your child(ren) make broad announcements about the celebration to their class/center mates.

Pre-K-GRADE 8 DRESS GUIDANCE

The Mead School does not have a formal dress code, but rather, we are asking for your help in supporting your child's best learning by understanding how his/her/their clothing choice can play a significant role in his/her and other students' ability to focus in school.

- Children should be dressed in comfortable clothes and shoes, and come to school prepared for the weather and dressed appropriately for active play both inside and outside of the classroom.
- Parents and guardians must leave a change of clothing at the school for children up to the age of five. All clothing should be clearly marked with your child's name.
- T- and sweatshirts expressing inappropriate or violent messaging or images are not allowed.



Community Norms and Expectations

- Visible undergarments, short shorts, spaghetti strap/tank tops, don't necessarily set students up for active, focused, and engaged learning experiences in school. In fact, we know from our students that such choices can actually detract from the school's learning environment.
- In the spirit of coming to school ready to learn, please support your children in "looking again" at their clothing choices and dressing in a way that supports this effort.
- From a safety and hygiene perspective, we ask that students not wear "flip-flops" or "slides" to school.
- Sandals with back straps are fine. Shoes, boots and sneakers must be worn with regular or low-rise socks.

EARLY LEARNING CENTER DRESS GUIDANCE

We encourage all children to wear well-fitted comfortable clothing, void of complicated buckles, buttons, and fasteners, especially if in the process of toilet training. Velcro type shoes are strongly encouraged to help facilitate independence. We spend time outdoors on a daily basis. Please be sure your child is equipped with weather appropriate attire throughout the year.

ENROLLMENT CONTRACT

The Mead School Enrollment Contract contains important information regarding the cost of tuition, activity fees, tuition refund insurance, as well as payment plans, financial obligations, parent/guardian responsibilities and other pertinent information.

- A non-refundable, non-transferable reservation deposit of 13% of tuition is due with enrollment contracts. Please note that many families choose the tuition insurance regardless of their payment plan for an extra level of security.
- Parents may cancel the contract in writing, without any further obligation, on or before June 1st, but the registration fee will not be refunded.
- If parents do not cancel the contract in writing on or before June 1st, they will be unconditionally obligated to pay the full amount of tuition due.

Be sure to read your enrollment contract carefully. Any questions should be directed to the Director of Finance.

Payment of Fees:

- A student's attendance at The Mead School is conditioned upon payment of tuition and fees when due.
- All pertinent information regarding payments, deposits and rules are located within the yearly contract



Community Norms and Expectations

Tuition Refund Insurance:

The School requires your participation in the Tuition Refund Insurance Plan (TRI) if you do not pay the entire tuition amount due by June 1 (July 1 for Early Learning Centers).

- The Plan will insure tuition, according to the terms of the policy, in the event that your child withdraws from the School prior to the end of the school year.
- **Note: Your child must attend for a minimum of 14 consecutive school days in order to be eligible for the insurance.**
- The cost of the Tuition Refund Plan is 3.1% of the annual tuition.
- For more information, please see the Tuition Refund Plan brochures or contact the Director of Finance.

LOST AND FOUND

Pre-K-Grade 8 Lost and Found items will be housed behind the stage. Each Early Learning Center houses its own Lost and Found. We encourage your child to check the box periodically, especially following a field trip. Any unclaimed articles will be disposed of on the last Friday of each month.

LUNCHES

- Students bring lunch from home.
- Nourishing food without excessive sugar is encouraged.
- If a lunch is forgotten, the school will provide food to see a child through the day. The staff cannot, however, purchase lunches for children on a regular basis.
- Hot Lunch is provided from Mish-Mosh on Tuesdays for Pre-K-Grade 8 and pizza from a local pizzeria is available on Fridays for both Kindergarten-Grade 8 and ELC, all at a reasonable price. Please refer to the calendar for specifics.

SCHOOL HOURS

Infants & Toddlers:

Monday-Friday @6:30AM-5:30PM/September–August

Preschool & Pre-Kindergarten:

Full Day: Monday-Friday @8:30AM-3:30PM/September-June

Extended Day: Monday-Friday @6:30AM-5:30PM/September-August

Kindergarten-Grade 8:

Monday-Friday @8:30AM-3:25PM

STUDENT PHOTOGRAPHS

The School may use photographs of your child (along or with staff or other students) for marketing purposes. This includes, but not limited to the website, brochures, handbooks, advertising or marketing materials. As stated on Mead's enrollment contract, if you do not wish to have your child's photograph included in the above-mentioned materials, the School must receive notification from you in writing.



The Mead School
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COMMUNICATION

(SECTION D)



Communication

CLOSURES AND CONTACT INFORMATION

Automated Alert Communication System - Mandatory Registration:

Keeping all families informed helps to assure student safety.

- We utilize an automated system as an essential tool for notification and communication with you.
- The School Messenger System for Schools allows us to deliver a message to you within minutes of an emergency by the device(s) of your choice: telephone, cell phone, or email.
- This alert system is initiated for priority situations, i.e., emergency, weather closing/delay, bus transportation notice.
- We will register all parents based upon their preferences. Please assist us with this safety measure by keeping your contact information current.

Contact and Emergency Information:

- *All families are required to complete the Contact and Emergency Information form **each year**.* The form is located for all families on our Parent Zone on the school website.
- This form is to be completed and returned to the business office prior to the first day of school. Please indicate the primary email address you prefer that we use for communication. Also, please remember to promptly notify us of any changes to your contact information throughout the school year.

