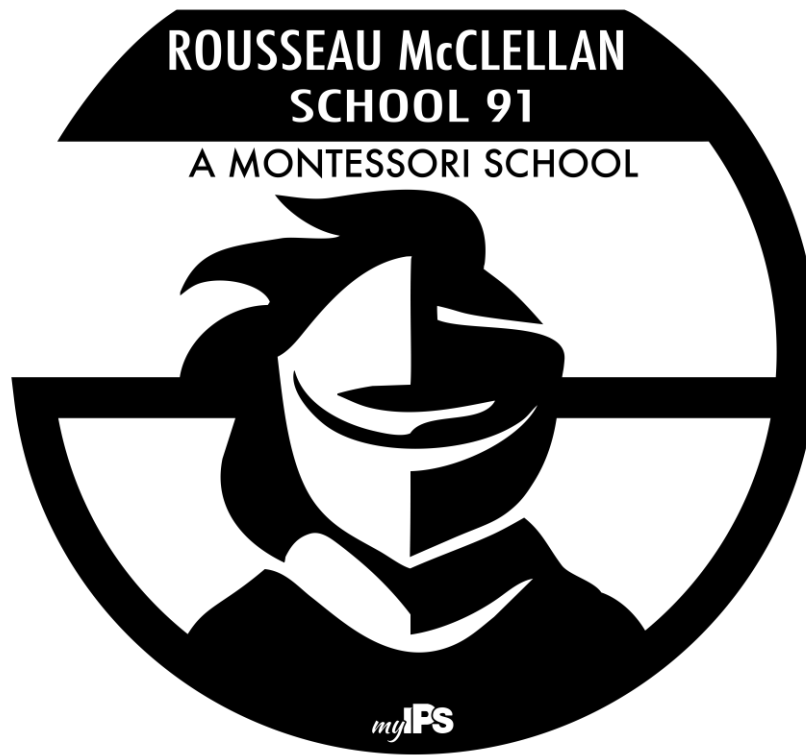




Family Handbook 2026-2027

5111 Evanston Avenue • Indianapolis, IN 46205
317.226.4291 • ips.org/rousseaumcclellan
Kathryn Lause, Principal

Welcome to 2026-2027!

We are so glad that you have chosen us to love and teach your child(ren) this year. Thanks for trusting us with the most precious part of your world; please know that we do not take that lightly!

We are excited to embark on another school year and to welcome several new staff members to our 91 family. It is always exciting to see what each new year brings, and we know 2026-2027 will be no exception.

We cannot do what we do without the support of you, our families. Please consider volunteering and joining the MPTA to strengthen the connection between staff, students, and families.

As always, please don't hesitate to contact us with any questions, concerns, or ideas you have.

Here's to another great school year at Rousseau McClellan School 91, a Montessori School!

Sincerely,

Kathryn Lause, Principal
lausekm@myips.org



Times have changed, and science has made great progress, and so has our work; but our principles have only been confirmed, and along with them our conviction that [humanity] can hope for a solution to its problems, among which the most urgent are those of peace and unity, only by turning its attention and energies to the discovery of the child and to the development of the great potentialities of the

human personality in the course of its formation.

-Dr. Maria Montessori

from the foreword to The Discovery of the Child, 1948

Rousseau McClellan School 91 prepares the whole child as a lifelong learner by following the Montessori philosophy and method.

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RM91 Mission

Rousseau McClellan School 91 prepares the whole child as a lifelong learner by following the Montessori philosophy and method.

RM91 Vision

We are a peaceful school community where every child is valued, prepared to lead, and challenged to make a difference in the world.

IPS Mission

IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

IPS Vision

We are a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future.

McClellan 91 Values

At McClellan Montessori, we value:

- Emotional and educational needs being met for all.
- Different cultures being valued and celebrated.
- Creating a warm, welcoming, and peaceful learning environment where all children are respected and loved as unique individuals.
- Meeting each child's individual needs and helping them progress at their own pace.
- Children being first and at the center of all educational decisions.
- Respect for all (self, others, community, environment).
- Following the child.
- Collaboration, working together to prepare for what is best for the child.
- Creating an environment where students are encouraged and feel free to question-ownership of their learning.
- Fostering independence.
- The holistic education- development of the whole child.
- Multi-age groupings - higher grade levels are teaching younger learners and younger ones learn from older students and vice versa.

To support what we value, we make sure:

- Students are provided with a variety of ways to learn that meet their educational needs.
- Our community is a peaceful environment for all.
- Meaningful work is provided for student growth.
- Creating opportunities for students to develop independence.
- Respect others' differences, opinions, tone, and language.
- All classrooms use Montessori materials appropriate to a developmental level.
- Parents are provided with frequent communication in a variety of ways.
- Everyone within the environment follows the Montessori philosophy, and academic and program decisions are made with that in the forefront of our minds (guiding philosophy).
- We respect, acknowledge, and appreciate differences.
- We work together for the betterment of the child; the child comes first, not punishment.
- We focus on problem solving by involving the child; students have ownership, choices, leading to independence.

Calendar

https://drive.google.com/file/d/1RFzNVz_xhDB8TipuOzW7-wDUXD9NqFH7/view?usp=sharing

Advocates of Diversity

Indianapolis Public Schools is an equal employment opportunity school corporation which strives to deliver educational excellence, equitable access, and quality service to our students and families. IPS recognizes the educational and social value of human differences and their various forms. IPS is committed to an inclusive approach which affirms and embraces all aspects of diversity. We are strengthened by our unique knowledge, experiences, interests, hopes, challenges, cultures, traditions, and families. We engage families as partners in education through trusting relationships built on culturally responsive two-way communication and mutual respect.

Recognizing our diversity, we are committed to equity in all of our work. We seek to allocate resources to eliminate discrimination and disparities. We strive to eliminate prejudice, bigotry, and intolerance and bridge gaps between and among our diverse students, families, staff, and communities.

Our approach to diversity and commitment to fairness ensures that the students we serve are empowered to succeed in college, career, military, and life.

Black Lives Matter – Board Resolution No. 7863

June 25th, 2020

WHEREAS, the recent death of George Floyd in Minneapolis and subsequent protests across the globe have focused the nation's attention on the issue of police brutality and pulled back the curtain on the many ways that systems and institutions have preserved and maintained white supremacy, and a culture that diminishes, devalues, and destroys the lives of Black Americans; and

WHEREAS the names, faces, and stories that periodically pierce the awareness of the

American public, and expose the ugly truth about racism in American society, are painful reminders of the countless unknown names, unseen faces, and untold stories that have borne the burden of this history; and

WHEREAS, public education is an essential democratic institution necessary for promoting the public welfare, developing human potential, and creating the conditions for a fair and just civic society, and Indianapolis Public Schools ("IPS") has been charged with educating the future citizens and leaders of the City of Indianapolis since its incorporation in 1853; and

WHEREAS, Indianapolis Public Schools has often failed to fulfill its obligation to educate and serve all students equally, to advocate on behalf of every student, to live up to our highest ideals as a country and a school district, and to commit itself to dismantling the systems of racial inequality and injustice that have prevented generations of Black students from achieving their fullest potentials; and

WHEREAS, Indianapolis Public Schools has participated in maintaining a system of racial inequality in the City of Indianapolis through its actions and inactions, policies and practices, budgets and priorities, advocacy and silence, and by too often privileging the prejudice of white parents over the well-being of Black students; and

WHEREAS Indianapolis Public Schools established a racially segregated educational system designed to reinforce an immoral racial hierarchy, by among other things, approving the creation of a high school for Black students in 1922 – originally planned as Thomas Jefferson High School, and subsequently renamed Crispus Attucks High School after the justified objections of Indianapolis' black community – and forcefully transferring Black students then attending other IPS high schools; and

WHEREAS, despite the U.S. Supreme Court's declaration in the Brown v. Board of Education decision in 1954 that "[s]eparate educational facilities are inherently unequal", Indianapolis Public Schools maintained and defended a racially segregated educational system until the U.S. Department of Justice filed a lawsuit in 1968, and a federal court ruled in 1971 that IPS was "operating a segregated school system wherein segregation was imposed and enforced by operation of law", and ordered and supervised a busing program to facilitate the desegregation of Indianapolis Public Schools that wasn't fully phased out until 2016; and

WHEREAS the difficult and painful work of confronting our collective failure starts with acknowledging, and apologizing for, the ways in which Indianapolis Public

Schools has perpetuated a system of white supremacy, failed to confront systemic racism, and remained silent in the presence of injustice; and

WHEREAS, the Board of School Commissioners is committed to leading in the effort to address racism and its effects within our district and schools, through our budget, priorities, policies, practices, and by creating and supporting a culture that daily affirms that Black lives matter; and

