

2025-2026

A Parent/Student Guide to Curie Learning

Policies and Procedures (Levels 1 – 6)

Dear Parent(s),

We thank you for choosing Curie Learning as your child’s supplementary education program. At Curie Learning, our main goal is to provide children with the right guidance, support, and structure to meet their full academic potential.

The Curie Learning program is designed to challenge students academically and expose them to a high level of expectation and academic rigor. The focus is to help students develop necessary learning habits and strengthen their skill sets in both math and English.

Students will be expected to maintain the highest levels of discipline and dedication while participating in their respective courses. This includes coming to class prepared and on time, keeping up with the pace of the program, completing homework assignments punctually and to the best of the student’s ability, and monitoring progress by checking the teacher’s comments and the recorded scores posted on Google Classroom.

We understand that it takes a village to raise a child. We at Curie Learning strive to do our part to lead students toward academic success and proper work ethic. We take our role very seriously, but it needs to be understood that the role of students and parent are equally important. The work of the student and the support of the parent are crucial components to the success of any child in our program. Parent involvement is absolutely necessary in motivating students to adhere to the guidelines set by Curie Learning. Education is a communal endeavor, and we need to work as a team to accomplish these goals.

We kindly request that you read through this Parent Guide carefully. We realize that it is long, but all information in the document is important.

We welcome you and your child to Curie Learning and look forward to another year of working with our next generation of young learners!

Sincerely,

The Curie Learning, LLC Management/Staff

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Curie Learning Policies and Procedures

Levels 1-6

I. Overview of the Program:

Curie Learning is an after-school program that focuses on enriching the education of students in grade school. The program is designed to challenge students to meet their academic potential in mathematics, writing, vocabulary, and grammar skills, with a strong focus on critical thinking and application of skills.

For any specific level of our school year program, the curriculum is loosely based on the National Standards for the students' next academic year. For example, a fifth-grade student who is enrolled in Level 5 with our program will be exposed to sixth and seventh grade concepts.

We also run supplementary mathematics and English classes and STEM camps during the summer months. The higher levels of our program include test preparation courses (such as preparation for the SAT, PSAT, and admittance exams into prestigious high schools or high school programs).

Quality Teachers and Instruction:

All Curie Learning instructors must hold a bachelor's degree (minimum) in a related field to the subject that they are teaching. Teachers are expected to consistently provide clear instruction to students, maintain classroom management, and assess assignments in a timely fashion. All Curie Learning instructors must also conduct themselves in a professional manner toward parents and students.

A Challenging Curriculum:

The curriculum for any particular level is based on the National Standards for the child's next grade level (and even beyond this). Our materials also hold strong emphasis on higher-level thinking. The concepts taught and exercises given in this program tend to be more challenging than a student is accustomed to. Our curriculum is designed to challenge the very best academic learners; higher scores will not be as easy to come by compared to those given in public school system. We expect students to do their *very best* in the class; this means that they are putting forth their highest efforts in order to reach their *highest* potential. This level of achievement is based on the abilities and efforts of the student. In general, if a student is reaching scores of *at least 70%* in the Curie classes, then they are benefiting from the program. This minimum, of

course, should not be the students' aim; the aim of the students is to achieve the highest scores that they can accomplish in the class.

Since our program raises the bar when it comes to difficulty level, new students (and parents alike) may experience an "adjustment period". This is a natural result for new students, and it is best to give the student some time to become accustomed to the program and its rigor before considering whether the program is too difficult for the student. Oftentimes, students can do much more than what was previously expected of them; they may never know their potential until they reach it.

Homework and Assignments: Homework is given every week for both math and English classes, and assessments will be given approximately every 4–8 weeks. Our mathematics curriculum is designed with a strong emphasis on word problems and conceptual understanding as well as higher-level computation problems. Our English curriculum focuses on four main categories: grammar and punctuation, writing, vocabulary (SAT based), and reading comprehension. For levels 4–6, students will be expected to write an essay for every unit. This includes a rough draft and final draft for each essay assigned.

Assessments: At the end of every unit, students will be given a unit assessment. These assessments will test the skills from that unit. Students should aim to earn a score of 70% or higher on each assessment.

Starting Class On-Time: All classes will begin as soon as the starting time is reached; any student who comes late for class (regardless of the reason) may miss some class instruction. Teachers are not responsible for re-teaching any missed concepts to late students.

Teachers generally teach two consecutive classes at a time; teachers may join class up to 5 minutes late for the second class due to the transition time from the first class to the second.

Posted Grades and Homework Assignments: For all courses (not camps), all the lessons will be posted and provided to students through Google Classroom. All students are required to sign in to their Google Classrooms using ONLY their first and last names. For online sections, all assignments will also be scored and recorded only through Google Classroom. For in-person sections, hard copies of assignments will be submitted and graded, but also recorded online in their Google Classrooms. Answer keys will be included on a Google Classroom for Parents for the immediate feedback, but all students are expected to show their work and complete all assignments honestly. Answers to assessments and writing packets are not provided on Google Classroom.

Answer Keys in Parent Google Classrooms and the Request for Parent Involvement:

As teachers see their students for only one hour per week during their regular classes, it is impossible for them to provide students with the immediate feedback that they need to correct their errors as they work on their weekly assignments. Parents are recruited to help provide students with immediate feedback, which is crucial to learning new skills. Parents are provided with answers keys in Google Classrooms for Parents (which are separate from the students' Google Classrooms) and are expected to match their child's homework problem answers with the key provided on a weekly basis. This should take parents no more than 10 minutes per week. For the English curriculum, solutions are provided for the grammar and vocabulary packets only.

English and math teachers are expected to assess homework assignments for conceptual understanding but are *not* required to re-grade all problems for which answers were provided to parents/students. Assignments/assessments are scored based on the discretion of the teacher, but the teacher is expected to leave enough comments on the assignment for students to understand their scores. Students and parents will be informed ahead of time through Google Classroom about when assessments will be held.