Closings and Delays:

The following resources are available to you for closing and/or delay information:

- The School Messenger Alert System.
- Our website at **www.meadschool.org**
- TV: News 12 Connecticut
- Website: www.ctweather.com

Snow Delay Policy & Procedure:

The Mead School Kindergarten-Grade 8 adheres, for the most part, to determinations made by the Stamford Public School District. Should the Head of School determine earlier opening, students who ride the bus may still take the bus as scheduled by Stamford Public Schools without a "tardy" penalty, or they may be dropped off by a parent at the announced opening time, allowing parents to get to work sooner. There are times that The Early Learning Center will make a separate decision for their closures delayed opening hours. This will include our Pre-K families.



Communication

COMMUNICATION WITH HCDs AND CDs

It is the administration's hope and intention to provide you with the same level of support that is available for children and staff. As parent or guardian, you are encouraged to become familiar with the School's programs, to be clear and forthright in discussing your perceptions, questions and concerns with the Home Center Director (HCD), the Head of School and/or the Director of Early Learning and to work with the School in understanding the specific needs of your child.

- Clear, open and honest communication is very important to the general emotional health of the School and to all of us who participate in its program.
- If you do have questions, please bring them directly to your child's HCD. A number of support systems have been put in place to help you.
- The Home Center Director/Curriculum Director system is one of the most unique aspects of The Mead School. Although the HCD has a perspective on the whole child, it is the CD, teacher of each curriculum, experts in each of their fields, who work collaboratively with students, tapping into their unique insights and passions, to guide them to their full potential. Both provide support and are invaluable in the daily life of the students.
- The School is interested in and relies on any questions, insights, and concerns parents and guardians may have about their children. All of this information should be shared with your child's Home Center Director (HCD) because it is the HCD who is responsible for overseeing a child's program and working with other staff members to best meet a child's individual needs.
- The HCD has the broadest understanding of each child's experience, and it is this perspective which is at the heart of our School's mission. It is the HCD's responsibility to observe children, gather information from the Curriculum Directors (CD), and communicate any questions to other staff members. Parents or guardians who need to speak directly to a CD about their child should also include the HCD. You may wish to request the Head of School's involvement in a meeting.
- If, after meeting with the HCD/CD, you have further need, the Head of School, and/or the Director of Early Learning will be available to meet with you. You are encouraged to call for an appointment to discuss any questions you may have. If the matter is urgent, please call immediately. When school is not in session, please email the Head of School directly.



Communication

CONFERENCES

- For Early Learning and Kindergarten-Grade 8, there are two scheduled parent/guardian conferences with the Center Team each year.
- Early in the fall, you will meet with your child's HCD to discuss perceptions and goals for your child during the year. These Goal Conferences are very important.
- Kindergarten-Grade 8 Curriculum Directors will join the HCD during the November conference to provide you with a broad, face-to-face discussion with your child's extended teaching team.
- An additional conference with the Kindergarten-Grade 8 team will take place in April.
- Parents and guardians of children in the Kindergarten through 8th grade receive written reports from teachers three times per year in the fall, winter and the spring.

KINDERGARTEN-GRADE 8 TECHNOLOGY GUIDANCE

Cell Phone/Personal Device Usage For Students:

- **The School's Lobby and Front Hall are Technology-Free Zones.**
- Students must surrender personal devices upon arrival at the school, if they choose to bring them into the building and they will be returned to them when they depart the building at the end of the day. Personal devices will not be allowed into the classrooms or Home Centers.
- Devices include, but are not limited to, cell phones/iTouches/iPads, and Apple watches that are configured as phones, etc. We cannot take responsibility for damage or loss of these devices.
- Should a student need to contact a parent or caregiver during the course of the day, they may do so after checking in with their Home Center Director.

Technology Rules:

- ***The Mead School Acceptable Use Policy* and *Technology Contract* are available on the website Parent Zone. These must be completed at the start of school & returned to your HCD.**
- Parents/guardians and students of grades 3 through 8 must review, sign and return the contract to their Home Center Director at the beginning of the school year.
- Students may not use any technological devices until this contract has been signed and submitted.



Communication

- Computers and other technology are considered very important parts of our program. Appropriate and proper use of them is taken seriously. All school students use our computer center.
- Technology is used to support and strengthen our educational program.
- All students in Grades 3-8 are given Chromebooks at the beginning of each year for their personal use.
- Chromebooks must be left at school.

E-mail Specific Policy:

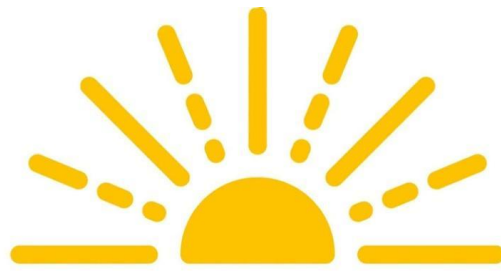
- All communications should be conducted with respect. Inappropriate or offensive language violates respect for others. Since e-mail is a legal document, improper use could also be subject to State and Federal laws and the full consequences under the law.
- Communications should not be addressed to another user in any manner that could reasonably cause him or her distress, embarrassment, or unwarranted attention, as this may constitute harassment.
- Personal attacks, including attacks based on race, color, religion, sex, gender identity or expression, sexual orientation, national origin, ancestry, age, disability, veteran status or any other factors statuses prohibited by law are not permitted.
- Sending messages that adversely affect the reputation of the School or its students, parents/guardians or community members is not permitted.
- All e-mail communication to the Mead Community from the School will be addressed as "BCC" not "TO"; thereby, protecting personal e-mail address privacy. Parents/Guardians wishing to send e-mails to the community must first receive approval from the Assistant Head of School for Admissions, Enrollment and Community Relations.