WHEREAS, the Board of School Commissioners will continue and expand ongoing efforts to identify and address racial disparities and disproportionalities in discipline and academic outcomes, expand equitable access to educational and programmatic opportunities, and examine policies and practices to ensure that their burdens and benefits do not reinforce existing inequalities; and

WHEREAS, the Board of School Commissioners has approved recent efforts and initiatives to support the work of achieving racial equity within Indianapolis Public Schools, including:

Partnering with the Racial Equity Institute to engage administrators, teachers, and staff in educational training on the history of racism in the United States, the impact of racism in education, and how to implement this knowledge into their efforts to achieve racial equity in their schools and classrooms (2015, renewed 2018);

Restructuring the IPS Police department to reduce the number of officers in schools, implementing a revised continuum of force policy to minimize the incidence of use of force, and auditing all practices to identify and reduce racial disparities and prioritize student safety (2015-);

Approving a Supplier Diversity Policy to increase business opportunities for minority-, women-, and veteran-owned business enterprises (M/W/VBEs), as well as locally owned and operated businesses, requiring all partners doing business with IPS to adopt Equal Employment Opportunity Clauses in all contracts with the district, and tracking and reporting progress on efforts to engage MWVBEs for eligible expenditures on a quarterly basis (2015);

Establishing School Equity Teams, supported by a District Equity Team, in 29 pilot schools to review disaggregated academic and discipline data, facilitate study and

discussion of racism, and to develop and track measurable goals towards racial equity (2015-);

Prioritizing the recruitment and retention of Black teachers and school leaders through deliberate policies & programs, national candidate recruitment, and by identifying and supporting the development and licensure of Black classified classroom support staff to assist them in teacher education and licensure (2015-);

Creating a unified enrollment structure to promote transparency and equitable access for families, and designing application deadlines to enhance equitable access to high demand schools and programs (2016);

Designing and implementing a student-based budget allocation model to promote equitable and transparent funding of schools with additional funds targeted to support schools with greater demonstrated need (2016-);

Approving uniform and reduced proximity boundaries for all choice schools to mitigate the impact of structural, racial housing segregation on access to high-demand choice schools and programs, and to promote enrollment diversity (2017);

Supporting universal transportation throughout the district to reduce barriers to students and families to the choice programs and schools of their choosing;

Adopting the “Males of Color Pledge” as part of the Council of Great City Schools’ (“CGCS”) Males of Color Initiative, developing the “Your Life Matters: Plan of Action,” and partnering with the Indianapolis Mayor’s Office, Indiana Black Expo, and the Indiana Civil Rights Commission to form the Your Life Matters Task Force to develop initiatives and interventions to support the unique challenges facing young men of color (2018);

Including “Racial Equity Mindset” as one of the six district priorities for the 2019-20 school year (2019);

Initiating a racial equity audit in collaboration with Promise54 to help identify gaps and develop strategies for making progress towards racial equity in IPS (2020).

THEREFORE, BE IT RESOLVED, by the Board of School Commissioners of the City of Indianapolis that:

Black lives matter. Every student is capable of success, deserving of respect, and valuable to our community. To believe that black lives matter – and to put that belief into action – means to commit ourselves to a radical refusal to give up on any student, to hand them over to a criminal justice system that doesn’t share our values, or return them to communities that lack the resources to support the realization of their fullest potential. The rise in zero tolerance discipline policies by school districts has contributed to reinforcing existing racial inequalities and limiting the opportunities for Black students to achieve success. Except where such action is required by law - or in cases involving violence or the safety of other students and staff - Indianapolis Public Schools will seek to eliminate all expulsions or arrest of any students.

All students - of every race - benefit from Black teachers and Black leaders. Research demonstrates the positive impact of having teachers and school leaders with racial and cultural backgrounds that reflect the students that they

teach, who serve as positive role models, and who hold their students to high expectations. Indianapolis Public Schools will continue to intentionally recruit, support the professional development of, and promote Black teachers and leaders.

Representation and recognition matters. Black students deserve to go to schools that celebrate the history of Black leaders and that champion the humanity and dignity of Black people. The district will establish a task force to review the names of all schools, facilities, and venues to ensure that the individuals so honored reflect respect for the dignity and equality of the students we serve. While we can't demand an unattainable perfection, and must acknowledge the historical context in which people lived and learned, we also can't expect progress without interrogating our assumptions, examining our past, and reconciling our values.

Understanding the ugly truth of our past is necessary to building a beautiful vision of our future. We can't value Black lives without teaching Black history, recognizing the contributions of Black leaders to our city, state, and country, and celebrating the sacrifices and achievements that were necessary for moving us closer to the fulfillment of America's promises. Indianapolis Public Schools will recognize June 19th ("Juneteenth") as a district holiday, recognizing the importance of the liberation of enslaved people as an achievement of American democracy to be celebrated and rightfully honored.

Board Policy 1619 – RACIAL EQUITY MINDSET, COMMITMENT, AND ACTIONS is hereby adopted as presented in conjunction with this resolution.

The foregoing Resolution No. 7863 was passed by the Board of School Commissioners of the City of Indianapolis this 25th day of June, 2020.

-THE BOARD OF SCHOOL COMMISSIONERS OF THE CITY OF INDIANAPOLIS

Strategic Plan 2026

At IPS, we believe all students can achieve their full potential, learn at high levels, and graduate prepared to succeed in schools, career, and life. We are committed to ensuring that every student in every neighborhood receives the education and opportunities they deserve. Much work still needs to be done.

It is more evident than ever– in the midst of a global pandemic and the largest civil rights movement of a generation– what is at stake and the important new role we play. Under the leadership of Superintendent Aleesia Johnson, we will

continue to make racial equity a top priority. And our actions will support our convictions. Strategic Plan 2026, outlined here, is based on our core values and was developed with feedback from thousands of students, educators, families, and community members.

PRIORITY ONE: Increase access to rigorous curriculum and instruction.

What It Means

We build safe, engaging, and socially-emotionally supportive learning environments that ensure access to high quality instruction.

Why It Matters

Every child deserves access to grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations.

Initiatives

1.1: Implement IPS' new literacy framework and curriculum to ensure all students have access to rigorous, standards-aligned reading and language arts instruction.

1.2: Strengthen teacher professional development, especially for new and early career teachers.

1.3: Support all classrooms to be highly engaging, safe, and socially-emotionally supportive.

1.4: Support high school programming to ensure all IPS students are ready for one of the 3 E's following graduation: continued education, employment, or enlistment.

1.5: Successfully implement 1:1 technology-based learning and support teachers to teach in both remote and in-person environments.

Where do we want to be by 2025?

IPS will be at the Indiana state average for ILEARN, ISTEP, and NWEA performance.

IPS' median growth percentile will accelerate at a pace necessary to be at the State average for ILEARN and ISTEP.

IPS' graduation rate will be at the state average.

We will have reduced our out-of-school suspension rate by 10%.

PRIORITY TWO: Promote racial equity.

What It Means

Strengthen and expand racial equity work to eliminate opportunity gaps, align policies and talent decisions, and interrupt and address institutional bias.

Why It Matters

We are committed to creating an IPS where student outcomes cannot be predicted by race and ethnicity by correcting practices that perpetuate the opportunity gap and institutional racism.

Initiatives

2.1: Create and implement the IPS Racial Equity board policy in order to clearly define what racial equity means in IPS and how we achieve it. Use this policy and associated frameworks and policies to equip all staff members to be anti-racist advocates for our students.

2.2: Rapidly design and implement school improvement supports to ensure all students, especially low income students of color, have access to an outstanding education. Ensure schools serving populations of low income students of color are academically and culturally excellent.

Where do we want to be by 2025?

Annual staff surveys should show that all teachers and staff feel well equipped to be advocates for racial justice in IPS.

Black special education students will not be suspended or expelled at a higher rate than their peers.

There will be no achievement gap between our Black and Hispanic students and Black and Hispanic students across the state.

PRIORITY THREE: Foster authentic engagement.

What It Means

Equip and engage families, team members, and the community in authentic and inclusive partnerships.

Why It Matters

Supporting students to lead lives of purpose and choice is a community responsibility. When schools, families, and community members are engaged and work together, students are more successful.

Initiatives

3.1: Improve and expand district systems to ensure clear, consistent, and transparent two-way engagement and to elevate family, community and alumni voice.

3.2: Strengthen family, community, staff and partner engagement in every neighborhood to support our mission and vision.

Where do we want to be by 2026?

Fewer than 15% of IPS students will be at risk for chronic absenteeism.