II. Enrolling into the Program/Refund Policy:

Please see the “**2025-2026 Academic Year Schedule**” for admission and registration fees.

Placement Test:

To enroll into one of our academic year programs (Levels 1–8), a student will need to take the placement test for the *current* school year if:

- The student is new to the program.
- The student has not been enrolled in our *academic year* program for the previous school year.
- The student has not completed the previous school year's academic year program.
- The student has taken the placement test but did not enroll right away. (This depends on the time lapse between the time the student first took the test and the enrollment date).

We use the results of the placement test to give a recommendation as to which level will be best for the student for the upcoming school year. Parents are given the option to reject our recommendation and enroll their child into another level; however, it needs to be understood

by the parent that, should the parent choose a higher level than what is recommended, Curie Learning will not be held responsible if the child does not improve throughout the course. Teachers are not required to offer extra help to a student, especially if that student is placed in a higher level than recommended.

Registration Form: An online registration form will need to be completed before any payment is made. Parents can fill out this online form from the comfort of their homes. The link to the form can be found on the **2025-2026 Academic Year Schedule**. It can also be provided via email through our admin staff per request.

Please note that a student's spot in the class is not reserved until the registration process has been completed in full. This includes the payment and processing.

Payment: Please see the “**2025-2026 Academic Year Schedule**” for admission and registration fees.

Payment method and options:

1) **Pay with a check or cash.** Any checks should be made payable to "Curie Learning". The memo should include your student's FIRST AND LAST NAME. Checks must be written in black or blue ink.

- Drop off the check/cash in person at our South Riding Location: 43250 Stonewall Pond Street, Chantilly, VA, 20152
- Drop off the check in the tuition drop box found next to the entrance door of our South Riding location.
- Mail the check to **Curie Learning** at **43250 Stonewall Pond Street, Chantilly, VA, 20152**. Please be aware that it may take 3–5 business days for us to receive the check; students will not be enrolled into a class until the payment has been *received* and *processed*, so mailed payments must be sent well in advance.

2) **Make an online payment.** Please note that an additional 3% will be charged for any online payment. To make an online payment, please follow these steps:

- Ensure that the enrollment form has already been filled out and submitted.
- Request an invoice. To do this, email us at curielearning@gmail.com. (You may also text us through *WhatsApp* at 703-798-6808 to request the invoice.) Be sure to include your student's first and last name as well as the course name.
- You will receive the invoice via email within 3–4 business days. You can pay the invoice through PayPal, credit card, or debit card. Please note that an additional (nonrefundable) 3% will be charged.

PLEASE NOTE THAT A STUDENT'S SPOT IN THE CLASS WILL NOT BE RESERVED UNTIL THE FULL PAYMENT IS MADE AND PROCESSED.

Please see the “**2025-2026 Academic Year Schedule**” for admission and registration fees.

Refund Period:

Any patron who wishes to withdraw from the program must do so in writing (via email) to curielearning@gmail.com. Please note that there will be a withdrawal fee of \$75 for any course; however, no withdrawal fee will be charged if the request is made at least one week before the course(s) begin.

Should a refund be desired, *the request must be made within the allotted period* (listed below).

This period of time depends upon the duration of the course.

- **For Long-Term Courses: Two-Month Refund Period**

For courses that run longer than 6 months, patrons have two months *from their corresponding registration date* to decide if the program is a good fit for their child.

Students should not attend any classes past the date that the request was made. A \$75 withdrawal fee will be applied.

- **For Short Term Courses: Two-Week Refund Period**

For courses that run 6 months or shorter, the request must be made before the third class is held since the date of the child's registration. Students should not attend the class for a third time. In other words, a patron has two classes to decide whether to continue with the program and make the request to withdraw. A \$75 withdrawal fee will be applied.

In the case of student withdrawal, a refund for the *remaining* classes will be issued; the patron will still be required to pay for the classes for the entire period for which the student was *enrolled*, regardless of whether the student attended those classes.

Any registration fee will not be refunded.

How to Request a Refund (Within the Allotted Withdrawal Period):

1.) Email us at curielearning@gmail.com and make the request. Be sure to include your child's first and last name, as well as the name of the course from which you are withdrawing your child. *Once the request is sent, your child should no longer attend any classes, regardless of whether we had confirmed your withdrawal.* If your child attended any classes from the date the email was timestamped, patrons will be charged for those classes.

- 2.) The refund will be calculated based on the discretion of Curie Learning's management. We base our calculations upon the number of classes that have already passed from the *registration date* to the date of the *request to withdraw*. This amount will not be subject to negotiation. For payments that were made online, the additional 3% that was made to use the online payment services will not be refunded.
- 3.) All refunds will be issued within 2–3 weeks from the date of request. Refunds will be processed through the method in which it was paid. For those who paid via PayPal, the refund will be processed through PayPal. For those who paid via credit card, the refund will be made to that credit card. For those who paid via check, the refund will be made via check (sent through USPS or picked up from the center). It is preferred that patrons pick up all refund checks directly from the center to ensure that they are received.

III. Program Structure:

Structure of Math Classes:

- **Math classes are totally instruction based.**
- Students will receive a new packet each week, lessons will be taught in class, some practice problems will be done in class, students are expected to copy all the steps/work from the board.
- Students complete the homework questions at home (show all their work), parents are required to match the answers with the key, without pointing out the student's mistakes and the student is required to work on their mistakes all by themselves and try to fix them to the best of their ability without any help, and
- Students ask their doubts from that lesson in the next class and submit their work to the teacher for grading.
- Online students turn in their work online in their Google classrooms and in-person students turn in their lesson's hard copy in-person to the teacher in the class.
- For math classes, homework assignments are given every week and assessments are given at the end of each completed unit. (The last unit of the school year may be an exception to this rule due to the upcoming Final Exams.)