Student Mead School Email Accounts:

All students in grades 3-8 will be set up with a Mead School Email account to be used for school-related purposes only. If a student has a Mead Email Account and withdraws or graduates, their account will be deleted on their last day of school.

MEAD SCHOOL WEBSITE:

- The Mead School website can be accessed at www.meadschool.org.
- Our website is the best tool for you to learn about important dates, school-wide events, recent news, curriculum updates, after school program offerings, etc. The Parent Zone contains all forms and necessary information for all parents and guardians, including the contents of the Family Handbook.



The Mead School
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HEALTH, SAFETY & BEHAVIOR

SECTION E



The Mead School
LEARNING THAT LASTS

STUDENT SAFETY & BEHAVIOR

Discipline Policy:

The Mead School supports the intellectual, social, emotional, physical growth and development of each child. Standards of conduct and agreed-upon community norms are designed to create and maintain an environment that is safe, healthy and conducive to every type of learning.

We expect students to adhere to The Mead School Community Expectations, Center and Classroom Agreements and other school rules and procedures that have been put into place for the benefit of the community, whether they are on campus, on school or activity buses, on field trips or are playing with friends at home or online.

The Mead School generally believes in using "teachable moments" when students' actions are in conflict with school norms. This is done via a process, which involves a conversation with the involved student(s), a Home Center Director (HCD) and a Curriculum Director (CD), depending upon the situation. Moderated by an adult, during "a process", every participant is given the opportunity to share their perspectives and experience, air their feelings and then work together to come to a resolution or agreement. Depending on the severity of the situation, the HCD will reach out to the parents of the involved students to apprise them of the discussion & outcomes.

Serious infractions warrant immediate attention, and will involve the Head of School, the HCD, the student and the student's parents/guardians. Although Mead treats every situation individually and with compassion, violations such as physical altercations, emotional abuse or cyber-bullying, stealing or defacing school property, academic dishonesty, or bringing a weapon, drugs or alcohol, or tobacco/e-cigarettes to campus may result in suspension or expulsion.

Bullying:

The Mead School has a zero tolerance policy concerning bullying.

"Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student or group of students attending school that:

1. causes physical or emotional harm to such student or damage to such student's property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment for such student;
4. infringes on the rights of each student at school; or



Health, Safety & Behavior

5. substantially disrupts the education process or the orderly operation of the school.

Bullying shall include, but not be limited to:

- a written, verbal or electronic communication OR
- physical act or gesture based on any actual OR
- perceived differentiating characteristics, such as:
 - Race
 - Color
 - Religion
 - Ancestry
 - National origin
 - Gender
 - Sexual orientation
 - Gender identity and expression
 - Socioeconomic status
 - Academic status
 - Physical appearance
 - Mental, physical, developmental or sensory disability
 - By association with an individual or group who has or is perceived to have one or more such characteristics.

Consequences for Bullying:

Should a student be found to be taking part in bullying, they will:

- be taken to the Head of School for a conversation regarding the situation
- their parents will be called
- they will be sent home and, depending upon the severity of the situation, will
 - be suspended for specific amount of time OR
 - be given a suitable task to atone for the infraction toward the other parties OR
 - be expelled

Consequences for Other Behaviors:

In addition, students may be sent home for the following reasons:

- Aggressive physical behavior designed to hurt
- Refusing to move from one activity to another
- Eloping
- Persistent disruption of classroom activities

Child Abuse or Neglect:

All staff members of The Mead School are trained in understanding, spotting and reporting child abuse. It is the School's policy to have staff report any suspected child abuse or neglect to the Head of School, who will coordinate the mandated reporting to the proper authorities.



Health, Safety & Behavior

Playgrounds:

Each center has its own playground for use during the hours of operation, with adult supervision.

- The playground areas are available for use by registered students only.
- Students are never left unattended on the playgrounds.

Student Accidents:

Insurance

- Student accident insurance is required for all students.
- This covers all accidents on the way to and from school, at school, and on school-sponsored trips.

Reporting

For those unfortunate times when an injury occurs, an Accident Claim Form must be filed.

- Section A will be filled in by the appropriate HCD.
- The form will then be given to you to fill in Section B and have your medical provider fill in Section C.
- The form should be returned to the staff member who gave it to you, and they will forward it to the Director of Finance for processing with the insurance company.
- Please note: the school's insurance is secondary. You must submit your claims to your own primary insurance company first.

CAMPUS SAFETY

Extensive efforts have been made to provide a safe environment on a daily basis and also to plan for emergency situations. We work with local fire and police officials to implement fire drills and other safety precautions with students.

Asbestos Management:

In accordance with 40 CFR PART 763, "Asbestos Hazard Emergency Response Act," (AHERA), and the Regulations of CT State Agencies (RSCA), "Asbestos Containing Materials in Schools", (Sect. 19a-333-1-13 inclusive), we are informing you that the Mead School has an Asbestos Management Plan.

The Mead School was inspected in 1997 to determine if asbestos was present and to evaluate the potential for human exposure to airborne fibers. As in the case for most public and commercial buildings in New England, asbestos-containing products were found. Wherever the potential exists for damaged materials to cause asbestos fibers to be released into the air, we have encapsulated or enclosed the material. An Asbestos Management Program has been developed to maintain these materials in a condition in



Health, Safety & Behavior

which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year.

Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the school should ask to see the Asbestos Management Plan which is on file in the main office.