IPS will see improved family responses on community surveys, including Possip and Panorama surveys.

IPS will improve its rate of parent participation in the Panorama community survey.

PRIORITY FOUR: Operate and fund strategically.

What It Means

Strengthen the efficacy and equity of central office supports, services, and resource allocations.

Why It Matters

We have a moral imperative to ensure that we spend every dollar — no matter how limited the resources — to maximize student achievement. To do this, we invest our resources in a way that is transparent, equitable and efficient.

Initiatives

4.1: Build and run a portfolio planning process that enhances the district's mission and vision.

4.2: Redesign the central office budgeting process to promote transparency and equity in all district investments.

4.3: Support the district to transition efficiently and safely between in-person and remote learning in response to COVID-19.

Where do we want to be by 2026?

No IPS schools will be funded at the baseline for student-based allocation.

25% of student-based budgeting dollars will be allocated to schools on the basis of student need.

Enrollment at schools will be stabilized. 90% of students who enroll in a school at the beginning of the year will complete the year at the same school.

Montessori Philosophy and Instruction

Montessori Education is guided by the work and writings of Dr. Maria Montessori (1870-1952). Dr. Montessori believed that a truly educated individual continues learning long after the hours and years she/he spends in the classroom because she/he is motivated from within by a natural curiosity and love of knowledge. She believed that early education should not fill the child with facts from a pre-selected course of studies but rather to cultivate the child's own desire to learn.

At its core, the philosophy is simple, to follow the child, which assumes that every child is a unique individual who is naturally driven to grow, develop and learn.

The educational goals include instilling in children a love of learning, the ability to make appropriate learning choices, and respect for oneself, other people, and their physical surroundings.

The Montessori method of instruction aims for the fullest possible development of the whole child. Montessori challenges not only the intellectual and academic development of the child, but the emotional, moral, spiritual, and physical characteristics as well. According to Montessori, "A child's work is to create the person she/he will become." A Montessori classroom provides this freedom within limits in an environment that develops a sense of order and self-discipline that allows the student to cultivate her/his own natural desire to learn.

Everything in a Montessori classroom has a specific use or purpose. There is nothing in the classroom that the child cannot see or touch. A Montessori classroom has a busy, productive atmosphere where joy and respect abound. Within such an enriched environment, freedom, responsibility, and social and intellectual development spontaneously flourish. Montessori materials are arranged in different areas of the classroom including sensorial and practical life activities, math, language, and cultural subjects. However, these subjects are presented in an integrated fashion so that the child may see the natural relationships between them.

Montessori classrooms are "prepared environments." Teachers select and display materials that produce a classroom environment that meets the needs of each individual child in order to promote exploration and discovery. Through presentations and demonstrations of carefully selected materials, the teacher and assistant direct children to specific activities which lead to self-discovery. They let the child feel the excitement of understanding a problem and conquering it. They allow the children to build their own self-image, confidence, and independence.

Continual observation by the teachers is the key to being able to understand each individual child and as a result, prepare the environment based on the needs observed. The teacher gets to know each child very well and clearly understand her/his needs and development. The Montessori teacher's purpose is to stimulate the child's enthusiasm for learning and to guide it, without interfering with the child's natural desire to teach herself/himself and become independent. Each child works through her/his individual cycle of activities and learns to truly understand according to her/his own unique needs and capabilities.

Children are placed in multi-age classes. These mixed age groups provide peer teaching, role models and leadership experience, and an enhanced sense of community within the classroom. By interacting with children of varying ages, a child learns to understand and respect her/his place in a community that extends beyond the students in her/his same "grade." As a younger member of the classroom community, the child learns from observing and interacting with older classmates. By the time the child becomes an upperclassman, learning is reinforced by providing an example to younger children. Multi-age classrooms permit a child to build a special, longer-term relationship with teachers, which cultivates a sense of belonging to a learning community. The classroom is a community where children learn skills of cooperation and negotiation as they work together. They learn to work independently and structure their time by developing weekly/monthly learning goals.

Children at this age develop and seek to understand their social selves, relationships with others and the environment. They are better able to reason, to ask and search for answers to questions. The Montessori curriculum and classroom materials give children the tools and methods to explore and discover the world. The environment is designed to maximize independent learning and exploration.

Montessori Education vs. Traditional Education: A Comparison

Montessori children are extremely adaptable. They have learned to work independently and in groups.

Since they have been encouraged to make decisions from an early age, Montessori children are problem solvers who have learned to make appropriate choices and manage their time well. They have been encouraged to exchange ideas and discuss their work freely with others.

Their good communication skills ease the way in new settings. Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori program, based on self-directed, non-competitive activities, help children develop strong self-images and the confidence to face challenges and change with optimism.

From the Montessori PTA

The 91 MPTA is thrilled to welcome back existing 91 families and extend the warmest of welcomes to our new ones! If last year was your first year with the school, we also hope this year will be full of more connections and opportunities to engage with our community.

Our Parent & Teacher Association feels that it is important to support the school community by keeping the Montessori vision and values as a focal point with its activities, fundraising, volunteer opportunities, and purchases to help #91 students succeed and achieve. The “M” in our PTA stands for Montessori and encourages us to keep the school's mission to prepare the whole child as a lifelong learner in mind when making community decisions.

We invite all families to join us at our meetings, for discussions on our Facebook page (search IPS 91 MPTA), in our volunteerism, and on our committees!

MPTA Committee signup: tinyurl.com/91mptasignup

Please share any experiences, questions, ideas or comments regarding diversity, equity and inclusion in the Montessori Parent Teacher Association (MPTA) using the following link: tinyurl.com/91mptaequity

The 91 MPTA Executive Board is looking forward to serving our amazing school community this coming year. If you have questions, comments, and ideas for our MPTA, reach out via email to mpta91@gmail.com.

School Information

WHO WAS ROUSSEAU MCCLELLAN?

Rousseau McClellan was born in Indianapolis in 1876. She obtained her public school education at the old Indianapolis High School (now Shortridge), received a degree from Indiana University in 1898 and a master's degree from New York's Columbia University in 1924.

Miss McClellan taught nature study in the old Indianapolis Normal School (part of the public school system at the time) for several years. However, the greater part of her career was spent at Shortridge High School, where she devoted almost forty years to the teaching of nature study and biology. During later years, she was head of the biology department at that school, where she was considered a stimulating teacher and scholar.

Miss McClellan was at one time the supervisor of nature study at the Indianapolis Public Schools, a position that no longer exists. She is generally credited with developing the extensive program in the teaching of biology that characterizes the Indianapolis schools. At a period when the pursuit of scientific studies was less than popular, and when the ordinary academic program embraced literature, history, Latin, some philosophy and mathematics, Miss McClellan ignited such interest in nature study and biology in her students that they ever afterward retained that interest. Many of those students went on to distinguished careers in academic fields, and it is notable that each one pointed to Miss McClellan and her work at Shortridge as the beginning of it all.

Miss McClellan was interested in every phase of living and could be depended upon to make a contribution to a good cause. She was an influence upon colleagues as well as students and caused many to stay in education and eventually to make significant contributions themselves. She died in Indianapolis in 1939.

We are proud to carry on her legacy here at Rousseau McClellan Montessori School 91.

2026-2027 STAFF LIST

An up-to-date staff list can be found at <https://tinyurl.com/91stafflist2627>

School Policies

School Day

Please adhere to the hours listed below as there is no coverage before or after school for students other than those who have signed up for At Your School (AYS) childcare.

9:00am	Students enter the building and are invited to eat breakfast.
9:20am	Students are tardy and MUST report to the office <u>with an adult</u> for a pass.
11:00am-1:45pm	Students eat lunch.
3:45pm	Daily announcements are given. Dismissal begins.
3:55pm	Buses depart.

No students are allowed in the building before 9:00am or after 4:00pm unless:

- specifically requested by a teacher or principal
- if he/she is participating in the AYS (At Your School) before/after school care program
- if he/she is participating supervised sports and clubs

If students are in the building before or after school without permission, parents will be contacted to pick them up immediately. If the student is not picked up, IPS School Police will be notified to transport the student(s) to their home address.

Address/Phone Changes

If your phone number or address changes at any time during the school year please make sure we have this information to be able to reach you in case of emergency.

- All mail is sent to the address on file. Transportation is also set up based on the address on file.
- To change your address, please provide a lease, a mortgage contract, or a utility bill other than a cell phone bill to make the change. We will make a copy for your child's cumulative folder.

Administering Medication during School Hours

In accordance with the Indiana Statutes-Section I, IC 34-4016.5, 1979 issued by the Marion County Director of Public Health, the following procedures will be followed by all IPS principals, teachers, and school nurses.