Structure of English Classes:**For Levels 1–3 English:**

- Each week, students are given a new packet, which covers grammar, writing, and reading skills. Teachers will teach the packets during class time. Lesson videos are provided for each weekly packet on Google Classroom. Students may watch the video after class as review. If they miss a class, they can watch the lesson video to learn the missed concepts.
- Level 3 students are also given monthly vocabulary packets, which they should complete independently outside of class. At the end of each month, they will take a quiz on the words learned for that month.
- Parent keys are provided for all packets. Parents and students are expected to check the answers and correct any missed problems for all packets before turning the completed packet in to the teacher.
- The course is divided into four units. Students will be given an assessment at the end of each unit.

For Levels 4–5 English:

- Each week, students are given two packets: one for the writing lesson and one for the grammar lesson. Teachers will teach the lesson from the packets during class time. Lesson videos are provided for the grammar packets. Students may watch the video after class as review. If they miss a class, they can watch the lesson video to learn the missed concepts. Although absent students will miss the writing lesson, they can still read the instructions on the writing packet and complete it.
- Students are also given monthly vocabulary packets, which they should complete independently outside of class. At the end of each month, they will take a quiz on the words learned for that month.
- Parent keys are provided for grammar and vocabulary packets. Parents and students are expected to check the answers and correct any missed problems for these packets before turning the completed packet in to the teacher. There are no parent keys for writing packets—only teachers grade and give comments on writing packets.
- The course is divided into four units. Students will take a grammar test at the end of each unit. Students will also be working on an essay project for each unit. They will be required to turn in the rough draft near the middle of the unit. For students in levels 5,

students will be invited to meet with the teacher individually to review their rough drafts. (Please see ‘Level 5 and 6 Tutoring’ section for more details.) After receiving the teacher’s comments, students must make revisions and turn in a final draft.

For Level 6 English:

- Each week, students are given a new packet which includes grammar, writing, and reading comprehension concepts. Teachers will teach the lesson from the packets during class time. Level 6 curriculum is strongly focused on writing and reading comprehension. No grammar lesson videos are provided for students to review or watch if they miss class. If a student does have questions or concerns about the concepts, they are encouraged to ask homework questions during class or reach out to the teacher directly before/after class or via email.
- Parent keys are provided for all packets; however, reading comprehension and writing section answers vary and will be graded under the discretion of the teacher. Parents and students should focus on checking the answers for grammar sections and correct any missed problems for these packets before turning the completed packet in to the teacher.
- The course is divided into four units. Students will take a test at the end of each unit. Students will also be working on an essay project for each unit. They will be required to turn in the rough draft near the middle of the unit. Students will be invited to meet with the teacher individually to review their rough drafts. (Please see ‘Level 5 and 6 Tutoring’ section for more details.) After receiving the teacher’s comments, students must make revisions and turn in a final draft.

Level 5 and 6 Tutoring (English):

Level 5 and 6 English students are given the opportunity to attend a twenty-minute monthly one-on-one tutoring session with their English teacher. This session provides the chance for teachers to explain their feedback on the essays, to help the students learn how to revise their essays, and to work with the students on improving their writing skills.

A Signup Genius page will be posted on Google Classroom and will be updated at the end of each month with additional slots. Students must sign up for a slot to meet with the teacher. All meetings will be held online on Zoom. The Zoom link will be provided on the Signup Genius page and the student’s Google Classroom.

Important Points Regarding Monthly Tutoring:

- **Students must submit their essays on Google Classroom as a Google Doc before meeting with the teacher.** If the student has not submitted their essay in advance, they will not be prepared for the one-on-one session, and the teacher will ask them to leave the meeting. There will be no makeup appointments allowed for this circumstance.
- **Students must sign up by the 1st of the month to be guaranteed a slot.** Additional slots will not be added after the 1st. If a student joined the program late, or signed up late, and there are no slots available, they may miss the tutoring session for that month. They can still read the teacher's comments on Google Classroom and make revisions for their essay accordingly.
- **Students may sign up for only one session per month.**
- **When arriving for the appointment, students must wait in the waiting room until the teacher lets them into the meeting.**
- **Students must change their Zoom name to match their first and last name (the same as our records).** If they do not do this, the teacher may fail to recognize their name and may not let them into the meeting. If this occurs, no makeup sessions will be offered. [To rename yourself on Zoom, click the "Participants" icon in the Zoom toolbar. In the Participants window, next to your name click "More" and choose "Rename." Enter a new name and click "Rename" to save it for that meeting. You will see the new name showing in the Participants window.]
- **Students must keep their cameras and microphones on during the entirety of the session.** The teacher has the right to remove the student from the meeting if the student does not have a working camera and/or microphone. If this occurs, no makeup sessions will be offered.
- **Students must join on time.** If students are at least 5 minutes late, the teacher may not let them into the session. There will be no makeup sessions offered for this circumstance.
- **If a student misses a session, they will not be able to sign up for another session.** The teacher has a set number of sessions scheduled for the month based on the number of students in the class. If a student who missed their appointment sees an open slot in the teacher's signup sheet, the student may attempt to join the meeting at that time; however, it is at the teacher's discretion whether to accept the student into the meeting. Please note that these tutoring sessions are not required. If a student misses a tutoring session, they will not miss any new material—the students can still read the teacher's comments and make revisions for their essay accordingly.
- **If a student or parent wishes to change the appointment BEFORE the appointment has occurred:** Signup Genius sends a confirmation email whenever a new sign up occurs. At the bottom of this email, there is an option to click "Edit My Sign Up," then

click “delete.” This will cancel the original signup and allow for a new signup to be made for that student.