Building Entry/Doors:

- All entrance doors will be locked at all times.
- All visitors must gain entry via our main school entrance, must show appropriate identification and sign in/out at the front desk.
- All visitors will be given a visitor's badge for easy recognition around the campus
- Early Learning doors and gates should be operated by adults only.

Clean Air Tobacco Use:

In keeping with The Mead School's intent to provide a safe and healthful environment, smoking and vaping are not permitted anywhere on school property. This policy applies equally to all parents/guardians, employees, as well as to our visitors and vendors.

Fire and Emergency Drills:

- Fire drills are conducted ten times per school year with all faculty and students Infants-Grade 8.
- The Mead School has plans in place for various scenarios including hurricanes, and other emergencies and drills take place with all faculty and students Infants-Grade 8 several times per school year.

Crisis Plan:

The following contains information you may need in case an emergency arises at The Mead School or the surrounding community.

In an emergency, the staff's primary concern is always the well being, safety and comfort of the children. We have been in contact with the City of Stamford Government, Stamford Board of Education, our school nurse and other schools, as the plan was developed. In the event of a national or regional crisis, it is most likely that the children will be safe at school under the care of the teachers and staff as parents/guardians are contacted and informed of the situation and plans. If, however, something occurs that makes it necessary for us all to leave the building, an evacuation plan has been developed. See the Evacuation Plan below that follows.



Health, Safety & Behavior

Evacuation Plan:

If, for any reason, The Mead School needs to be evacuated due to problems limiting the operation of Mead, **children will be evacuated to the Long Ridge School at 478 Erskine Road and/or The Long Ridge Fire Department on Old Long Ridge Road.**

In this case, children will be transported to Long Ridge School or the Long Ridge Fire Department in the Mead Activity Bus, as well as teachers' and administrators' personal vehicles (permitted in this case scenario only).

The phone number at Long Ridge School is (203) 322-7693. The number at the Long Ridge Fire House is (203) 322-5200.

In order to help us stay in touch with you, please keep your cell phones charged and turned on. It is also realistic to assume that in the event of a national or regional emergency access to the internet, cell phones and even landlines may be impossible. For this reason, it is important for you to check the radio stations for announcements.

If able, The Mead School will attempt to communicate with you in the following ways:

- A message will be displayed on our website, www.meadschool.org on the home page.
- Emails will be sent to all parents/guardians.
- A School Messenger Alert will be sent out to all families.
- An announcement will be made on Channel 12 News and www.ctweather.com
- An announcement will be posted on [facebook.com/TheMeadSchool](https://www.facebook.com/TheMeadSchool)

Weapons Policy:

The Mead School is an **ABSOLUTE WEAPONS-FREE ZONE. THERE IS ZERO TOLERANCE FOR WEAPONS OF ANY KIND ON SCHOOL PROPERTY OR DURING SCHOOL-SPONSORED ACTIVITIES.**

- It is the policy of the School that no student or person shall bring a weapon to school, nor carry or keep any weapon on school property or while attending or participating in any school activity, including during transportation to or from such activity.
- If students are found with a weapon, they will be subject to school disciplinary action, including suspension and expulsion.
- If it can cause bodily harm or be perceived as a threatening object that instills fear, it is a weapon.
- No weapon of any type should ever be brought to school, including knives, BB guns or any authentic-looking replicas of any weapons.
- Bringing items to school, in which they may not be inherently dangerous, but are used to instill fear or cause injury, will also result in disciplinary action, including suspension and expulsion from school.



Health, Safety & Behavior

HEALTH

Protocols - Covid-19 and Other:

Please refer to the respective [2022-23 Wellness Protocols and Information](#) for Pre-K-Grade 8 and [2022-23 ELC Protocols for COVID-19 and other Viral Respiratory Diseases](#) for The Early Learning Center on the website for guidance on Covid protocol.

As a general rule of thumb, children experiencing obvious symptoms, such as fever, vomiting and diarrhea, should remain home until they have been symptom free for a period of 24 hours, without the aid of a fever reducer.

Contagious diseases should be reported immediately to the school nurse or Main Office. If the nurse is unavailable, please contact the Assistant Head of School for Early Learning (ELC) or the Assistant Head of School for Admissions, Enrollment, and Community Relations (Pre-K-Grade 8), as appropriate. Instructions / protocol for communicable diseases will be distributed to families as cases arise and we are notified.

Allergies:

- If a child has any medically documented health-related allergy, you MUST provide the School with the *Authorization for the Administration of Medicines by School Personnel and Allergy Protocol Form*. An authorization form is required for each medication needed. This form is located on the Parent Zone of the school website.
 - Forms must include your physician's license number or office stamp
 - The name of the medication on the form must match the medication provided to the program.
 - Over-the-counter items must be in their original container, unopened and labeled with your child's name.
 - Prescription medication must be in its original container labeled with your child's name.
- These completed forms are kept on file with the Nurse or in the appropriate center.
- Our staff is required to strictly follow the food/other allergy protocol which outlines the plan of action as directed by the child's physician.
- If an EpiPen is administered, 911 will be called immediately.



Health, Safety & Behavior

Early Learning Centers may become Peanut- or Nut-free when there is a documented allergy.

- When a center is peanut- OR nut-free:
 - We will not order or serve any food items containing peanuts. We ask you to refrain from sending in peanuts or nuts in any form, as well as any food items containing peanuts or nuts.