- No medication will be administered or made available to any student until there is verification that it is by order of a physician.
- Any medication requiring a physician's prescription and sent to school for school personnel to dispense must be accompanied by the *Medication Information Permission form*, which can be obtained at the Office.
- Medication needs to be in the original prescription bottle with the most current prescription date.
- NO MEDICATION WILL BE ADMINISTERED WITHOUT THIS FORM COMPLETED AND SENT WITH THE MEDICATION.
- All pupils taking prescribed medication during the school day must do so in the Nurse's Office.
- Non-prescription medication, such as: aspirin, pain relievers, cough medicine, cough drops, etc. is not to be administered to students unless the parents or guardians make the request in writing. The parent must also provide the non-prescription medicine with written directions for dispensing. All students must keep the medication at the nurse's office for her to administer.
- Students shall have no medication in their possession without written medical or parental authorization. All medication found without this authorization will be taken from the student. The students may be subject to discipline based on IPS policy.
- No medication may be sent home with the child at the end of the school year. All medications must be picked up by an adult or the office will dispose of them.

Attendance Policy per IPS Board of School Commissioners

- Parents are asked to contact the school office each morning that their child is absent.
- Teachers refer chronic problems to the social worker, who chooses an appropriate means of contacting the parent, including letter, home visit, or phone conference.
- If the attendance problem continues, a conference is held with the parent, teacher, social worker, and principal. If the attendance still does not improve, the social worker may refer the case to the Marion County Prosecutor's Office, Juvenile Division.
- In all cases of absences, whether excused or unexcused, students shall be expected to make up work on all assignments missed.

Excused Absences

Under the following circumstances, students may be excused from school attendance according to Indiana State Law:

1. Personal illness

2. Death in the family
3. Religious observance
4. Emergency or unavoidable medical or dental appointments with a note from the doctor or healthcare provider
5. Participation in Election Day activities
6. Pages in Indiana General Assembly
7. Subpoenaed as a witness in a judicial proceeding

Unexcused Absences

An unexcused absence occurs when a student is absent from school or an individual class without either the approval or consent of the principal or the principal's designee, or as authorized by Indiana law.

Reporting Student Absences

It is extremely important that students attend school on a regular basis. A student with irregular attendance will have difficulty in mastering the essential skills needed for each grade. Students who accumulate several absences will be referred to the Social Worker as needed. However, when students are ill, they should stay home. Students must be fever-free for 24 hours, without medication, before returning to school.

Please notify the school when your child is ill or absent for any reason.

Please call the Office at (317-226-4291) as early in the day as possible. A phone call is made to each home of students whose absence has been reported as unexcused.

On rare occasions a student does not get marked present if the teacher does not get the information to the office in time to change before the call goes out; the secretary is ill, or there is a computer problem. Please give us a call, and we will make sure that the correct information is entered.

Tardy Provision

Students are expected to arrive at school each day on time. The tardy bell rings at 9:20. If a child arrives late for class, he/she must stop at the office, sign in, and obtain a late slip before being admitted to class. Excessive tardiness will be addressed by the social worker and the principal as it negatively impacts instruction.

Attendance Improvement Plan

As a Montessori school, we have a strong commitment to the tenets of the Montessori philosophy of educating children. These tenets include emphasis on cooperation over competition, and the need for children to strive for certain goals for reasons other than material rewards and incentives. The McClellan

Montessori School #91 community also believes that the majority of our elementary and middle school absences tend to be outside of the student's control, due to illness and parental decisions to keep the child out of school. We therefore believe that the most appropriate and consistent improvement plan for our school should focus on parent education and clarification of the attendance policy, rather than on student incentives and rewards. The social worker, as the attendance officer for the school, must implement policies when it comes to student absences or tardiness.

Our strategies for attendance improvement are as follows:

- The administrators and teachers will educate parents about the importance of children being in school on time each day. Strategies may include conferencing by phone and in person, and articles in the school newsletter emphasizing the importance of good attendance.
- Parents will receive clarification about the difference between excused and unexcused absences as needed.
- Parents interested in taking their children out of school for a trip or family vacation will be asked to contact the teacher, the social worker, and the principal well in advance of the scheduled absences. In these meetings, the parents will be informed whether the absences will be excused or unexcused. The teacher and principal will emphasize the parents' responsibility for their child's education during the time of absence and the need to make a plan for the child to do daily schoolwork during this time.
- Staff will continue to develop curriculum materials and approaches that emphasize student success, recognizing that a success-oriented curriculum produces significant gains in attendance. We are committed to our students wanting to come to school each day.

Bullying

Bullying is prohibited in the Indianapolis Public Schools (IPS) as referenced in Indiana Code 20-33-8-0.2 and IPS Board Resolution No. 5517.01.

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function, or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school, or while attending a school activity, function, or event.

Principals are responsible for informing students, parents, teachers, and staff that bullying will not be tolerated and will be subject to disciplinary action, up to and including suspension and expulsion. Further, principals are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. Parent involvement may be through parent organizations already in place in each school.

Anyone who suspects that bullying is taking place should complete a bullying report. Upon receiving the report, the social worker or administrator will investigate the matter at the building level. Should it be found that the report is bullying, consequences will be assessed, as appropriate, consistent with the Board's policy entitled "Student Discipline."

Celebrations

ROUSSEAU MCCLELLAN MONTESSORI SCHOOL 91

Birthday Celebration Guidelines - No Food Policy

 At School 91, we love to celebrate our students and their special milestones! To ensure **safety, inclusivity, and focus on learning**, we have a **NO FOOD POLICY** for birthday celebrations.

? Why No Food?

- ✓ **Allergy Safety** – Protect students with food allergies and sensitivities
- ✓ **Equity & Inclusion** – Respect cultural, religious, and dietary differences
- ✓ **Learning Focus** – Keep classroom routines consistent and peaceful

Great Ways to Celebrate (No Food Needed!)

- Donate a book to the classroom in your child's honor
- Send small non-food items (pencils, stickers, bookmarks, etc.)
- Join your child's classroom for their Montessori Birthday Traditions (Walk Around the Sun, Birthday Acknowledgements, etc.)

🚫 **Please DO NOT Send:**

- Cupcakes, cookies, candy, **or any food/drink**
- Edible goody bags
- Balloons, party hats, or decorations

If food treats are sent in, they will be sent back home with your child at the end of the day. These will not be shared with the class. NO EXCEPTIONS.

🥤 **Drinks Reminder**

To encourage healthy habits and minimize distractions on a daily basis, **please do not send soda, carbonated beverages, or sugary drinks** (such as sports drinks, energy drinks, or flavored punch) in lunches or snacks.

We encourage sending **water, milk, or 100% juice** as appropriate.

❓ **Have Questions?**

Please contact your child's teacher in advance if you have any questions.

Together, we can make your child's day special while keeping our school safe and inclusive for everyone.

Child Custody

It is important for the school to have any child custody records that affect a parent being allowed to take a student from school, restrict a parent from visiting the child at school, or change the pick-up procedures for the child on a regular basis.

Classroom Visitations

All visitors to McClellan Montessori School 91 are to report to the office and sign in on our Visitors' sheet first. If you do not have an appointment, the classroom will be contacted to ensure instruction will not be disrupted by a visit.

Visitors will receive a badge to wear while in the building. Compliance with this rule will help us protect your child and his/her education from disruption from unauthorized visitors. While we welcome visitors in our school, please remember that instruction is going on in classes and that teachers cannot interrupt their instruction to talk to you. If that is the reason for your visit, you should call the office to make an appointment to meet with the teacher so that instruction is not disrupted.

McClellan Montessori School 91 staff will treat parents and guests with respect, and it is expected that parents and guests behave in an appropriate and respectful manner when they are in the school. IPS has a policy that allows the school to bar disruptive adults from coming to the school. The school is a safe haven for children, and disruptive behavior will not be allowed. If someone is barred from the building, that person cannot enter the school without an appointment and only with a School Police escort. It is never in the best interest of the child for the parent to have restricted access to the school, but in instances of disruptive behavior that can happen.

Dress Code (Students)

- Click [here](#) for the student Dress Code Policy.
- Teachers and Staff enforce the student dress code and assist students with compliance, as is feasible. If teachers cannot assist, they send the student to the office.

Inclement Weather and Other Emergencies

Occasionally, school must be closed because of snow or other emergencies. You will receive a phone call with this information. Listen to the local radio and TV reports and check social media, such as district or school websites and Facebook pages, for information. **Please do not call school as we listen to the same sources as you do.** We need to keep the phone lines open for emergencies, such as Transportation calling to give us information.