- **If a student switches to a class with a new teacher, the appointment with the previous teacher must be deleted and a new appointment with the current teacher will need to be scheduled.**
- If you have any questions about English monthly tutoring, please email the English Program Director, Kylie Smith, kylie.smith.curiellc@gmail.com

IV. Online and In-Person Structure:

Online Class Structure:

The general structure of the program will be the same for both online and in-person sections. [See the PROGRAM STRUCTURE section starting on page 8, 9 for more details.] For online classes, students will submit homework online (via Google Classroom), where it will be assessed and returned by the teacher. For math classes, homework must be done on the printed packet (using a pencil) and then scanned into its appropriate lesson folder in the Google Classroom. For English classes, homework may be completed electronically for most assignments, per student preference, as long as it is completed *on* the packet itself. For Levels 5 and 6, essays must be typed using Google Docs. All provided packets must be submitted as multi-page PDF documents. Information on how to submit homework on Google Classroom will be provided on the Google Classroom under the CLASS MATERIALS in the Classwork tab before the school year begins.

Students must have access to a device with a working microphone and camera. Our classes involve interaction, and students will not be able to fully participate if they are unable to verbally speak with the teacher. Cameras are necessary for teachers to monitor the students’ movements during the class; therefore, student cameras are mandatory and should remain on for the entire duration of the session. Students will need a quiet space to attend class meetings that is free from distractions, and they must focus completely on the instruction—avoiding inappropriate internet or device usage while the class is in session. (Occasional parent check-ins to make sure the child is paying attention are strongly recommended and appreciated.)

For online classes, assignments will be provided on the Google Classroom and will need to be printed from home each week. (There is an option to pick up the packets from the center as

well. Please contact us for more information regarding this option.) New assignments are posted at the end of every class, leaving ample time to print them off before the next class.

Assessments may be taken during the class time. To ensure that students do not work on them in advance, these assessments will be posted 15 minutes before the class; they will need to be printed out right before the class starts.

The classwork tab of the Google Classroom will include the *Zoom link* to join the online sessions. These links may change, so it is important that students log into their Google Classrooms each week to access these links.

Benefits of Online Classes:

- Students and parents will not need to commute to the centers for the classes.
- Parents can review scanned homework (along with the teachers' comments) anytime as it is posted and assessed on the Google Classroom application.
- Classes are less likely to be interrupted due to inclement weather conditions.

In-Person Class Structure:

The general structure of the program will be the same for both online and in-person sections. [See the PROGRAM STRUCTURE section starting on page 8, 9 for more details.] Please note that videos are posted on Google Classroom for each lesson as extra resource material for students to use in case of missed classes. Teachers can assign students to watch the videos if a student is struggling to understand the concepts taught during class.

Assignments will be posted and scheduled for the students on Google Classroom. *Students are expected to refer to and follow the instructions posted on their Google Classrooms.* Teachers will submit scores on Google Classroom; however, the assignments themselves will be given, collected, scored, and returned during class as hard copies only.

Benefits of In-Person Classes:

- Students will be in a designated learning space that is more easily monitored by the teacher. The students are present with the teacher and the teacher can see how they spend the class time.
- Students receive the hard copies of the weekly lessons in the class; there is no need for parents to print assignments from home or make special trips to pick up the materials from the centers for online classes.
- Students will be accountable to the teacher face-to-face and the teacher can easily speak with the student about missing work.

- Parents and teachers can correspond more readily when parents come to pick up their student(s). The teacher can also call a parent in to speak with him or her if there is a matter to discuss regarding the student's progress or behavior.

IMPORTANT NOTE: Enrollment in an in-person class does not eradicate the need for parent involvement. Parents are expected to perform the role outlined starting on pages 16.

V. Lesson Cycle:

1. Each week a new lesson packet will be handed out to the student. The teacher will teach the lesson from the packet during class and will review some classroom practice problems. The teacher is to ensure that students understand the concept taught by asking them to solve problems in their packets or by asking them to help solve the problem on the board.
2. Students are expected to finish their homework packets by the following week—parents should match the answers against the key prior to the packet being due. Parents are encouraged to tell a student when they miss a problem; however, they should NOT give them the correct answer and instead, inform the student to redo the missed problem. Students should fix their mistakes to the best of their ability and ask the teacher if they have any questions or misunderstandings about the problems given.
3. Teacher will answer any homework questions during the first 20 minutes of the class and then will teach the new lesson packet and concepts—the homework packet is most often due at this point; however, some packets may be due later. Students will be informed of any due date changes both in class and on Google Classroom.
4. This cycle continues until the end of the semester.

Math Unit Assessments:

1. Students take their assessments for each unit at the end of the unit.
2. Usually, Levels 1 to 5 take their assessments in class but for Level 6, all their assessments are take-home open note assessments.
3. Teachers can assign assessments to be a take-home assessment if there is not enough time for the students to finish the assessment in class.
4. Assessments are for teachers to gauge students learning of the concepts and their ability to retain that knowledge, so any kind of outside help is discouraged.
5. Parents should never help a student with writing an assessment.

English Unit Assessments:

1. Students take their assessments for each unit at the end of the unit.
2. For Levels 3–6, unit assessments will be taken on Google Form. In-person students are expected to bring a device that is fully charged and logged on to Google Classroom on the day of the unit assessment. Levels 1 and 2 will take their unit assessments by hand during class.
3. English tests are never to be taken outside of class. If a student misses the day for a unit assessment, they will need to reach out to Curie administration to schedule a time to take the test under a proctor.

VI. Google Classroom:

Google Classroom is an excellent tool used for the communication and organization of the program. *Teachers are not expected to contact the parents of individual students regarding specific grades or missing assignments;* however, teachers *are* expected to keep student scores updated on the Google Classroom for every student. Parents are asked to view their student’s Google Classroom regularly and check for these types of communications. (It is important to note that teachers are not required to grade any assignment submitted more than one week late.)

