

Family Handbook 2023-2024



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Tremont Montessori School
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General Information

School Hours

9:35 am - 4:05 pm

Breakfast 9:15 am - 9:35 am

After School: All Stars Program 4:05 am - 6:00 pm

Office Hours

9:00 am - 4:30 pm

Phone Number

(216) 838-9850

About Us

Tremont Montessori learners are curious, compassionate and committed. In partnership with students, staff, parents, and the community, we follow the Montessori philosophy, materials, and curriculum together with the state standards to prepare each child for academic excellence, promote social responsibility and stimulate lifelong learning.

Tremont Montessori Vision Statement:

Tremont Montessori School (TMS) strives to be an exemplary Public Montessori School. In order to achieve this vision, we have articulated the goal of earning accreditation from the American Montessori Society (AMS).

Mission Statement:

In partnership with students, staff, parents, and the community, Tremont Montessori will follow the Montessori philosophy, materials, and curriculum together with the state standards to prepare each child for academic excellence, promote social responsibility and stimulate lifelong learning.

Montessori Virtues:

Tremont Montessori School (TMS) is guided by the developmental needs and sensitivities of the child and dedicated to building a culture of peace and justice. Helping children develop and practice the understanding, skills and capacities of peace is a key academic subject at our school. The principles of peace are critical for helping children develop their own intrinsic motivations for responding to conflict without aggression and to developing their sense of personal agency. It requires all of us—students, educators, staff, and parents—to recognize and support our PRIDE virtues and the 5 fundamental PBS principles. We also must teach and model the Peace Literacy Institute's peace literacy concepts and implement Nautilus, a Montessori-based approach for student behavior support.

Our PRIDE virtues are:

- Perseverance
- Respect
- Integrity
- Determination
- Empathy

Communication

Good communication between school and family is essential to a child's success. Messages are checked throughout the day. Please send in a completed student information card at the beginning of the school year, and then be sure to use [this link](#) to update your phone number and email with the school office if any changes occur.

Also, sign up for school wide notifications and individual classroom teacher messages through the Remind App at Remind.com. You can also contact your child's teacher through email by using the teacher's name in the following structure: first.last@clevelandmetroschools.org.

Parent-teacher conferences happen three times each year. This year the dates will be:

Wednesday, October 24 12:30-7:00 pm (no school for students this day)

Wednesday, February 7 1:30-6:00 pm (early release for students on this day)

Wednesday, April 24 1:30-6:00 pm (early release for students on this day)

Attendance

Students are expected to attend school daily. Regular student attendance is a major factor in improving achievement. If your child must be absent from school, please let us know by calling the school office, sending a message through Remind, or providing a note upon their return stating the reason for the absence. Chronic absenteeism, as defined by [Ohio's Every Student Succeeds Act Plan](#), is missing 10 percent or more of the school year for any reason. It includes excused and unexcused absences.

Habitual Truancy is defined as the following:

- Absent 30 or more consecutive hours without a legitimate excuse
- Absent 42 or more in one school month without a legitimate excuse
- Absent 72 or more hours in a school year without a legitimate excuse

Excessive Absenteeism is defined as the following:

- Absent 38 or more hours in one school month, excused or unexcused
- Absent 65 or more hours in one school year, excused or unexcused

Arrival Procedures

Preschool Student Arrival

Parent/guardians bring preschool students to the side entrance (#1) along West 10th Street. Parents/Guardians will sign student(s) in at the doorway and must bring a photo id when signing in for the student. Parents/Guardians must remain with the student until Tremont Montessori staff collects the child. Any older siblings or students being dropped off, must be dropped off separately at the main entrance (see K-8 Arrival). Adults will only be allowed in the building by appointment.