Due to now having 1:1 technology, if the building/district will be closed, we would likely pivot to an Elearning Day.

Field Trips

Indianapolis Public Schools provides opportunities for students to go on field trips.

- Students must have a signed permission slip to attend the field trip. Verbal permissions cannot be accepted.
- Field trips are intended for certain age groups.

- Siblings should not attend field trips with the students who are going on the field trip.
- We ask parents to assist with the entry fees to some of the field trips that have an admission fee but will always take every child regardless of ability to pay.

Lost and Found

The lost and found area is located in the hallway outside the gym. It would help students retrieve lost items if personal school materials, lunch boxes, coats, hats, scarves, gloves, etc. were properly labeled with your child's name. **Unclaimed items will be donated at the end of each grading period.**

Medical/Emergency Card Information

A current medical/emergency card **MUST** be on file in the school office. If your home, work, or emergency telephone number changes, please let us know as soon as possible. If an emergency arises, we **MUST** be able to reach you or your designated emergency contact.

Nurse/First Aid

Our school has a nurse on staff who administers all first aid in the school. Parents will be contacted when any injury is interpreted as serious.

Student Illness during the School Day

Generally, your child will be sent home by the nurse if he/she shows one or more of the following:
elevated temperature, vomiting, pain in the chest or stomach, fainting, or injury.

Parents must have an emergency medical form on file with the school listing the home phone number, work phone number, and the phone number of a relative or a friend who will be responsible for caring for your child if you are unable to be contacted.

Personal Property

Parents should understand that we cannot be responsible for the security of personal property that is brought to school such as cell phones, devices, games, etc. We attempt to make sure that student property is safe, but cannot guarantee that something might not happen to it at school. It is preferred that they not bring these items to school, as they are personally responsible for them. Any devices brought to school must remain off and in the student's book bag, unless approved for instructional use by the teacher. If a device is being used inappropriately, it will be given to the office, and a parent will need to come in to retrieve it.

Release of Children during the School Day

Children are not to be released from the classroom; they are released from the school office. The parent, guardian, or designee must report to the office and sign the child out at the office. The child will be called to the office to be released. Children are not permitted to meet their parents outside the school building.

Children will not be released to anyone other than a parent/guardian unless we have confirmation from the parent or guardian prior to the release. We may request to see I.D. if we do not know the person picking the child up or if there is any hesitation on the student's part about going with this person. Please let us know of any situations where the child cannot go with someone who may stop by to pick up the child and instruct your child to refuse rides with strangers. Have your child report to the teacher if anyone bothers them on the way to or from the school.

Please ensure your child knows how he is getting home each day before they leave for school. If an emergency arises, and there is a change in the dismissal plan, please be sure to contact the office BEFORE 2:00pm. After this time, we cannot guarantee the information will be communicated with your child.

To limit confusion at the end of the day, students will not be called to the office to be released early after 3:15pm. After this time, all students will follow their regular dismissal procedures.

Remember that by taking your child out of school early, he/she is missing valuable instructional time. It is also a disruption to the learning environment to call and interrupt the classroom. The amount of time that a child is taken from school for appointments should be limited. Please make routine appointments during the fall, winter, spring, and summer breaks in the schedule. The social worker will monitor this time and meet with you if it is excessive.

Student Records

Student records are a part of each student's cumulative folder at school. Records are kept until the student goes to another school or leaves IPS. If they move within IPS, we send the folder to the other school. If they leave the district, the records are sent to the Pupil Records Office at the Education Services Center.

Telephone Calls during the School Day

The school telephones in the office and throughout the building are business telephones and are not for student use.

- If a child becomes ill, he/she will be sent to the school nurse who will make the decision to contact the parent.
- Emergency messages will be given to the children, but we will not call classrooms or call students out of class to talk on the phone.
- The front office will not send calls to classrooms from 9:00am – 3:50pm; she will only take messages. Instructional time is interrupted when the teacher or assistant takes a call.
- Please call teachers from 8:30am – 9:00am or after 3:50pm. Your cooperation is appreciated as we value the instructional time with students.

Textbook Rental

Textbook rental will still be collected, even though lunch is free this year due to the grant provided to the district. Please pay your rental within the first nine weeks. All families are encouraged to apply for assistance with textbook and student services fees. Please make sure to fill out the necessary forms by the end of September. Forms are available in the school office.

Vaccinations/Immunizations

Vaccinations/Immunizations are required by the State of Indiana of all children. They must be completed upon enrollment. If the requirements are not met, the law states that your child will be excluded from school. No student will be allowed to stay in school past a certain date without updated shots.

Vision and Hearing Screening

The following screenings will be completed at school:

- The School Nurse will screen students as needed for vision problems. The Health Department screens gr. 1, 3, and 8 and special education students annually.
- The school Speech Pathologist will screen hearing in students in Grades 1, 4 and special ed. students.

Volunteer Opportunities

There are many opportunities to volunteer at Rousseau McClellan Montessori School 91. You can work with the classroom teacher through tutoring, making materials, working with students on projects and materials, assisting with computer instruction, attending field trips, and many other tasks the teachers can use assistance doing. Talk to your child's teacher to see what things you can do to assist the classroom. Please remember while volunteering in the classroom, that you should follow the classroom directions, such as using a Montessori voice

when speaking. There are also many other opportunities to support the school. MPTA officers may also suggest ways to help our school community..

You must complete a volunteer application every two years before you volunteer. Applications are available online at:

<https://myips.org/get-involved/volunteer/>

Cafeteria Information

USDA'S COMMUNITY ELIGIBILITY PROVISION

Breakfast and lunch will be provided at no cost to all students under the regulations of the USDA Community Eligibility Provision (CEP). In order to not be charged, the student must select an entire reimbursable meal. If a student brings lunch from home and just wants milk, then they have to pay for the milk. Milk purchased without a meal or extra milk served with a meal is \$0.40. If a student wants a second lunch, they will have to pay for it.

Cafeteria Rules

The lunchroom is an attractive, clean area for students to eat. Keeping it that way is the responsibility of every student. Table assignments may be made during the lunch periods, and students are expected to sit at the assigned tables as directed by the staff on duty. Students are asked to sit quickly and quietly. Some simple rules of courteous behavior which will make mealtime a pleasant experience are listed below:

Students are expected to:

- Observe good dining room manners at the table.
- Speak quietly to help keep the noise level down.
- Wait their turn in line.
- Leave the table and surrounding area clean and orderly.
- Put trash in proper containers.
- Eat all food and drink in the cafeteria.

Nutritious Lunches

If your child brings lunch to school, please make it a nutritious one. Children need substantial fuel to get them through a long day of work and play. We prefer the students not to have sweets and to keep the chips to a minimum, substituting them whenever possible with fruit and raw vegetables like carrots and celery. The district and the school also strongly discourage soft drinks as the drink of choice in meals as we are working toward healthier lifestyles for our

students. We all want the best for your children. We encourage you to support them by choosing the foods you send for lunches carefully

Lunchtime Visitation

Parents are allowed to visit students at lunch to eat with them. Some of the lunches are more crowded than others and we may have to have you eat in an alternative space. If you bring lunch from a restaurant, we may ask you to eat in an alternative space.

Snacks

At times parents will provide snacks for the students in their child's classroom. Please be mindful of the types of snacks that you bring to school for the students. **We must have sealed, store bought items per district policy.** We also request that snacks be of a healthy nature and not full of sugar. Also remember that students may have different allergies that prohibit certain items from being brought into the classroom. Please check with your children's teachers to make sure if there are items that should not be brought due to food allergies or other concerns.

Academic and Social Achievement

Conferences

There are two Parents in Touch Days for the 2026-2027 school year: Oct 23, 2026 and March 26, 2027. Both days will be ASYNCHRONOUS LEARNING DAYS for all students. All Staff will be in attendance. Conferences may be held at any time during the school year as well. Teachers may also request a conference with a teacher if warranted, and mutual time will be agreed upon. Case Conferences, 504 Plan meetings and Language Plan meetings are also scheduled regularly for students receiving special education services, 504 Plan accommodations or language plan services.

Honor Roll

Montessori schools are non-competitive and do not grade on a traditional grading scale. There are no Honor Roll or awards given for academic achievement. Rewards are not given in a Montessori classroom, as the intent is to have students enjoy learning and do it for the intrinsic value of learning.

Interim and Quarterly Report Cards

Report cards will be issued at the end of each of the four grading periods. They will be sent home with students. Students receive interim reports through midterm grades at Middle School and regular progress reports at other grade levels.