**The agenda for each week
will be posted in the
CLASSWORK section of the
Google Classroom.**

Weekly Agenda

- Week of 4/29 - 5/5 Scheduled for Apr 27, 8:45 AM
- Week of 4/22 - 4/28 Posted Apr 20

Unit 5 Lessons

- Unit 5, Assessment Assessment
- Unit 5, Lesson 4 Homework Assign...

BEFORE CLASS:
 Unit 5, Lesson 2—Complete the packet.
 Unit 5, Lesson 3—Watch the lesson video. (DO NOT COMPLETE THE ENTIRE PACKET—just the NOTES section!)

CLASS AGENDA:
 Unit 5, Due May 24 homework questions and turn in the packet; it is due.
 Unit 5, Lesson 3—Review the concepts taught in the video and do classroom practice.

HOME | Due May 24
 Unit 5, Lesson 3—Complete the packet and have it checked from home—show check marks for EACH correct answer. Retry the problems that were missed. It is due NEXT CLASS.
 Unit 5 live session OR watch the lesson video before next class. (DO NOT COMPLETE THE ENTIRE PACKET—Just the NOTES section!)

Title
Unit 5, Lesson 4

Instructions (optional)
LESSON:
<https://drive.google.com/file/d/1rzXy31hvkSKcOSL0dclsMP2U-QEqMs/view?usp=sharing>

VIDEO(S):

PART 1: 6 MINS
https://zoom.us/rec/share/tSPwnBpwCYwGhFbw1-as8WifrZGFXS53mcWYIbL_5FIdB3L9XIYdAj-DnV71imU.30ws.Jlp4LfpzGbbn?startTime=1616106728000

PART 2: 11 MINS
https://zoom.us/rec/share/tSPwnBpwCYwGhFbw1-as8WifrZGFXS53mcWYIbL_5FIdB3L9XIYdAj-DnV71imU.30ws.Jlp4LfpzGbbn?startTime=1616107285000

PART 3: 11 MINS
https://zoom.us/rec/share/tSPwnBpwCYwGhFbw1-as8WifrZGFXS53mcWYIbL_5FIdB3L9XIYdAj-DnV71imU.30ws.Jlp4LfpzGbbn?startTime=1616108186000

*NOTES must be completed by May 10th
*Assignment is due by class time on May 17th
*Submit the homework as a MULTI-PAGED PDF document as well.

The printable packet and lesson videos are provided on each post.

Lessons and videos are also posted on the Google Classroom CLASSWORK page.

Parents and students can check scores through the Google Classroom by clicking the *View your Work* button. This is found under the Classwork tab.

L3 Math Supp-Inst (Acc)
Tuesday ONLINE ONLY 6:00pm - 7:30pm

Stream **Classwork** People

[View your work](#) [Google Calendar](#) [Class Drive folder](#)



All topics

Curriculum List & A...

Week 16: Do Before ...

Week 15: Do Before ...

Curriculum List & Answer Keys

 Level 3 Curriculum List	Posted Feb 2
 Unit 1 Answer Key	Posted Feb 2

VII. Parent Google Classrooms:

For Levels 1–6, answers keys are shared with parents in a separate Google Classroom named as “Level [1–6] [Math or English] for Parents”. Parents of students in each level are invited to join their respective parent Google Classroom to access answer keys.

We request that parents simply match the answers against the key and put a check or cross mark against the correct and the incorrect answers without giving the student the correct answer.

Answer keys are given to provide the immediate feedback that students need to have at home while they are working on their homework problems so that they can review/work on their mistakes before seeing their teacher in the next class. If the students are unaware of their mistakes, they won’t know which problems to ask to review in class. Reviewing the mistakes is the most important and crucial step in any student’s learning curve; therefore, immediate feedback is very important for all the students to have.

VIII. Student/Teacher/Parent Roles:

Here at Curie Learning, we believe that, in order for students to reach optimal potential, the roles of the student, teacher, and parent are of equal importance. A child is best able to meet his or her learning potential when all parties are participating accordingly. These roles are defined as follows:

The Role of the Teacher/Staff:

Teachers are expected to...

- Clearly communicate the concepts to the students while teaching the lesson, give constructive feedback on homework assignments and assessments, and consistently review homework problems in class.
- Be punctual and prepared for every class; teachers must show up at least 10 minutes before their first class begins and are expected to stay at least 10 minutes after their last class to speak with parents and offer support to students.
- Conduct parent-teacher conferences at least once within the school year to give feedback to parents. Management mandates parent-teacher conferences during the months of December-January.
- Grade all assignments and update scores on Google Classroom within a reasonable time frame.
- Check their Curie Learning email once per week.

Teachers are *not* expected to...

- “Chase” students down for homework.
- Initiate emails to parents for missing homework assignments.
- Initiate emails to parents to give an individual student’s score.
- Tutor students outside of classroom hours free of charge.
- Conduct lengthy and unplanned meetings with parents.
- Write recommendation letters for students unless the teacher agrees to do so.
- Grade every individual problem (when the answers are given to parents).

The Role of the Parent:

Parents are expected to...

- Monitor their student’s Google Classroom. This includes checking their student’s scores, checking for missing assignments, and reading any announcements posted.

- Help monitor their student's behavior during online sessions.
- Make sure that the student attends class consistently; when a class must be missed, parents must ensure that their student still submits the homework and understands the concepts that were missed during class; students can review the lesson video (which will be posted on Google Classroom) to help with this understanding. If a student misses a session that was conducted in-center, the parent can print the assignment from home through the Google Classroom. The parents may also call and request to pick up the packet from the center.
- Drop off and pick up the student in a timely fashion (at least 5–10 minutes before the class begins/ends), if they are attending class in-person. Ensure students are logged in to Zoom on time, if they attend class online.
- Check answers to the student's homework, while providing enough time for the child to attempt to correct any errors.
- Read any teacher emails and email the teacher or center regarding any concerns.