Head Lice:

Head lice are much easier to treat if caught early. Families should check their children for head lice on a regular basis at home. If at any point during the year you discover that your child has a case of head lice, please contact your child's HCD immediately. If a case of lice is found, it is our policy to conduct head checks on all students and staff. Children will be sent home if live bugs or nits are found. The student will be permitted to return to school once they are confirmed to be nit-free.

Health Assessment Record Form:

Under the laws of the State of Connecticut, students cannot legally attend school unless Mead has received the required *Health Assessment Record for Kindergarten-Grade 8* (located on the Parent Zone) and for **Early Learning Center** (if applicable), completed and signed by the Student's physician by the beginning of the school year. These must be kept current and updated as stipulated by the State of Connecticut. The School has the right to prohibit your child from attending until we receive a current health record.

Emergency Medical Procedure:

If we have any doubts about a child's medical condition, we will call 911. The School will then notify the parent/guardian(s). Students will be accompanied to the emergency room by a Mead School employee. A student accident report will be filed.

First Aid Training:

All ELC Teachers, Kindergarten through 8th Grade Home Center Directors, Physical Education Curriculum Director and the Environment Curriculum Director are certified in First Aid and CPR training.

Medication Administration:

- Medication should come to school only when absolutely necessary. Many medications can be given in time-release form or dosages can be spread out so that medication can be given at home.
- Medication must be brought to school by a parent or guardian, not the child.
- *The Authorization to Administer Medication Form* **MUST** accompany the medication and the medication **MUST** be in original, pharmacy prepared labeled containers.
- All over-the-counter medications must be in new, unopened containers.
- The policy applies to both prescription and nonprescription medications, natural remedies, supplements and aids.



Health, Safety & Behavior

- This also applies if your child needs medications for overnight trips. If you have any questions, please call the school office.
- Parents/guardians must remove remaining medications at the end of the contract year; otherwise, medication will be destroyed.

Nebulizer Usage:

Please be aware, a nebulizer cannot be administered without prior written authorization from a physician. Parents/guardians must supply medication in unopened packets or vials.

Pets:

There are children and adults in our community who have allergies and/or fear of pets. Consequently, NO pet may enter the building; they must be kept outside.

Private Automobile Use:

All Mead School students, as stated in the contract, currently have permission to ride to and from school-sponsored activities, including athletic events, in the school-owned activity bus driven by a properly licensed driver and in commercial transportation retained by the School for these purposes.

Permission for a student to ride to and from school activities by any other means (including with another parent/guardian) must be formally authorized on the Private Automobile Permission Form or on the form specific to the activity. This permission is only valid for the school year in which it is given. **Note: a child MAY NOT ride in a private vehicle driven by any staff member.** This form is located on the Parent Zone.

A student must also receive permission from the appropriate Mead School event coordinator before traveling in vehicles other than the Mead School activity bus or school-hired vehicle.

Without the appropriately initialed and signed Private Automobile Permission Form, the School must assume that the family wishes their child be restricted to school-owned or school-hired commercial transport in going to and from school-sponsored events. A child cannot be transported by other parents/guardians in private vehicles unless specific written and signed permission has been granted for a specific trip.

There may be times when you will be using your own vehicle to transport students on field trips or to athletic events, etc. **Remember that under these circumstances, your own automobile insurance is the primary coverage.**



The Mead School
LEARNING THAT LASTS

KINDERGARTEN-GRADE 8

**AUXILIARY
PROGRAMS**

SECTION F



Key Programs

LEARNER CENTER COLLABORATIVE (FORMERLY-ALTITUDE LEARNING):

As a member of The Learning Collaborative Network, Mead has the ability to utilize LCC's proprietary platform to deliver Mead School's personalized academic, social and emotional curriculum to create an experience that fosters learning that lasts.

Mead chose to work with LCC due to the close alignment of their mission of "enabling all children to reach their potential" and Mead's mission of "inspiring and challenging students to achieve deep learning and become independent, creative thinkers."

Mead School's long-established learning standards are not only geared to measuring academic growth, but also are designed to capture social and emotional growth as well. LCC's platform takes Mead School's commitment to whole-child, personalized learning to a new level, adding robust communication tools and setting best practice measures for academic, social and emotional development and progress.

- More than just a learning management system, the Altitude platform is a learner-centric system of tools and services that helps Mead School educators personalize instruction for each child, in a way that reflects both real-world and digital learning, group and individual instruction, and academic, social and emotional growth.
- Students in Kindergarten - 2nd grade utilize iPads to "capture" their work, set goals and reflect on their experience.
- Every Third - Eighth grade student uses their school-provided Chromebooks to access the platform to retrieve assignments, document their learning, collaborate with teachers, set goals and further enhance their experience in the classroom.
- Mead School faculty use the Altitude platform to manage student learning in their classrooms, track student performance, document learning and share student work.
- Parents will have access to "Stream" their child's work which allows his/her teachers the ability to share updates about the student's learning. Parents will also be able to check-in on their own child's work towards key learning goals.

AFTER-SCHOOL PROGRAMS & AFTER-CARE

Mead offers after school activity-based programs for Kindergarten through 8th grade. Some examples are Chess Club, cooking class, faculty-led programming, including art, drama, science and math-inspired activities. Please refer to the Mead School website for more information.

In addition, we offer After-Care for working families from 3:30pm-5:30pm. Details available upon request.



Key Programs

TRIPS

General permission to go on field trips and to participate in all activities with the School is requested on the students' enrollment contract. Any **written** restriction on this general permission will be carefully respected.

Departure and return times are provided in a letter to families prior to the trip. If the trip is unexpectedly delayed and the return time is going to be much later than originally communicated, families will be notified via the School Messenger Alert System.