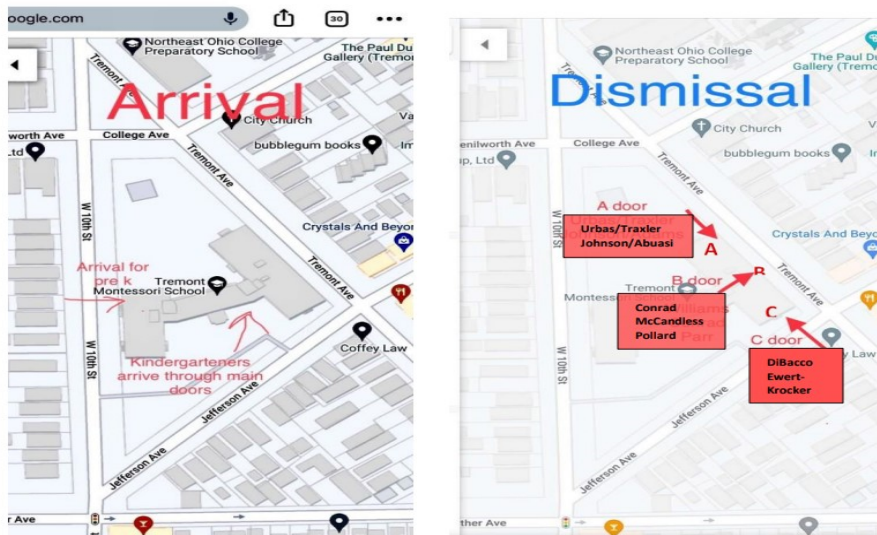
K-8 Student Arrival

Main Entrance K-8th grade students enter through the main school entrance (#3). All students, whether arriving by bus, car or on foot, must enter through the main school entrance, using the furthest left-hand entrance door. Only students are permitted to enter the school building during arrival. Parents/guardians wanting to visit the office or meet with administrators will be admitted into the building after students have entered the building. All visitors must go through the security line.

Late Arrivals

A student is considered tardy starting at 9:45 am. If your child has repeated late arrivals, a conference will be requested and an attendance plan created in order to support your child's academic success. If late arrivals continue to occur, the district's attendance liaison will be engaged to determine next steps.

Tremont Montessori Arrival and Dismissal



Dismissal Procedures

Preschool Dismissal

Preschool students need to be signed out by a parent or guardian at the end of each day. They will be dismissed from a door assigned to the classroom side of the building.

Door A	Door B	Door C
Urbas/Traxler (140) Johnson/Abuasi (138)	Conrad (122) McCandless (124) Pollard (131)	DiBacco (132) Ewert-Krocker (133)

K-8

Student Dismissal

Bus riders are dismissed directly to their buses on West 10th Avenue.

Kindergarten walkers and car riders are dismissed at the side door, Door 4, at the building's front to the right of the main entrance. Walkers and car riders in grades 1-8 are dismissed directly out of the main or side door (Door 3 and 4). Adults must wait outside for pick up. All students and adults must use the crosswalk at the corner if they need to cross the street.

At 4:10 pm, any students still waiting for a pick-up will move inside the building. Adults will have to walk up to the main door to pick up their student.

Early dismissal for students will only be by prior appointment. No early dismissals will occur after 3:15pm in order to allow the school and office to prepare for dismissal.

Montessori Overview

Tremont Montessori is pursuing accreditation from the American Montessori Society, a very rare feat among public Montessori schools. In order to achieve this goal we prioritize AMS's Five Core Components of Montessori Education which are:

1. Properly trained Montessori credentialed lead teachers for the level they teach
2. Multi-age classrooms of 3-year age groupings
3. Use of Montessori materials
4. Child-directed work
5. Uninterrupted work periods

Multi-Age Classrooms

Multi-age groupings are an essential aspect of the Montessori program, creating a sense of family, building opportunities for cooperation, and offering learning opportunities geared to sensitivities and needs of a child's unique developmental stage. Our Children's House Classrooms serve ages 3 to 6, or preK and Kindergarten. Lower Elementary classrooms serve children ages 6 to 9, or grades first through third. Upper Elementary classrooms serve ages 9 to 12, or grades four through six. Middle School classrooms serve children ages 12-14, or grades seven and eight. Optimally, one third of the group changes each year as the oldest children move on and a new group enters.

When children stay in the same environment for a three-year cycle, the bonds and understanding between child and teacher are significantly strengthened. The children's sense of security gives them confidence and supports the development of leadership skills, as they take part in organizing community meetings and events, and make group decisions regarding classroom expectations and rules. The confidence that comes from returning to the same classroom and teacher for three years also fosters students' sense of academic courage, self-assurance, and competence.