The Role of the Student:

The students have the most important role in the education process. Their attitudes and approach toward learning is the largest factor in their success as students. This is especially true for older students; it is the students' responsibility to ensure that they understand what is taught to them.

To ensure this, students are expected to...

- Review and *study* the lessons and examples given in class *before* they begin the homework or homework section.
- Students are expected to dedicate at least one hour per day (on average) to the completion of the homework packets and other assignments.
- Communicate to the teacher and/or parent if they do not understand a concept and seek support when necessary.
- Complete the homework assignments to the very best of their ability. Show all the work and follow any instruction given by the teacher.
- Ask/remind parents to check the work throughout the week. Re-attempt each missed problem *at least once* before submitting it to the teacher.
- Punctually submit the homework to the teacher (for in-person classes) or through Google Classroom (for online classes—documents submitted online must be PDF multi-page files).

- View the teacher’s comments for each assignment on Google Classroom after it is returned.
- Track their assignments to ensure that all assignments are submitted; this can be easily done as all scores are posted on Google Classroom.

Coming to Class Prepared:

Students are expected to come to class prepared having done the following:

- **The assignment(s) due are completed to the best of the student’s ability.**
- **The assignment(s) due has been checked from home** (using the provided answer keys) **and the student has attempted to correct his/her mistakes.**
- **The student is punctual, prepared, and ready for class to begin when the “clock strikes”.**
 - For online classes, students need to have the assigned packets ready and in front of them *before class begins*. Students should sign in at least 10 minutes before the class starts. This will avoid missing any of the classes due to unforeseen circumstances (such as the computer restarting due to an update or a camera that is not working right away, etc.).
 - For in-person classes, students should arrive 10–15 minutes before the class begins. This will give students ample time to organize themselves (with their readied papers, writing utensils, etc.) before class begins.

IX. Necessary Materials:

- **Large Binders (Highly Recommended):** Please keep two separate ring binders at home—one for math and the other for English classes. (We recommend 3-inch binders.) All assignments should be filed in the appropriate ring binder, in a proper order. These binders do not need to be brought to class on a regular basis; however, students are not to throw away any assignments during the duration of the class. The papers should be kept to refer back to for any cumulative test or for review of a certain skill.
- **Bag and Folders:** We recommend that students be provided with two folders to keep in their Curie Learning bags. One folder is for the current Math homework and the other is for the current English homework. Students must bring these folders to class every week containing the appropriate assignments.

- **A Notebook:** Students will need a notebook for some assigned at-home activities. During class, they can be useful for notetaking, etc. Most of the students' work will be done on the provided weekly packets.
- **Writing Utensils:** Students must bring their own pencils, pens, and erasers to class with them.
- **Curie Learning Packets:** For online classes, students must print out the packets (posted on Google Classroom) before class each week. **If they do not have access to a printer, please contact Curie Learning *ahead of time* to obtain the printed lesson materials.** Materials will be provided up to one semester at a time. *Please note that, if materials are provided to a patron for an entire semester, the patron forfeits the right for a refund, even if the materials are returned to the center. It is recommended, at first request, to obtain only two-weeks' worth of materials. This way, if you choose to withdraw from our program, your refund request, given within the refund window, will not be denied.*
- **Tablet or Laptop (Recommended):** As English unit tests are taken online, students will be asked to bring in a tablet or laptop computer on the day of the test. For those who will not be able to bring their own device to class, Curie Learning allows students to borrow a tablet; however, Curie Learning has a limited number of devices available.

X. Disciplinary Policies:

Here at Curie Learning, we maintain a strong standard for classroom environment and student behavior; therefore, inappropriate behavior will not (and *cannot*) be tolerated.

If a student is disruptive in class and/or is interfering with the learning of others, there is a protocol that teachers will follow in the classroom:

In-Person Learning:

1. The student will first be given a verbal warning.
2. If the misbehavior continues, the student will then be asked to switch seats and may be given a *permanent* seat change (henceforth not allowed to sit next to certain classmates).
3. Should the teacher deem it necessary, the student will be sent out of the classroom and parents will be informed. The student will be allowed back into the class only if the teacher gives the student permission to do so.
4. If the discipline problem continues, Curie Learning management may enforce the withdrawal of the student.

Online Learning:

1. The student will first be given a verbal warning.
2. If the misbehavior continues, the student may be muted through the Zoom program.
3. Should the teacher deem it necessary, the student will be “removed” from the session.
Once a student is removed, he or she will not be able to re-enter the session on that day.
4. If the discipline problem continues, a parent may be told to withdraw the student from the program.

XI. Policies Pertaining to Food and Drink:

Food, snacks, and drinks are not allowed in the classrooms, except for water (in closed bottles). This rule exists not only because food and snacks can be distracting and make messes, but to avoid the potential for allergic reactions. If your student is attending classes during the time of one of his/her regular mealtimes, please be sure that food is given before the class.

The only exception is for courses that run longer than 4 hours in one day (such as a weekly camp); for these courses, parents and students often are provided with a set itinerary that includes lunchtime. If there is a student in class that is reported to have a food allergy that is severe enough to warrant it, some foods, or ingredients to food, may be banned for all students in the class.

Chewing gum is not allowed in the center, but mints are permitted. Chewing gum is very problematic for us as students stick wads of gum under the chairs and tables. If your student is chewing gum in the building, he/she will be required to spit the gum into the trash can.