Special Services

Special Services are available at Rousseau McClellan Montessori School 91 based on student needs. There is a formal process to access these services. Teachers will discuss a referral to our Multi-Tiered System of Support (MTSS) with the parents. MTSS is a multi-tier approach to the early identification and support of students with learning and behavior needs. The teacher will complete paperwork defining the needs of the child, which will be given to the team of staff members who serve on the MTSS team. The team will provide suggested interventions for a period of at least 20 school days, then will meet to review the student's progress. More interventions may occur, or the student referral may be sent to an Interdisciplinary team (ITeam). This team will meet to go over the referral and interventions, as well as other available data and make a determination to proceed with an evaluation or to offer possible interventions first. When the I-Team determines an evaluation is warranted, the parent will be notified and the formal process for evaluation will begin. The process will be fully explained at that time and Parent Rights will be discussed.

Study Habits and Homework

Students will have homework to establish good work habits. The grade level of the child will determine the amount of homework. At times homework may be work that has not been completed during the school day. Parents should monitor their student's homework to make sure it is completed and put in the backpack so that it is returned promptly to school the next day.

Transportation

For 2026-2027, families must opt-in for transportation. Families who do not opt-in to transportation will not have a bus route created for them automatically. PLEASE NOTE: Students who receive transportation services as part of an existing IEP or under McKinney-Vento will continue to receive transportation services even if they are not eligible based on district transportation eligibility rules.

Transportation is not determined by the school, but by the Transportation Department. We cannot contact a bus directly from the school. Only transportation dispatchers can do that. They can be reached at **317-226-4000**.

Student discipline issues are referred to the school by drivers and investigated with a possible referral to the administrator for further consequences.

There are several buses that completely fill the streets (51st and Evanston) around the school. Therefore, for safety reasons, we cannot have parents cross the street between buses, so you must park and cross at the corner.

We also have another area set up for regular drop off and pick up should you choose to use this process. We believe that it is a much safer process than trying to cross the street with all the buses unloading.

Bus Information

Students are expected to behave properly while riding the school bus. If necessary, the bus driver will assign students to seats where they are expected to sit daily. Any activity that will detract from the safe handling of the bus is to be avoided. Suspension of bus privileges could result from improper behavior relative to bus transportation. All students assigned to a bus are expected to ride the bus home after school unless a parent/guardian picks them up.

Anytime your child's transportation to or from school will be changed for the day, please send a note to the teacher informing her/him of the change as well as contacting the Office. *Please do not call at the last minute with changes*, as we may not be able to accommodate the change if we do not have time to inform the appropriate staff of the change. We ask that all transportation changes are shared with us **PRIOR by 2:00pm. We cannot guarantee changes reported after 3:00pm will be communicated in time.** If we are not informed of transportation changes, your child will automatically be placed on the assigned bus.

Bus Conduct/Safety

Many of our children will be riding a bus to and from school for the first time. Please discuss the following information with your child(ren):

Safety is your job. Indiana State Law says, "...the bus driver is in charge, and the children are required to follow the driver's directions. Enforcing the authority of the driver is required of the principal. Infractions of any bus rules can result in punishment and/or suspension from riding the bus. If a child is suspended, the parent is required to provide transportation."

Bus Delays

The school is generally unable to answer questions about late buses. If there is concern over a bus delay, calling **317-226-4000** will get information sooner than calling the school. After 4:45 there is no one in the office to answer questions about late buses. At that time call Transportation at **317-226-4000** or School Police at **317-226-4633**.

Bus Misconduct

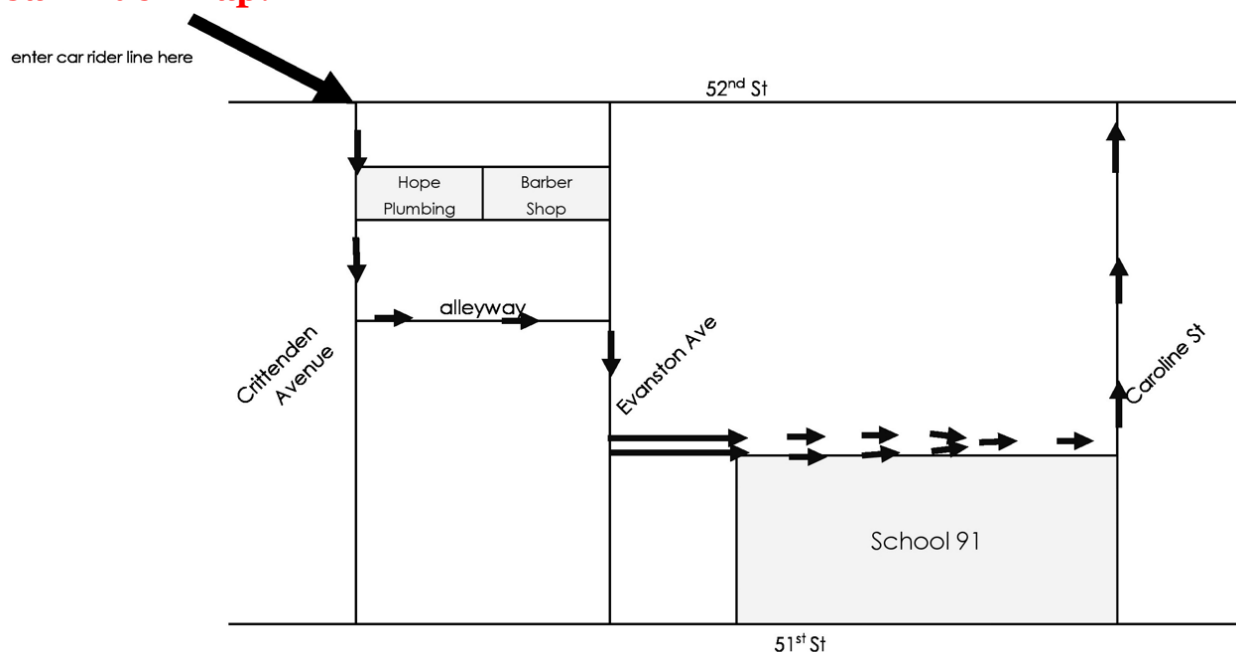
We are interested in transporting children safely and efficiently. When a child violates a safety rule or misbehaves on the bus, he/she may receive a school bus conduct report. In this instance, a parent will be contacted by telephone, letter, or personal conference to discuss the problem, depending on the severity of the problem. A consequence may be given based on the offense and could be removal from the bus for a period of time for severe behavior. The parent would be expected to transport the child for that timeframe. Parents, teachers, drivers, children, and the principals must cooperate to achieve the objective of safe transportation of our children.

Pickup/Dropoff Area Before and After School

For safety purposes, students may ONLY be picked up via the CAR RIDER LINE or the WALKER AREA. Students will NOT be dismissed from the office or bus lines.

For the safety of ALL, students, families and staff, the North side of the building (car rider area), is reserved for VEHICLE TRAFFIC ONLY. The South side of the building (walker area), is reserved for FOOT TRAFFIC ONLY. Our parking lot is EXIT ONLY from 3:30 pm - 4:00 pm.

Car Rider Map:



Morning Drop-Off

Northside of school / Car Rider Line

Since we have a large number of students who are picked up and dropped off by car or daycare van, it can sometimes take some time to do it so that all students are released from cars safely and staff members are safe as they perform this duty. **If speed is your number one priority, the car rider area will not meet your needs.** If you fail to comply with the rules for the car rider area, you will need to park and bring your students into school.

Car Rider drop off begins at 9:00 am and ends at 9:20 am. After 9:20 am, please take your child(ren) into the school through the main office. Do not allow your child(ren) to unload your vehicle until an adult is present and ready to accept them. Students eating breakfast will be released to the cafeteria upon arrival, beginning at 8:50 am. Students not eating breakfast will be supervised by staff until 9:00 am and then they will be released to go to their classroom. Children are tardy at 9:20 am.

Any time after 9:20am you must park in the lot and enter the main office door with your child(ren) to drop them off.

Southside of school / Walker Area

This area of the school is designated **FOOT TRAFFIC ONLY** during arrival and dismissal. If you want to stay in your vehicle, pull up and your child(ren) get out and come into the school, please use the car rider area.

Walker drop off begins at 9:00 am and ends at 9:20 am. After 9:20 am, please take your child(ren) into the school through the main office.

Afternoon Pickup

Northside of school / Car Rider Line

Your displayed number is your ID. If you do not have your number, please come into the Main Office to show ID, sign out, and pick up your child(ren). Staff cannot check identifications or give unauthorized persons in any pickup area. Staff will not load other people's children into your vehicle; you must go through the office and sign the other child out, unless it is a REGULAR routine, and pick up tags for BOTH students are displayed.