Use of Montessori Materials

Everything we know as the "Montessori Method" -- all of the educational curriculum -- stemmed from Dr. Montessori's singular belief that children have a desire to learn and be successful. Additionally, the importance of classroom and school environments are an important part of a Montessori Education. Montessori teachers take on the responsibility to create an environment to facilitate children's discovery of interest while building their knowledge. Montessori classrooms have materials organized on shelves to make it easy for students to work independently and progressively in an ordered fashion. Dr. Montessori designed materials that allowed hands-on learning for students in all aspects of the curriculum. Montessori materials are beautiful, colorful, and inviting for students. They also scaffold complexity and allow students practice towards mastery by having a 'control of error' which allows students to self-correct as they are learning concepts. As they master concepts, students are given lessons with increasing rigor and move from concrete understanding to abstraction. Montessori materials allow students to focus on fundamental concepts which are replicated throughout all grades, thus reducing the educational burden on the child and deepening conceptual and procedural understanding of major math standards. For example, a child will learn that units are green, tens are blue, and hundreds are red in a math lesson about quantity in the Children's House. In Lower Elementary students will multiply whole numbers using the checkerboard where they again see a pattern of green, blue and red squares representing the product in millions. In Upper Elementary they

will see pastel squares of the same colors to represent tenths and hundredths on the decimal checkerboard.

Child-Directed Work

Students are supported in choosing meaningful and challenging work by the design of the classroom environment and individual work plans. Students can move around the room and select their work, while also choosing whether to work individually on a work mat or with a partner. Through observation and formative assessments, the adult guides determine what supports are needed for the student to progress.

Uninterrupted Work Periods

Montessori pedagogy values in-depth study of concepts and themes for deep and meaningful learning experiences. Dr. Montessori believed students who demonstrated responsibility for their own learning should be able to have a great amount of freedom in their choice. In order to internalize this self-control (which she called normalization), the students had to learn how to learn and be given time to experience the joy of learning. This is a critical component of Montessori education and why our classrooms have uninterrupted work periods. Typically, the day is organized to allow students at least 2 hours, and ideally 3-hour time periods, so students can work in a concentrated manner for large blocks of time and be most self-directed in their work towards practice, mastery, and accomplishment.

Cosmic Education

Dr. Montessori believed that Cosmic Education was essential in elementary education because it provided children with a framework to understand the world and their place within the world. Children learn to respect studies of the past, develop an understanding of ethics, and value the contributions of others. In this way, Cosmic Education teaches children of the interdependence of all things, and develops a sense of gratitude that comes from that awareness.

In the first plane of development (ages 0-6), Cosmic Education introduces children to the natural world through experiences with nature and sensorial learning materials. In the second plane of development (ages 6-12), Cosmic Education introduces children to natural cycles in our world, fundamental needs that all humans share, and the connectedness of all living things. As they move into adolescence, students begin to explore contributions they can make to their community and society at large.

Peace Education

Montessori education aspires to prepare children to demonstrate care and concern for themselves, and to establish an innate awareness that they are citizens of the world and stewards of their own communities. At Tremont Montessori, we offer peace literacy lessons in class meetings and teach students to resolve conflicts nonviolently. Learners have an opportunity to be a part of respectful, inclusive classrooms and ongoing modeling and specific lessons communicate that all people have the same fundamental needs. This leads to respect and acceptance of the diversity of everyone they encounter. Tremont Montessori educators implement the Nautilus approach to behavior challenges, an approach that keeps children's work and well-being at the center. Montessori educators understand that all children want to do well and that self-regulation happens through work. Our SEL coordinator and PCIA, Ms. Curtis, works with students and staff alike to support healthy and safe decision-making and compassion and respect towards peers and the community.

Classroom Community Meetings

Community meetings are a vehicle for classroom-level problem solving and decision making. These meetings are an inclusive, proactive and community-building approach to promoting the well-being of all scholars and for preventing and reducing negative outcomes for scholars. Community meetings are facilitated by students daily and last 20 minutes. Community meetings may include planning and problem-solving activities, social and emotional skills development, or discussion about a story. These meetings create a sense of belonging as well as provide opportunities for students to practice speaking and listening skills.

Grace and Courtesy

“Bring the child to the consciousness of his own dignity, and he will be free. We see no limit to what should be offered to the child, for his will be an immense field of chosen activity.”