XII. Calendar/Breaks at a Glimpse:

2026 Calendar

IMPORTANT DATES/HOLIDAYS

Start Date of Classes: Friday, 08/28/2026

LABOR DAY: Friday, 09/04/2026 to Monday, 09/07/2026

THANKSGIVING BREAK: Monday, 11/ 23/2026 to Sunday, 11/29/2026

WINTER BREAK: Monday, 12/21/2026 to Sunday, 01/03/2027

SPRING BREAK: Monday, 03/22/2027 to Sunday, 03/28/2027 MEMORIAL

WEEKEND: Friday, 05/28/2027 to Monday, 05/31/2027

End Date of Classes: Sunday, 06/13/2027

XIII. Absences and Class Cancellations:

In the Case of an Absence:

Students and parents may view the missed assignments and video lessons on Google Classroom. *Please do not email teachers requesting assignments.* For math and grammar packets, students will be provided with a lesson video included on each Google Classroom

post. (Please note, Level 6 English classes do not have videos provided on Google Classroom; however, grammar lessons can be self-taught and students are encouraged to ask any questions regarding missed concepts to the teacher during class.) Students will not miss any math or grammar instruction even if they miss a class; they are still expected to watch the video and come to class prepared the following week. For English sessions, writing lessons are taught during class time, so students will miss instruction if they miss a class. However, students should still be able to complete the packet for homework, as the instructions are printed on its pages.

Under no circumstance will a student be allowed to visit another class (online or in person).

Under no circumstance will the live session recording be shared for any online class.

It is important to note that any lesson videos will only be accessible for a limited amount of time; once they are removed, they will not be reposted. Teachers will not be permitted to send any document over email, even if the assignment has expired from the Google Classroom.

For In-Person Classes: Patrons may request a copy of a missed assignment from the center's receptionist. This can be done any time during office hours. It best to make the request to the receptionist before the class begins; the receptionist can print out the assignment while the student is having class and provide it to the student during the class.

Students will also be provided with the lesson links through their Google Classroom; therefore, assignments can be printed from home as well.

In Case of Cancellations:

Here at Curie Learning, we will do everything in our power to ensure that we adhere to the class schedule; however, unforeseen circumstances may arise that will cause us to cancel a class. Cancellations will be managed depending on the situation and the curriculum schedule for each class. A need for class cancellation may result in one of the following:

- In-person classes may be online for that week.
- Make-up classes may be conducted on an alternate day.
- Classes may be skipped, and a BONUS DAY will be used (see page 21).

If classes are cancelled due to weather conditions, teacher illness, or any other reasons outside of our control, a 'bonus day' may be used. If the number of cancellations for any given class

exceeds the number of bonus days, the teacher will then *be required* to conduct an extra class outside of the regularly scheduled classes.

XIV. Parent Requests/Feedback:

Request to Switch Classes:

We at Curie Learning understand that a student's activities and availability may change from season to season. Should a scheduling conflict arise within the school year, patrons may request that the student be switched to another section. However, please keep in mind that we have cap sizes for each section and will not surpass these cap sizes. Patrons are not guaranteed a spot in a class unless there are openings for that desired section.

Within any given week, all classes for the same level stay on pace with one another in terms of the curriculum; this makes transitioning between classes a smoother process for the student as the lesson taught in any class within a given week is identical to that of another section.

For any section (online or in-person), grades and reports are recorded in the students' Google Classrooms. When a student is switched out of a class, the student's grades from the previously enrolled section will still be accessible as our administrative staff will transfer the grades over to the new Google Classroom. *However, for online classes, submitted assignments that were once viewable in the Google Classroom for the previous section will no longer be available in the Google Classroom of the new section.* **Patrons are encouraged to download and save these documents before requesting the switch so that the student's work and teacher's comments are reserved.**

Google Classroom allows students to remove themselves from the class. When students/patrons remove themselves during the process of switching classes, the grades of the students will no longer be accessible to the admin staff and, therefore, the admin staff will not be able to transfer students' grades. *Please allow the administrative staff to transfer the student between classes without this interference. The admin staff will be the ones to remove the student from any section.*

To request a class switch, please complete the following form (provided by the hyperlink below):

Please note that it may take up to two weeks for this transition to be made. Patrons will be notified by a staff member once the transition is complete.

Please click the hyperlink below to make a request to switch sections:

Request Form to Switch a Section

Requesting Homework Packets and Other Assignments:

All assignments are accessible (through the Google Classroom or in-person) from the date they are assigned to their due dates. After their due date, lessons will be no longer be provided neither hard copy nor virtually from any center, even upon request.

Should a patron be unable to print off documents from home, we will be happy to accommodate by providing a hard copy of the lesson to any patron, as long as that request is made *before or within the allotted time frame*. These lessons can be picked up from any center upon the request of the patron.*

For online or in-person sections alike, we will provide lessons hard-copy to any patron who is willing to come to the center and request the lessons, but only within the allotted time frame described above. Curie learning will no longer be providing our curriculum in bulk, especially outside of the allotted time.

**This service is not mandatory for the company to provide. It is a gift to patrons from management to help ensure that students do not fall behind with their lessons.*

Please keep in mind that Curie Learning provides a *program* and does not sell curriculum separately. Lessons are provided to students on a weekly basis to support students in the program. Curie Learning reserves the right to deny any request for curriculum after the lesson has been executed in the class. Any accommodation to this rule will be at the discretion of management.

Any requests for curriculum made near the end of the school year, especially for multiple assignments or units, will be denied.

Requesting Letters of Recommendations:

Parents may request letters of recommendations for their child's admittance into other academic programs or extracurricular activities. However, Curie Learning offers guidelines and policies regarding these requests.

- To give a letter of recommendation is under the teacher's discretion; our teachers have the right to deny any patron a letter without having to give a reason.
- All requests must be made at least two weeks before the letter is expected to be provided. Parents should not make the request if a two-week time frame cannot be given for the teacher to write and provide the letter.