Southside of school / Walker Area / Door #7 under the awning

Our parking lot is **EXIT ONLY from 3:30 pm-4:00 pm** as this area is **FOOT TRAFFIC ONLY**. Anyone wishing to stay in their vehicle to pick up their child(ren) MUST use the Car Rider Line.

You MUST have your Parent Pick-Up tag to show to staff **each day** in order for your child(ren) to be released to you. If you do not have your number, please come into the Main Office to show your ID, sign up, and pick up your child(ren). Staff cannot check identifications or give unauthorized persons in any pickup area. Staff will not release other people's children to you, unless it is a REGULAR routine, and you have pick-up tags for BOTH students.

Expectations and Guidelines for Parent Pick up/Drop off areas, Car Rider Line and Walker Area

No smoking is allowed on school property. The car rider's line alley is owned by IPS and thus part of school property, so no smoking is allowed there while you wait for students. The parking lot is also considered a school property, so no smoking is allowed there while you wait for students.

Please turn off your car. Indiana schools are Idle Free Zones.

Cell phones, or other devices, should not be used when the vehicle is in the pick-up line as we need your full attention to make sure everyone's safety is ensured.

All entering and exiting vehicles in the car rider line are to occur on the passenger side ONLY, with the vehicle at the curb. Children are to get their own seat belt/booster, belongings, door, and load/unload independently. If you need to assist the children, please use the walker area for pick-up.

Please follow the directions of the staff, as the car rider line and the walker areas require a lot of multi-tasking from staff to ensure the safety of ALL.

If you need to enter the school, please go to the parking lot, park and enter through the main office.

DO NOT MAKE A RIGHT TURN IN FRONT OF THE BUSES and cut into the car rider line. Enter the pick-up line from the north. Our main concern is student and staff safety. By not following the guidelines, we could have an accident that could cause injury. No one wants that for their child or any other child. School Police may ticket cars coming from the south as cars are not supposed to pass buses that are loading or unloading.

Parent Pick-Up Numbers can be used in the car rider line and/or in the walker area. We do not have separate identification for these two areas.

Please understand, for our arrival and dismissal to be safe and timely, we need everyone to follow the procedures and meet the expectations. If you choose not to adhere to our policies and expectations, we reserve the right to ask you to utilize IPS bus transportation for your child(ren). The staff on duty is spending time outside no matter what the weather is, so please appreciate their efforts to serve the students as safely as possible.

Please contact Principal Lause at 317-226-4291 or lausekm@myips.org if you have questions, comments, concerns, or ideas to share that can help us ensure everyone's safety.

STUDENTS WHO ARE DROPPED OFF SHOULD NOT ARRIVE UNTIL 9:00 am. YOUR CHILDREN ARE STILL YOUR RESPONSIBILITY UNTIL SCHOOL OFFICIALLY BEGINS. PICK UP YOUR CHILDREN BY 4:00 pm DAILY AS THERE IS NO SUPERVISION AVAILABLE FOR STUDENTS AFTER THIS TIME.

School Safety

Drills

Each year the school conducts several types of drills to make sure students know what to do in case of an emergency while they are in school. We conduct the following drills:

Fire Drill – When the fire alarm is pulled, everyone exits the building to designated areas.

Blocked Exit Drill – We block an exit during a fire drill to make sure students know how to go another direction in case the fire is close to their normal exit direction.

Security/Severe Weather Drill – All students go to assigned lower areas of the building in case of threatening weather such as a tornado. Students sit in a duck and cover positions.

Lockdown Drill – We practice locking doors and going into a more protected area of the classroom. This will help us when there may be danger in or around the building.

We hope to never have one of these incidents for real but want to make sure we are prepared for any emergency that might occur. We have a regular schedule for these drills as determined by the district and the state.

Should an emergency occur that causes a building evacuation, IPS has developed an emergency plan that will be implemented immediately. Students would be evacuated to a predetermined location. Parents will be notified by phone call, text, email, and Twitter if this occurs. Please make sure your phone number and email address are updated if it changes.

Playground Rules

There is sufficient staff during lunch and recess to cover the cafeteria and playground for safety purposes.

Students are expected to play carefully so as not to unintentionally cause harm to another student. Accidents do occur on occasion, and students will be sent to the nurse to determine the seriousness of the injury. Students must show positive behavior while playing on the playground or in the gym.

School Property

The custodians work very hard to keep our building clean and safe. Please cooperate with them by keeping the building and surrounding areas clean. Wastebaskets are placed throughout the building to receive wastepaper and other refuse. There are also several recycling bins available for use as well. Encourage your child to take pride in our beautiful building and to help keep it clean.

Behavior Policies

IPS has a district Code of Conduct which may be found at:

<https://www.myips.org/domain/9453>.

Rousseau McClellan Montessori School 91 follows the guidelines and procedures in our Code of Conduct.

Montessori philosophy and instructional methods create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students. Starting in PreK, the students are taught a Grace and Courtesy curriculum. Children learn how to wait for a turn, respect someone else's space, walk in the classroom instead of run, walk around a student's workspace, ask politely for help, or offer to help someone else. Students are taught respect and responsibility as they work collegially with their peers and complete their work cycles in a timely manner. The students gradually build the social skills of a polite society. As they find activities that meet their inner need for self-development and as their space and autonomy are respected, a sense of calm and purposefulness settles over the classroom. These skills bring about a strong foundation for their career at Rousseau McClellan Montessori School 91.

Although most students work well within the Montessori philosophy, occasionally there are issues that must be dealt with more strategically. We have trained staff members who provide specialized instruction for students. Also, classrooms have a Peace Table where students work to solve issues among themselves. We expect students to behave in a mature and responsible manner

We also have a team of staff members who assist with behavioral interventions when needed. They are trained for crisis prevention and intervention. They have training in de-escalation techniques – strategically employed verbal or nonverbal interventions to reduce the intensity of behaviors. They may provide a physical escort - the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location. If a student is in crisis and will not respond to all other attempts to calm down for his/her safety or the safety of others, a physical restraint may be used - the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. A student will be brought to the office to calm down and receive counseling if needed. If necessary, the student will spend time with the Restorative Justice Coach.

Behaviors of students will be analyzed for further interventions when there is continued misbehavior.

Trained school staff will identify conditions such as where, under what conditions, with whom and why specific inappropriate behavior may occur.

Preventative assessments may include:

a review of existing data

interviews with parents, family members, and students

examination of previous and existing behavioral intervention plans

With the analysis of this data, the staff may develop and implement preventative behavioral interventions to teach appropriate behavior. Staff will notify parents when student misbehavior occurs.

IPS Policies

Indoor Air Quality

The purpose of this procedure is to provide air quality that contributes to a favorable learning environment for students, productivity for teachers and staff, as well as health for all building occupants. IPS Personnel shall report air quality concerns to the IPS Safety Office at 226-4640. The Safety Office will provide an inspection and air testing, if necessary, to determine if the air quality is acceptable.

Indianapolis Public Schools follows the Indiana State Department of Health Indoor Air Quality Rule, 410 IAC 33, and has an indoor air quality (IAQ) inspection, evaluation, and parent and employee notification program to assist schools in improving indoor air quality and establish best practices for IAQ in schools.

Indianapolis Public Schools designated "IAQ coordinator" is Pam Bedka. Pam Bedka can be reached in the Safety Office at 226-4640. Pam Bedka is the lead contact person for staff, the Indiana State Department of Health, the Marion County Public Health Department, etc., for all indoor air quality related matters.

IAQ Criteria

During an inspection, the Safety Office will investigate any condition that is contributing or could contribute to poor IAQ, including, but not limited to, the following:

- (1) Carbon dioxide levels.
- (2) Temperature and Relative Humidity.
- (3) Evidence of mold or water damage.
- (4) Excess dust.

Temperature and relative humidity heating facilities shall maintain a temperature not less than the following:

- (1) Sixty-eight (68) degrees Fahrenheit in all:
 - (A) instructional rooms;
 - (B) offices; (C) locker rooms; and (D) cafeterias.
- (2) Sixty-five (65) degrees Fahrenheit in activity rooms and shops.
- (3) Sixty (60) degrees Fahrenheit in interior toilet rooms.

Air conditioning systems shall be capable of and shall be operated to maintain a temperature not to exceed seventy-eight (78) degrees Fahrenheit.

Relative humidity is not to exceed sixty-five percent (65%).

Carbon Dioxide Levels

Outdoor air shall be supplied to classrooms when occupied.