-Dr. Maria Montessori

Dr. Montessori’s educational philosophy was grounded in the singular belief that children have innate dignity and purpose. The Montessori teachers create an environment to model dignity and purpose in the classroom. Children are given multiple opportunities to practice within their classroom and school community sharing respect and experiencing their own sense of purpose. This is why Grace and Courtesy lessons are an essential ingredient to successful Montessori schools. In order to have child-directed work, children must be aware of their own actions and be considerate of others’ rights to learning. Clearly aligned to modern day Social Emotional Learning (SEL), grace and courtesy lessons are the primary SEL curriculum. This approach will be taught, modeled, reinforced and integrated throughout all levels of Tremont Montessori, and repeated creatively until internalized by students.

Children’s House Grace and Courtesy lessons, skills and practice at this level focus on how to sit in a circle, how to introduce a friend, how to clean tables, sweep floors, and how to get a teacher’s attention respectfully.

Lower & Upper Elementary Grace and Courtesy lessons, skills and practice focus on building positive social independence. Since children in this developmental level have high social needs, many grace and courtesy lessons are focused on working, learning, and maintaining a community and skills–related to peaceful interactions with classmates and care for their environment–are introduced, discussed and practiced. By using questioning to explore specific themes, grace and courtesy aligns with the imagination of students at this level. Children can imagine different outcomes based on different behaviors.

Middle School Grace and courtesy lessons and practice allow adolescents to reflect on ethical challenges and expand beyond school walls, into the local and world community. The intensity of living and learning in community become even greater as adolescents define their own moral make-up in relation to others and are challenged to act on their beliefs and values. Grace and courtesy lessons and practice at this level focus on listening, responding and reflecting as a way of building mutual respect for individuals in the community. Regular advisory and “Solo” time, or Personal Reflection, is embedded into the day in order to create spaces for young adolescents to reflect on their own voice (“dial into their moral compass”). Lessons focused on these skills allow adolescents to practice perspective-taking. One example is students’ planning and conducting service opportunities. Another example is for students to participate in civic and community life in their school and city. Additionally,

while maintaining lessons from earlier grades around peaceful and respectful interactions, this level takes on a greater responsibility for the care of the school environment.

Learn more about Montessori Education and how it benefits your child from the [American Montessori Society](#).

Parent Involvement Information

Parent Organization–Parent Advisory Committee (PAC)

Tremont Montessori Parent Ambassador - Brittany Bray Brittany.Bray@clevelandmetroschools.org

Parent Advisory Committee (PAC) Meetings will be held in person at 10:30 am at Jefferson Library. We will also have a Zoom link for those who want to attend virtually.

Parent Volunteers

Each parent/guardian is a vital part of the school. Volunteer opportunities may become available through the classroom teachers, as well as schoolwide. All parent volunteers must get background checks through CMSD in order to participate. Please contact Ms. Bray for more details.

Family Events

Tremont Montessori Meet and Greet - August 17, 2023

Open House - September 14, 2023 at 6:00 p.m.

Father's Walk - September 21, 2023

Winter Showcase - December 14, 2023

Spring Showcase - May 16, 2024

Eighth Grade Promotion - May 28, 2024

Visitor Protocol

Visits from parents/guardians and interested citizens are encouraged, and all visits and conferences must be scheduled in advance. Activities may include observing classroom instruction, extracurricular activities, student assemblies, exhibits, safety procedures and lunchroom operations. Scheduled visits should not interfere with instructional or non-instructional operations or the safe environment of the school. If you are coming to observe, you will be given a handout explaining the observation protocol for a Montessori classroom. All observers will be expected to follow these protocols.

- All visitors must immediately report to the school office upon entering to sign in.
- Visitors must present official identification and provide the reason for the visit. Visitors are expected to wait for permission to go to the room or a teacher/assistant to escort you.
- Parents/Guardians who want to observe a class must conference with Ms. McCormack prior to the visit and be oriented to how to visit/observe a Montessori Classroom.

Visiting a Montessori classroom may look different than a conventional classroom you may have experienced growing up. There are unique **elements of a Montessori Classroom to look for** during your observation and specific expectations of how a visitor is to enter and observe in a classroom.

During classroom observation time, your role is to conduct a careful observation of students, their work in the classroom along with observations of core Montessori components.