Unfortunately there are times when students are sick or required to leave a trip early. If such a situation arises, parents/families must make arrangements to transport a child home.

As required by Connecticut State Law, all children under the age of four will use a car seat when on a field trip, whether in a car or in the school's activity bus. Parents and guardians must provide their child with a car seat for these occasions. Although we recommend that any small child, regardless of age, use a car seat, children age four or older will not be required to do so. Parents and guardians of children four and older wanting their child to use a car seat must inform the School in writing of their desire and provide a car seat for the trip.

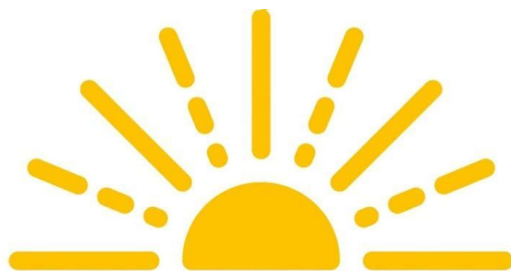
Bonding Trips

Bonding trips are a special and exciting part of our curriculum and all students are expected to attend. For special exceptions, please contact your Home Center Director to determine whether or not circumstances provide an excused absence.

Although we have had to minimize our trips in the past years due to Covid, we are reviving some of the trips for the 22-23 School Year. Information will follow prior to the expected trips.

Trips Include, but are not limited to:

- Fall 6-7-8 Canoe Trip (9/15/22)
- Grades 4-5-6 Trip to Nature's Classroom, Lakeside, CT (10/26/22-10/27/22)
- Grades 4-8 Trip to The Ashokan Center/Catskills (2/8/23-2/10/23)
- Grade 6 Marine Science trip (5/30/23-6/2/23) to Cape Cod
- Grades 7-8 Trip related to Social Studies to an urban center (TBD)



The Mead School
LEARNING THAT LASTS

FAMILY AND STUDENT SUPPORT

SECTION G



Family and Student Support

FINANCIAL AID

You may apply for financial aid for students in Kindergarten through 8th grade. Please contact the Assistant Head of School for Admissions, Enrollment, and Community Relations, or visit the Mead School website for the latest Financial Aid information and process. Financial Aid awards are based on need, which are best established by utilizing the standards stipulated by the NAIS School and Student Service (SSS) for Financial Aid. After the Financial Aid Committee reviews all applications, the School has variable discretion thereafter depending upon number of applicants seeking aid and the history of those who have received awards.

SIBLING DISCOUNT FOR EARLY LEARNING CENTER

A 10% sibling discount is offered to all families with students enrolled in Infants, Toddlers, and Preschool centers. Families must have 2 or more students attending five days per week. Discount offered on lowest tuition.

DISCRIMINATION AND HARASSMENT POLICY**Purpose:**

The Mead School maintains a strict policy prohibiting discrimination against and harassment of students on the basis of race, ethnicity, color, sex, gender, gender identity and/or expression, sexual orientation, religion, creed, ancestry or national origin, age, pregnancy, marital status, veteran status, genetic information, present or past history of mental disorder, learning disability, mental or physical disability, and/or any other protected characteristics under any other applicable law or school policy. The School believes that all students should be treated with dignity and respect at all times. Harassment is offensive, debilitates morale, and interferes with effectiveness carrying out the mission of our School.

Anti-Harassment Policy:

Students are entitled to an educational environment that is free of discriminatory harassment. Our school does not tolerate discriminatory harassment of any student.

Protected class harassment constitutes a form of discrimination that is prohibited by our school's policy. Any verbal or physical conduct which denigrates or shows hostility or aversion toward an individual because of race, religion, creed, color, gender identity or expression, age, ancestry, national origin, marital status, veteran status, genetic information, present or past history of mental disorder, learning disability, mental or retardation, physical disability, prior conviction of a crime, veteran status or any other status protected by local, state, or federal law is prohibited.



Family and Student Support

In addition, harassment on the basis of sex (i.e., "sexual harassment") is a violation of various state and federal laws (including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972) which subject not only our School but also the individual harasser to liability for any such unlawful conduct. Our policy prohibits discrimination against and harassment of students on the basis of sex. Our school prohibits sexual harassment in any form, including verbal, physical, and visual harassment, and in any work or educational context (including before, during, or after regular school hours).

Sexual Harassment Defined:

Sexual harassment is defined as any unwelcome conduct by any member or group of the school community on the basis of sex. Sexual harassment exists when there are unwelcome sexual advances, requests for sexual favors, or any other verbal, physical, or visual conduct of a sexual nature. Specifically, this includes when:

- Submission to the conduct is made either explicitly or implicitly a terms or condition of an individual's educational success;
- Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual.
- The harassment has the purpose or effect of interfering with an individual's educational access, benefits, or opportunities, or creating an environment that is intimidating, hostile, or offensive to the individual (i.e., known as "hostile environment" harassment).

Examples of conduct prohibited by this policy include (but are not limited to):

- Unwelcome sexual advances or repeated flirtations.
- Unwelcome intentional touching of another person or other unwanted intentional physical contact (including patting, pinching, or brushing against another person's body).
- Asking unwelcome questions or making unwelcome comments about another person's dating, personal or intimate relationships, or appearance.
- Conduct or remarks that are sexually suggestive or that demean or show hostility to a person (including jokes, pranks, teasing, obscenities, obscene or rude gestures or noises, slurs, taunts, negative stereotyping, threats, blocking of physical movement).
- Displaying or circulating pictures, objects, or written or electronic materials (including graffiti, cartoons, photographs, pinups, calendars, magazines, figurines, novelty items, websites, e-mail messages) that are sexually suggestive or that demean or show hostility to a person because of the person's gender.