The Safety Office will ensure carbon dioxide (CO₂) concentrations in the breathing zone never exceed seven hundred (700) ppm over the outdoor CO₂ concentration. (outdoor CO₂ ppm) + 700 ppm = maximum CO₂

All specialty rooms shall meet the default values for minimum ventilation rates in breathing zones as published in the American National Standards Institute (ANSI)/American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 62.1-2007 table 6-1.

Vehicle Idling

Indianapolis Public Schools has a written Procedure to address any idling vehicles within one hundred (100) feet of any building containing classrooms. If you need a copy of this procedure, or need help implementing this at your school, please call the Safety Office at 226-4640.

HVAC

Schools shall establish and maintain a written procedure for routine maintenance of HVAC systems including:

- (1) A schedule for inspecting the HVAC system, including an annual inspection.
- (2) Keeping ventilation units unobstructed.
- (3) A schedule for cleaning the HVAC coils.
- (4) A schedule for changing filters.

Schools shall establish and maintain written maintenance logs covering cleaning and filter changes of the HVAC systems for a minimum of three (3) years.

Allergens and Irritants

Ozone generators sold as air purifiers are not to be used in the classrooms. Scented candles and air fresheners are not to be used in classrooms. When a water leak or intrusion is discovered, corrective action shall be taken within forty-eight (48) hours. Please contact Facilities Management at 226-4466 immediately.

When mold or mold-contaminated material is discovered, corrective action shall be taken within forty-eight (48) hours. Please contact the Safety Office at 226-4640 immediately. Carpet vacuums shall meet HEPA filtration levels by January 1, 2015.

Animals

Furred, feathered, or reptilian animals shall only be allowed in classrooms for educational purposes. Fish in aquariums are exempt; however, they must be of a reasonable size and quantity. Service animals are also exempt from the educational requirements.

Schools allowing animals shall follow IPS Procedure regarding animals and shall maintain all housekeeping requirements to reduce any issues students or staff with allergies may have. If you have questions regarding or need a copy of the IPS Guidance for Animals in School Buildings, please contact the Safety Office at 317-226-4640.

Chemicals

Student exposure to chemicals must be kept to a minimum. When evaluating student exposures, the more stringent of National Institute for Occupational Safety and Health (NIOSH) limits or Occupational Safety and Health Administration (OSHA) limits must be used.

Where chemicals are used during class, such as, but not limited to, chemistry, biology, and shop classes, appropriate ventilation must be used to minimize students' exposure to these chemicals, such as a local exhaust system.

If you have questions regarding, or need a copy of, the IPS Science Safety Guide, please contact the Safety Office at 317-226-4640.

Furniture and Miscellaneous Items

All upholstered furniture, stuffed animals, curtains, bean bags made of cloth, rugs, etc. shall be kept to a minimum in all schools. These items can accumulate dust, dust mites, and other allergens that could contribute to allergies and asthma attacks. In addition, these items can harbor pests such as bed bugs, lice, fleas, etc.

All items listed above must be approved for use by the Principal and the IPS Safety Department. Approved items will be regularly cleaned to minimize accumulation of dust, dust mites, and other allergens. If at any time these items are found to be unkempt or harboring pests, the items must be removed from the school building.

All furniture in classrooms shall be maintained to prevent allergen accumulation or growth. This shall include routine cleaning as appropriate for the type of furniture.

Construction

During building renovation or additions, steps are taken to ensure pollutants from these areas do not enter the occupied spaces. These steps may include, but are not limited to, the following:

- (1) Keeping the occupied spaces under positive pressure.
- (2) Filtration.
- (3) Limiting certain activities to times of no occupancy.
- (4) Temporary partitions.

Posting of Reports, Responses, & Locations

If the State Department visits, all IPS Schools shall do the following: Immediately notify the Safety Office at 317-226-4640.

Post, within five (5) working days, the following:

- (A) The report received by the State Department Inspector. The report shall remain posted for fourteen (14) consecutive days.
- (B) The IPS Safety Office response to the state inspector's report. The response shall remain posted for fourteen (14) consecutive days.

Items must be posted in a conspicuous location, so they are accessible to all students, parents, and employees.

The IPS Safety Office will send a written reply to the State Department within sixty (60) days of receiving the State Inspector's report explaining how the school or state agency is correcting any deficiencies noted in the inspection report.

IPS AHERA Notification

Indianapolis Public Schools, in compliance with the Asbestos Hazard Emergency Response Act of 1987 (AHERA), regularly inspects its' asbestos containing building materials. A report of the inspections and any major response actions, which have taken place, are on file at the school building and in the Safety

Office located at the Facilities Management Division, 1129 E. 16th St., Indianapolis, IN 46202. Questions concerning this issue may be directed to the Safety Office at 317-226-4640.

Items must be posted in a conspicuous location, so they are accessible to all students, parents, and employees.

The IPS Safety Office will send a written reply to the State Department within sixty (60) days of receiving the State Inspector's report explaining how the school or state agency is correcting any deficiencies noted in the inspection report.

IPS Pest Control Policy

Indianapolis Public Schools is committed to providing students with a safe environment. It seeks to prevent children from being exposed to pests and pesticides. While pesticides protect children from pests such as insects, weeds, molds, and rodents that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to children. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential pesticide exposure to children.

Pursuant to this commitment, IPS will:

Ensure that pesticides are only applied by certified pesticide applicators or individuals operating under their supervision.

Ensure that pesticides are not used when students are in the pesticide application area.

Ensure pesticides are stored in locked storage areas.

Inform parents, guardians, and staff members of IPS's pest control policy at least annually, at the start of each school year or when a student enrolls or transfers in, and include in this notice, the name and phone number of a contact for more information.

Maintain a registry of parents and staff members who request advance notice of pesticide uses.

Except for immediate health threat situations, provide advance notice of pesticide applications to school parents, guardians, and staff on the notification of registry.

Maintain written, printed, or electronic records of the application for at least 2 years.

Whenever advance notice is not provided, notify those on the registry as soon as possible thereafter and include an explanation for the delayed notice and what pesticide was applied.

Advance notice is not required for the following pesticide applications:

Disinfectants, germicides, sanitizers, swimming pool chemicals, gel or paste bait insecticides, manufactured enclosed insecticides stations and self-applied insect repellents.

Immediate student health threat situations (i.e., stinging wasps and bees).

Areas completely away from student-occupied buildings and areas.

Those made more than 48 hours (about 4 days) before a scheduled school day.

If you would like to be notified of pesticide applications, please fill out a request form that is available in the school office. If there are any questions regarding the IPS Pest Control Policy, please contact the IPS Safety Office at 317-226-4640.

TITLE IX POLICY FORBIDDING SEX DISCRIMINATION AND SEXUAL HARASSMENT OF STUDENTS

Policy Against Sex Discrimination

In accordance with applicable law, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, it is the policy of Indianapolis Public Schools that no student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student may not, on the basis of sex, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities.

Prohibition Against Sexual Harassment

The policy against sex discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a student's ability to participate in or benefit from the education program.

This policy prohibits sexual harassment by an employee or agent of IPS, by another student, and by third parties who come in contact with students at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a student.

Making a Complaint

Parents and students are encouraged promptly to submit a complaint or provide information about suspected sex discrimination or harassment so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint orally or in writing to the building administrator, school counselor, school social worker, or directly to the Title IX Coordinator. A complaint should be made as soon as possible after the complained-of

incident, preferably within ten days after the parent has been notified by a student of sex discrimination or harassment. However, IPS accepts complaints after the ten-day filing period.

Investigation and Corrective Action

The Title IX Coordinator will promptly investigate, or direct the investigation of, complaints and reports of sex discrimination or harassment. The investigation will be completed in a timely manner. Depending on the nature and complexity of the issues, it should take no more than 30 days.

After the investigation, the Title IX Coordinator will report the result to the Superintendent, including, where appropriate, making a recommendation for reasonable, timely, age-appropriate, and effective corrective action. The Superintendent may impose discipline up to and including a recommendation for employee termination or student expulsion. The Title IX Coordinator will advise the Complainant and the person accused of misconduct, in writing, whether or not the allegations were found to be substantiated.

The decision of the Superintendent is final unless an employee or student has a statutory right to challenge the Superintendent's recommendation for expulsion or termination or an employee has a collectively bargained right to challenge the imposition of discipline.

Administrative Guidelines

The Superintendent's administrative guidelines are available at BoardDocs at www.myips.org

Title IX Coordinator

IPS' Title IX Coordinator, who is responsible for IPS' compliance with Title IX and directs the investigation of complaints, is located at 120 E. Walnut St., Room 114A, Indianapolis, IN 46204. The IPS Title IX Coordinator is Kim Kennedy, (317) 226-4644, kennedyk@myips.org