Guidelines for your observation:

- Find the observation chair and be seated.
- Avoid drawing attention to your observation.
- Be discreet. One key aspect of Montessori classrooms is student work time that is free of interruptions. Therefore, we discourage interacting with students or teachers during observations. Students may approach you to say hello or ask what you are doing in their class. Please politely and quietly greet any students and answer that you are there to observe and watch their class. Encourage them to go back to their work.

Please note, observations are not the time to conference with a teacher or assistant. The teacher and assistant will probably not have time to speak with you immediately about your observation. Record any notes and questions as you observe, which you can ask of Ms. McCormack, Director of Montessori Programs, or the classroom teacher at a later conference.

What you may observe:

- Students working independently or in small groups
- Different ages of students working together
- Students participating in a lesson with the Montessori teacher
- Students receiving assistance from a Montessori assistant
- Students moving around the room freely and with purpose
- The teacher working on the floor or small group table with individuals or small groups

Parent, Guardian or Legal Custodian Rights and Responsibilities

1. Parents, guardians or legal custodians are entitled to...

- be treated with respect;
- be engaged in their student's education;
- arrange conferences in advance of school visits with teachers and principals to promote their child's educational progress;
- receive school reports and informational bulletins in a timely manner;
- arrange with school authorities to review their child's school records;
- bring complaints to the attention of school authorities.

2. Parents, guardians or legal custodians are expected to...

- treat others with respect;
- build positive relationships with students;
- encourage students to do their best work in school and at home;
- stress regular and timely school attendance as required by law (Ohio Revised Code 3321.38);
- provide children with resources necessary to their growth and development;
- teach children respect for people and property;
- understand school rules and cooperate with school personnel in enforcing them;
- report student misbehavior and safety issues to the school principal;
- voluntarily participate in school programs and conferences in accordance with District/school policies;

- treat school personnel with respect and dignity;
- inform schools of changes in address and telephone numbers;
- inform schools of changes in their child's health and provide information necessary to update student health records;
- advise school teachers of student's strengths and weaknesses;
- familiarize themselves with the City of Cleveland Ordinance (No. 864-05) related to minors' curfew hours; compulsory school attendance; parental supervision while students are suspended or expelled; and assaults of school employees by minors;
- participate in parental education and/or training programs offered by the school/District;
- adhere to the school visitation policy.



Tremont Montessori School Family School Compact

2023-2024

Tremont Montessori School, students participating in the Title I, Part A program, and their families, agree that this compact outline how the family, the entire school staff and the students will share the responsibility for improved student academic achievement as well as describe how the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Goals

Tremont Montessori strives to be an exemplary public Montessori School. **Montessori education is grounded in the belief that all children have dignity and intrinsic curiosity; that the hand is the instrument of the intelligence; and that peace and nonviolent conflict resolution are essential for any learning community.** In partnership with students, staff, parents, and the community, Tremont Montessori will follow the Montessori philosophy, materials, and curriculum together with the state standards to prepare each child for academic excellence, promote social responsibility and stimulate lifelong learning.

Teachers, Families, Students – Together for Success

We believe participation and partnerships between families and educators is fundamental to a child's success in school. School staff and families will work together to help students achieve their potential at Tremont.

In the Classroom/School

- **Learn about what makes the Montessori method unique:** Attend workshops developed to educate you about important traits of Montessori education like the five essential components of a Montessori classroom; the Montessori Protocol for conducting classroom observations; Peace in Montessori; and an introduction to Montessori materials.
- **Stay involved:** Attend parent-teacher conferences, open houses and family events.
- **Join the Parent Advisory Council (PAC).** The PAC provides constructive feedback to and dialog between parents and school leadership and assists in the coordination of parent volunteers for school-wide events, classroom activities, field trips, and other Montessori volunteer work Tremont.
- **Share your talents!** Whether at a Family Night event or helping with a community service drive, volunteer to do what you can.
- **Serve as a Montessori ambassador** for current and new Montessori families in order to help them understand and successfully support the values and methods unique to Montessori education.
- **Follow Montessori protocols and district guidelines** when observing in classrooms in order to best support the work of students in a Montessori classroom.
- **Keep contact information up-to-date.**