Family and Student Support

This policy also prohibits retaliation, which is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may be a violation under this policy, participating in the grievance process, supporting a person who is engaging in a process as described under this policy, or assisting in providing information relevant to an investigation under this policy.

When harassment rises to the level of creating a hostile environment, our school may also impose disciplinary action. Harassment/sexual harassment by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment by other students is considered grounds for disciplinary action, up to and including expulsion. The Head of School or Other Senior Officer will determine appropriate sanctions for harassment and creation of a hostile environment (discriminatory harassment) of students by persons other than school employees and students.

Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will, without their affirmative consent or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Responsible Employee and Contact Information:

Ebru Eftelioglu is the designated individual who responds to actual notice of an allegation and serves as the Responsible Employee under this policy to oversee its implementation. The Responsible Employee has the primary responsibility for coordinating the Mead School's efforts related to investigation, resolution, and implementation of corrective measures and monitoring to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Responsible Employee shall make specific and continuing steps to notify students, parents/guardians, employees, applicants for admission and employment, and the public of where and how to initiate the grievance process described in this policy. The Responsible Employee will ensure adequate non-discrimination procedures are in place, recommend new procedures or modifications to procedures, and monitor the implementation of this policy.



Family and Student Support

Allegations of violations of this policy, or questions about this policy, may be made internally to:

Ebru Eftelioglu
Responsible Employee/Title IX Coordinator/504 Coordinator
Human Resources
Ebru.Eftelioglu@claconnect.com

MANDATORY REPORTER POLICY

Under this policy, all employees of the Mead School are designated as mandatory reporters. All employees are expected to report knowledge of or reports of incidents of discrimination or harassment of students that are made to them, or which they become aware, to the Responsible Employee and may also make a report to law enforcement, when the latter is required or desired by the party involved. The Responsible Employee will act accordingly when an incident is reported to them. If the matter involves the possible abuse or neglect of a minor, an oral report must be made by phone or in person to the Department of Children and Families' (DCF) Hotline or a law enforcement agency within 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused or neglected or placed in imminent risk of serious harm, and a written report (DCF-136 Form) must be submitted to DCF within 48 hours of making the oral report.

Grievance Procedure:

- A. Any individual who has experienced discrimination or harassment, or believes that a student has been discriminated against or harassed should report their concern promptly in writing to the Responsible Employee. Individuals who are unsure whether discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the situation with the Responsible Employee. Additionally, all students can report sexual harassment to any school employee, which triggers the school employee's obligation to report such incidents to the Responsible Employee
- B. Employees are expected to promptly report possible incidents of discrimination or harassment of students to the Responsible Employee. Parents/guardians and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
- C. Students, employees, and others will not be retaliated against for making a complaint or participating in an investigation.



Family and Student Support

- D. Retaliation is illegal under state and federal nondiscrimination laws and any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

Complaint Handling and Investigation:

- A. The Responsible Employee shall promptly inform the Head of School or other senior officer and the person(s) who is the subject of the complaint (hereinafter, "respondent") that a complaint has been received.
- B. The Responsible Employee may pursue a prompt and equitable informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end an informal resolution process and pursue the formal process at any point. The informal resolution is subject to the approval of the Responsible Employee, who shall consider whether the informal resolution is in the best interest of the parties and the school unit in light of the particular circumstances and applicable policies and laws.
- C. The Mead School will conduct an adequate, reliable, and impartial investigation. Typically, a complaint will be investigated by the Responsible Employee, unless the Responsible Employee designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Responsible Employee or Head of School should be submitted to the chair of the [School Name governing board entity name], who may consult with legal counsel concerning the handling and investigation of the complaint.
 - a. Parents and guardians of students involved in such complaints have the legal right to act on behalf of a complainant, respondent, or other individuals with respect to the exercise of their Title IX rights, including but not limited to the filing of a formal complaint. The legal right of a party or guardian to act on a party's behalf extends throughout the entire grievance process.
 - b. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of the resolution process.
 - c. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.

When the complaint involves allegations relating to conduct that took place away from school property, school-sponsored activities, or school transportation, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment or a discriminatory impact in school settings.



Family and Student Support

- d. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
 - e. The Responsible Employee shall keep a written record of the investigation process.
 - f. The Responsible Employee may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending. Examples of interim measures include, but are not limited to, ordering no contact between individuals, changing schedules or classes, etc.
 - g. The Responsible Employee may consult with the **Head of School** concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
 - h. The investigation shall be completed promptly. Typically, investigations are completed within 21 business days of receiving a complaint, if practicable. The Responsible Employee may extend this time frame at his/her discretion for good cause.
 - i. After the school has sent the investigative report to the parties and before reaching a determination regarding responsibility, the Responsible Employee must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- D. If the Responsible Employee determines that discrimination or harassment occurred, he/she shall, in consultation with the **Head of School**:
- a) Determine what remedial action, if any, is needed to end the discrimination or harassment, remedy its effects, and prevent recurrence;
 - b) Determine what disciplinary action should be taken against respondent, if any; and
 - c) Inform both the respondent and the complainant in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).
- E. If the complainant and/or respondent is dissatisfied with the resolution, an appeal may be made in writing to the **Head of School** within 10 business days after receiving notice of the resolution. The **Head of School** shall review the investigation report and may conduct further investigation if deemed appropriate. The **Head of School's** decision shall be provided in writing to the parties within 10 business days, if practicable. The appeal decision shall be final.



Family and Student Support

MEDICAL LEAVE POLICY

The Mead School believes that a student's physical, social and emotional well-being work in tandem and is essential for his or her success.

Family-initiated Medical Leave:

If a student's physical and/or psychological health needs to take precedence over the student's ability to attend school, the family may request a Medical Leave of Absence.

- The process begins with a conversation with their child's Home Center Director and the Head of School.
- The parents will need to provide documentation from their child's physician outlining the recommended course of action, along with an anticipated timeline for the child's return to school.
- Open communication between the family and the school is especially important, to strike the proper balance of confidentiality and the school's need to know in order to appropriately respond to and support the needs of the student.

School-initiated Medical Leave:

The occasion may occur that a student's physical and/or psychological health or behavior interferes with the student's ability to appropriately participate or attend school. Under such circumstances, The Mead School may request that the student be evaluated, and not return to school until the family provides a letter from his/her physician attesting to the student's physical/emotional ability to attend school and participate in normal school activities.

Returning to school after Medical Leave:

- The Home Center Director and Head of School must receive a written letter from the physician(s) attesting to the student's capacity to resume normal school activities, along with any stated restrictions.
- Prior to authorizing the student's return to school, a meeting among the parents, Home Center Director, Head of School and student (if appropriate) will be held to determine the best program for reentry.
- Mead School has the right to request a second opinion, or to confirm that necessary treatment is continuing should this be a condition of reentry.



Family and Student Support

8th GRADE OUTPLACEMENT PROGRAM

The Head of School, with assistance from the Assistant Head of School for Admissions, Enrollment, and Community Relations provides guidance and assistance for all 8th grade families for high school placement. Services include:

- Guidance on appropriate high school fit;
- Independent School Entrance Exam preparation;
- Independent School Entrance Exam on-site testing opportunities;
- Personal Family meetings with Head of School
- One-on-One student meetings with Head of School
- Practice Interviews with Head of School and Assistant Head of School for Admissions, Enrollment & Community Relations
- Student guidance for essays
- Assistance with recommendation forms

PARENT ASSOCIATION

Every Mead family belongs to the Parent Association. The Parent Association provides social and educational opportunities throughout the year. The group's purpose is to:

- create camaraderie within the Mead community;
- to facilitate communication;
- support admissions;
- fundraise

Any member of the Parent Association Executive Committee is happy to speak to you at any time, and in particular, to new parents and guardians. Each center has several Home Center Parents. These experienced Mead volunteers are available to facilitate your time at Mead. They can advise you regarding the correct avenues to take with any issue you may have. The Parent Mentor Program also provides new families with a conduit prior to the start of school. See the Parent Association section of the school website for more information.

STUDENT TESTING

Psycho-Educational Testing:

At times, the School will ask that a student be evaluated to enhance their classroom experience. Sometimes, parents or guardians will ask their child's HCD, the Head of School, or Assistant Head of School for Early Learning, if their child is a candidate for such testing.

The ultimate responsibility for any decision regarding testing belongs to the parent or guardian. However, in certain situations, a psycho-educational evaluation may be a requirement for continued enrollment at Mead. The financial obligation for testing is the family's responsibility.



Family and Student Support

Once the decision is made, the School will support and work with the family and tester to:

- interpret the test results as they compare to the child's experience at Mead;
- be clear about what remediation recommendations the School can or cannot support;
- help families with decisions they might be faced with concerning their child's education.

Standardized Testing:

Mead offers The ERB, a standardized testing experience, annually to students in Grades 6 through 8. Our goal is to help the children become more comfortable with the standardized testing environment. In preparation for the tests, students will have the opportunity to participate in a class to explore strategies, forms, types of questions and attitudes about testing. Students also have the option to review math and language skills with their teacher. Students interested in looking closely at the results of their test may meet with their Home Center Director who will help them analyze and understand the results.

Mead mathematics and language arts teachers use the results of these tests to help evaluate their programs, and for no other reason. Parents or guardians who want to see the results of the test are urged to do this as part of the end of year conference with their child's Home Center Director. This request can be accommodated only if the test results have been returned to Mead by the Testing Service in time for end of year conferences.

Tutoring:

The Mead School is committed and dedicated to a student to teacher ratio of approximately 6 to 1. If extended help is necessary, the School may recommend tutoring for a child. **The ultimate responsibility for any decision regarding tutoring belongs to the parent or guardian.** However, in certain situations, a tutoring evaluation may be a requirement for continued enrollment at Mead. Once the decision is made, the School will support the family's decision and will, within the bounds of the School's mission, work with the tutor to best serve the child. The financial obligation regarding tutoring is the responsibility of the family. The School has a resource list with names of tutors that have worked with the school. In limited circumstances, teachers at the school can work with your child, after school hours. We do not have staff members tutor the children unless specifically requested by you as parent or guardian. Consideration should always be given to the needs of the child.



Family and Student Support

MEAD STAFF

The most efficient way to reach an administrator or faculty member is by sending an email. For emergencies, please call the school directly at 203-595-9500.

ADMINISTRATION

Name	Title	Email
Ellen Muursepp	Administrative Services Coordinator and Assistant to The Head of School	ellen_muursepp@meadschool.org
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Robyn Santagata	Asst. Head of School for Early Learning	robyn_santagata@meadschool.org



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PRE-K - GRADE 8 FACULTY

Name	Title	Email
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EARLY LEARNING CENTER STAFF

Name	Title	Email
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