At Home

- Monitor, support and **encourage good attendance.**
- **Support your child's academic independence** through Montessori extension work at home.
- **Support the school's commitment to peaceful, nonviolent conflict resolution** through Montessori Peace activities and encouraging nonviolent conflict resolution with classmates, family members, etc.
- **Promote positive use of your child's extracurricular time** by supporting active and developmentally appropriate activities.
- **Encourage and support Tremont Montessori Panther PRIDE virtues**, as these behavioral expectations are aligned with Montessori's philosophy and methods.
- **Attend Parent/Teacher Conferences or scheduled meetings/communications** with your child's teacher in support of success in a Montessori classroom and school environment.
- **Stay informed about your child's education:** promptly read school communication, either received from your child, mail, or electronically and respond, as appropriate.
- **Keep the school informed of changes at home that might impact your child's learning.** If there are number or address changes send them to the office and your child's teacher.

Students

Tremont students demonstrate the Panther PRIDE virtues of **Perseverance, Respect, Integrity, Determination, and Empathy**, in their class and the school community. Along with the academic work in class, students learn and are expected to practice Peace Literacy skills and strive to live the Tremont Peace Pledge.

Student Expectations

At Tremont Montessori School we wage peace by:

- Treating ourselves, each other and the environment with care and concern.
- Taking responsibility for our choices.
- Being curious and persistent in our learning.

Our Panther PRIDE Virtues provide examples of the 5 virtues to “live by” at school: Perseverance; Respect; Integrity; Determination; and Empathy.



Tremont Montessori: Panther PRIDE
Positive Behavior Intervention & Supports (PBIS)

		Personally	Classroom	Hallway and Stairwells	Restroom	Cafeteria
P R I D	Perseverance	Dedicate yourself to learning	Be focused on learning, even when its difficult	Purposefully and quietly walk to and from your destination		Maintain calm conversations and speaking voices
	Respect	See the dignity in others and show respect in your interactions	Respect other's ideas and the learning environment	When in line, stay in your place and respect your classmates' personal space and pace Volume Level 0 or 1 Keep halls and stairs clean	Have consideration for personal space and boundaries	Clean your space and the floor Remain seated in your designated area Phones are off
	Integrity	Be honest and consistent in all your actions	Be honest and trustworthy in your learning	Model quiet and orderly movement, even when no one is watching	Use decency and modesty	Use etiquette and good manners
	Determination	Regularly use good judgment.	Come to class prepared and resolved to be ready to learn	Sign-out and use a Hall Pass Demonstrate proper behavior even when others struggle	Consistently use a Hall Pass and walk to & from restroom	Always eat your food and remain peaceful while seated at your assigned table
E	Empathy	Show compassion towards yourself and others by being kind	Be patient with other's struggles and appreciate their strengths	Show concern for helping others learn by walking and remaining at Volume Level 0 or 1 ONLY silent hellos in halls and stairs	Respect other students' rights to privacy	Acknowledge your classmates, teachers, and cafeteria staff by using polite words including thank you, please, and you're welcome

Adopted: January 9, 2018

Learner Rights and Responsibilities

Learner Rights:

1. Learners have a right to be treated with respect.
2. Learners have a right to receive support from teachers and school staff.
3. Learners have a right to a safe and orderly environment.
4. Learners have a right to learn and study in a clean, calm, and safe school.
5. Learners have a right to expect that their belongings are safe at school.
6. Learners have a right to express their feelings and opinions, respectfully, without being interrupted or punished if they don't agree with a rule.
7. Learners have a right to explain in writing and/or verbally what happened if they break a rule or hurt someone.

Learner Responsibilities:

1. Learners have a responsibility to treat others with respect.
2. Learners have a responsibility to obey school rules and expectations.
3. Learners have a responsibility to come to school every day unless the learner is sick.
4. Learners have a responsibility to come to class on time.
5. Learners have a responsibility to listen carefully, follow directions, and complete classwork.
6. Learners have a responsibility to help keep school safe by keeping hands and feet to self; never hitting someone or touching someone in a way that makes that person uncomfortable.
7. Learners have a responsibility to not bring anything to school that could hurt someone, but especially not matches or lighters, drugs, tobacco, alcohol, guns, ammunition, firecrackers, knives, or any kind of weapon. If something dangerous looking is seen, tell a teacher right away.
8. Learners have a responsibility to take medicine at school; an adult must bring it into the school nurse's office to make sure they get the right amount at the right time and no one else takes it by mistake.
9. Learners have a responsibility to use polite language and do not curse or say things that hurt people.
10. Learners have a responsibility to be courteous and honest; do their own work and don't copy from someone else; treat others fairly; take turns; and stop, turn, and listen when an adult calls.
11. Learners have a responsibility to work to make it right when a mistake is made; ask for help; apologize and ask how to make things better if they hurt someone.

Learner Privileges

1. **Technology:** CMSD has purchased tablets or laptops for every student, pre-K-8 th grade. In addition, conference and presentation technology (like OWL Pros and Clever Touches) were purchased to invite innovative ways to learn in a post-pandemic academic setting. All of these devices are considered part of the CMSD Network, and learners are expected to demonstrate respect and ethical conduct -- not doing anything that would disrupt the use of the network by others. Learners must also follow teacher directions about when and how to use devices.

Access to the Cleveland Metropolitan School District Digital Device Policy is [here](#).

2. **Transportation:** Riding the school bus is a courtesy, not a right. Learners are expected to do their part to keep the bus safe, especially when in transit. Listen to the driver, stay in the seat, keep hands to oneself, keep voices low inside the bus, and don't block the aisles.

CMSD parents and caregivers can download a free app that will let them track the progress of their children's yellow buses. The [Edulog Parent Portal app](#) allows users to monitor the location of a bus in real time. Users can receive notifications and alerts regarding delays or emergencies, or when the student's bus is nearing pickup or drop-off. The app does not track the travel of RTA buses or cars and vans used to transport students. To download the app, the parent or caregiver must have the student's District ID number. The District ID number is the same as the student ID number.

3. **Extra-curriculars:** Tremont Montessori offers basketball, robotics, band and track. Learners may not participate in sports and school-initiated extracurricular activities when they are suspended. They may also lose the right to participate based on behaviors and/or academic performance.

Dress Expectations

The responsibility for the dress and appearance of a student rests primarily with the student and their parents or guardians. In the interest of maintaining a safe and healthy learning environment, the district believes in the following basic principles:

- All students are encouraged to dress in a manner that is appropriate, comfortable and conducive to an active academic school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self image.
- The district standard dress and appearance policy is gender neutral and applies to all students equally regardless of gender on school campuses and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff.

Examples of inappropriate clothing include:

1. clothing where the buttocks or torso is exposed
2. clothing that is see-through (clothing must be opaque)
3. clothing or accessories that show profanity, obscene words or pictures, sexually suggestive statements, violence, or incitement to violence
4. clothing representing gang-related activities
5. clothing where the entire thigh is exposed
6. bathing suits or cut-offs
7. the wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol
8. clothing where undergarments are exposed
9. clothing that has text or visual images that is libelous, bullying, constitutes harassment or discrimination
10. backless or open toe footwear (footwear must be worn at all times)

Exception to Regulations

Generally, these neutral dress rules will be applied to all students without regard to personal circumstances. However, religious beliefs, medical requirements or other reasons may be grounds for an exception to a specific portion of the district Standard Dress & Appearance policy with specific advance approval from the district. A petition for an exemption from enforcement of a specified portion of district Standard Dress & Appearance policy may be submitted to the principal. Under no circumstances will the principal allow an exception for dress that displays gang symbols, uses profanity, displays products or slogans that promote tobacco, alcohol, drugs or sex, materially interferes with schoolwork, materially disrupts the school environment, substantially disrupts the school environment or creates a risk of safety.

Cell Phones and Electronic Devices

Smartphones are very useful, but cell phone use has increasingly become a source of distraction, antisocial behavior and conflict both at home and at school. While CMSD's Student Code of Conduct (pp 9-11) clearly states students should have their phones powered off at school unless authorized by a teacher, students consistently have had their phones out to make calls, go to social media sites or videotape themselves in the building without staff authorization. These choices violate the Code of Conduct and take away from student learning and student/staff relationships; and students need structured support to meet this expectation.

You can reach your student during school hours by calling the main office at (216) 838- 9850. Calling or texting your child on their phones during school hours may result in corrective action for the learner. We recommend adding the school phone number to your contact list for easy access, if you haven't done so already.

Infractions to the CMSD Appropriate Use Policy will be handled according to the guidelines set forth by the district in the Student Code of Conduct:

1. Verbal reminder.
2. Confiscation of the cell phone or electronic device by a teacher, returning the cell phone at the end of the class period.
3. Teacher notifies the to the student's parent/guardian (by phone, text or email)
4. Confiscation of the cell phone or electronic device by an administrator and stored in a safe location in the main office until the end of the school day, returning the cell phone at the end of the school day. Administrator contacts parent/guardian.
5. Confiscation of the cell phone or electronic device by an administrator and stored in a safe location in the main office until the student's parent, guardian or legal custodian comes to the school to retrieve the cell phone or electronic device.

Additional Resources for Parents & Families

Tremont Montessori Parent Ambassador - Brittany Bray

Brittany.Bray@clevelandmetroschools.org

Ms. Bray is a TMS parent who works part-time in this role. She is dedicated to improving the quality of the school and CMSD experience for students and families. She hosts the Parent Cafes and Parent Advisory meetings, and is the liaison to the District for parents interested in volunteering.

Family and Community Engagement (FACE)

Family and Community Engagement (FACE) is responsible for the development of programs and strategies to support the meaningful district-wide engagement of families and community stakeholders in **The Cleveland Plan**. At the core of our work is expanding the capacity of schools to partner with families, stakeholders, and community-based organizations in support of student achievement and school improvement.

FACE Core Values

Family and Community Engagement (FACE) is committed to authentic engagement of families/parents and community partners that reflects the following core values:

All families have hopes and dreams for their children and want the best for them.

All families have the capacity to support their children's learning.

Families and school staff should be equal partners in the education of children.

The primary responsibility for building partnerships between home and school rests mainly with school leaders and staff.

Our community partners and stakeholders are valuable contributors to the education of our students in preparing them to compete in the 21st Century Global Economy and are critical to the success of **The Cleveland Plan** and the continued vitality of the region.

FACE's Vision

Every school will welcome every family and student (regardless of race, ethnicity, religious beliefs, sexual orientation, socioeconomic status, linguistic differences, or family structure). They will work to actively engage families, stakeholders, community agencies, and volunteers as partners in student learning and school improvement.

Parent University

- Parent University is an opportunity for parents/ caregivers to sharpen skills as their children matriculate through CMSD.
- Parent University will provide parents/caregivers with information about their vital responsibility in shaping their children's lives.
- Sessions will focus on child development, what children are learning in schools, advocacy, parent leadership and effective parenting skills.

Parent University's Goal

To educate and empower parents as partners, advocates and lifelong learners, as well as teachers who can contribute to their child's academic success through attending educational courses and participating in leadership opportunities.

Parent University will consist of four learning strands so that parents can "Stand **TALL**" for student success:

- Parents as **T**eachers
- Parents as **A**dvocates
- Parents as **L**earners
- Parents as **L**eaders

Say Yes!

Tremont Montessori Family Support Specialist - Nikisha Russ

nikisha.russ@clevelandmetroschools.org

Say Yes also provides scholarships to help close the college-affordability gap, but scholarships alone can't help students overcome the significant challenges they may face throughout their earlier school careers — challenges that can push a student off-track and unable to take full advantage of a Say Yes Cleveland scholarship after high school. Ms. Russ, our **Say Yes Cleveland Family Support Specialist (FSS)**, works to connect students and families to the free services needed to help ensure students are supported to overcome barriers and stay on track for success. She has extensive experience helping Cleveland families overcome challenges.

CCCCC

Community College and Career Center Coordinator - Nakaii Jinnings

nakaii.jinnings@clevelandmetroschools.org

The Community College and Career Center is a space in the school open to the entire school community before and after school, during lunch periods, and throughout the instructional day and is envisioned to serve as a hub for community, college and career activities such as family support coordination, out-of-school-time provider coordination, access to library, technology, research, college and career materials, resources, and supports.

Planning Center

Tremont Montessori Planning Center Instructional Aide - Krissy Curtis

krissy.curtis@clevelandmetroschools.org

The Planning Center is a proactive setting designed to help students problem solve, develop appropriate school and classroom behaviors, and reduce the need for classroom removal. Ms. Curtis supports students and teachers develop plans for success in the classroom.

We look forward to having a successful year by partnering with you to support your child and learning together how to meet our goals collectively.