- Teachers may give letters of recommendation in a sealed envelope with the student's name written on the outside. If a teacher chooses to do this, this letter should not be opened and read by the parent before it is submitted to the school. A teacher may also choose to mail the letter directly to the school.
- Teachers are the only Curie Learning employees who can give recommendation letters as they are the ones who have been monitoring the child's progress. Curie Learning administration does not provide letters of recommendation.

Providing Feedback on the Program:

Curie Learning management has carefully considered our structure and policies in order to create a program that benefits everyone involved. However, Curie Learning welcomes any feedback on the academic program. If you have a suggestion as to how we can better our program, please speak to the center receptionists and they will record your suggestions. Your request/suggestion will then be reviewed and considered.

Please do not expect immediate change after submitting a recommendation or request. The promise is that we will consider the feedback in order to provide the best program possible.

Communicating with the Teacher:

Parents may always contact a teacher via email; this email address will be provided on the student's Google Classroom. (Please understand that, since this position is a second job for most of our teachers, they are obligated to check their email only once per week, so responses may not be immediate.)

Teachers are also required to make themselves available to converse with parents for short periods of time. Parents may email the teacher to request a short discussion before or after class time. For in-person sections, teachers are generally available after the class for short check-ins; however, it is best to plan a short meeting with the teacher ahead of time.

Parents may never interrupt a teacher while the class is in session. During online learning, the teacher has every right to mute a parent or remove the participant if the parent is interrupting the class during its scheduled time. For in-person learning, the teacher has every right to ask a parent to leave the classroom if the class is in progress.

Parent/Teacher conferences will be conducted near the middle of the school year (November–January). They will be conducted online using the Zoom program. When the time comes, parents will be informed of these meetings and will be given the opportunity to sign up for a session with the teacher.

XV. Pick Up and Drop Off Policies:

Child Pick-up and Drop Off: (for In-Person classes only)

Curie Learning is responsible for the safety of a student only while the student is inside our facility. We cannot be held responsible for students as they are entering and exiting the building. In order to help protect our students, we ask that parents please follow these rules/precautions:

- Students who are under the age of 11 must always have a parent escort them in and out of the building, especially when it is dark outside.
- Students 11 years of age and older may walk in and out of the facilities on their own; however, we ask that parents please watch their children walk to and from their car as they do so.
- A \$15 per hour fee may be applied if a parent does not pick up the child at least 15 minutes after the classes ends. This fee is not prorated by fractions of an hour. The beginning of the next hour constitutes a charge of \$15. Enforcement of this rule will be under the discretion of management and is more likely to be enforced if this happens consistently with any particular student.

Parking and Kiss and Ride:

Patrons may not park and leave their vehicles directly in front of the facilities; patrons may only enter the facilities once they are parked in a designated parking space. Cars are permitted to line up along the parking lot *as long as the driver stays in the car at all times*. Cars that are parked inappropriately may be towed. *For the **South Riding** center, please view the parking map on the last page.*

Upon pick up, **drivers must turn on the cabin lights of their cars**. This is so the students can more easily recognize the driver and will enter the vehicle more quickly. This will also help ensure that a student enters the correct vehicle.

In the South Riding Center, overcrowding in the pickup area is a large concern. We do our best to manage the space in order to avoid blocking the street. Many days, we have multiple

classes that have staggered exit times. If a car in the front of the line is waiting for a student from a class that has not yet been dismissed, a staff member may ask the driver of that vehicle to “loop around” to the end of the line so that the students who have been released can enter their vehicles and those vehicles can exit the parking lot. This keeps the parking area from accumulating too many cars at one time.

IF A STAFF MEMBER MAKES THE REQUEST FOR A DRIVER TO MOVE HIS/HER VEHICLE, IT IS MANDATORY THAT THE DRIVER IMMEDIATELY ACTS IN ACCORDANCE WITH THE REQUEST. The length of time that a driver has been waiting, or whether or not a driver is “in a hurry,” will be considered irrelevant.

XVI. Added Sessions for IOWA/SOL Prep:

These are important exams for the consideration of advanced placement in middle school:

- All 5th grade students in Virginia who are *in advanced math placement* in their day schools are on track to take the **SOL6** exam near the end of the school year.
- All 6th grade students in Virginia who are *in advanced math placement* in their day schools are on track to take the **SOL7** exam near the end of the school year.
- 5th and 6th graders in Loudoun County will take **MAP** tests throughout the year that check their progress.
- Advanced 6th grade students in Fairfax County will take the **IOWA** test (between January through March).

For students taking any of these exams this year, Curie Learning conducts extra classes to prepare our students for these upcoming tests in their schools. These sessions are conducted online and outside of regularly scheduled classes. Parents will be informed (via email) when these extra sessions will be scheduled.

XVII. Contact Curie Learning:

Our current office hours for each center are provided on our website (curielearning.com) as well as on the academic schedule. We may not answer our phone if a patron calls outside of office hours or if a patron calls while we are already on a call. If we do not answer right away, please know that we have your phone number in queue and will return your call as soon as possible. The office line is a cell phone, so we can also receive text messages, if you would like to contact us through messaging.

PLEASE DO NOT COME TO THE OFFICE FOR CURIE LEARNING-RELATED BUSINESS OUTSIDE OF OFFICE HOURS!

We share our buildings with preschool programs that run their business during the weekdays; if you come outside of these hours, the preschool staff *will not* be able to help you (and you are interrupting them from their duties).

Head of Math:

Ruchi Saxena

ruchi.saxena.curiellc@gmail.com

Head of English:

Kylie Smith

kylie.smith.curiellc@gmail.com

Administrative Director:

Kyrillos Masry

WhatsApp Text: (703) 798-6808

curielearning@gmail.com

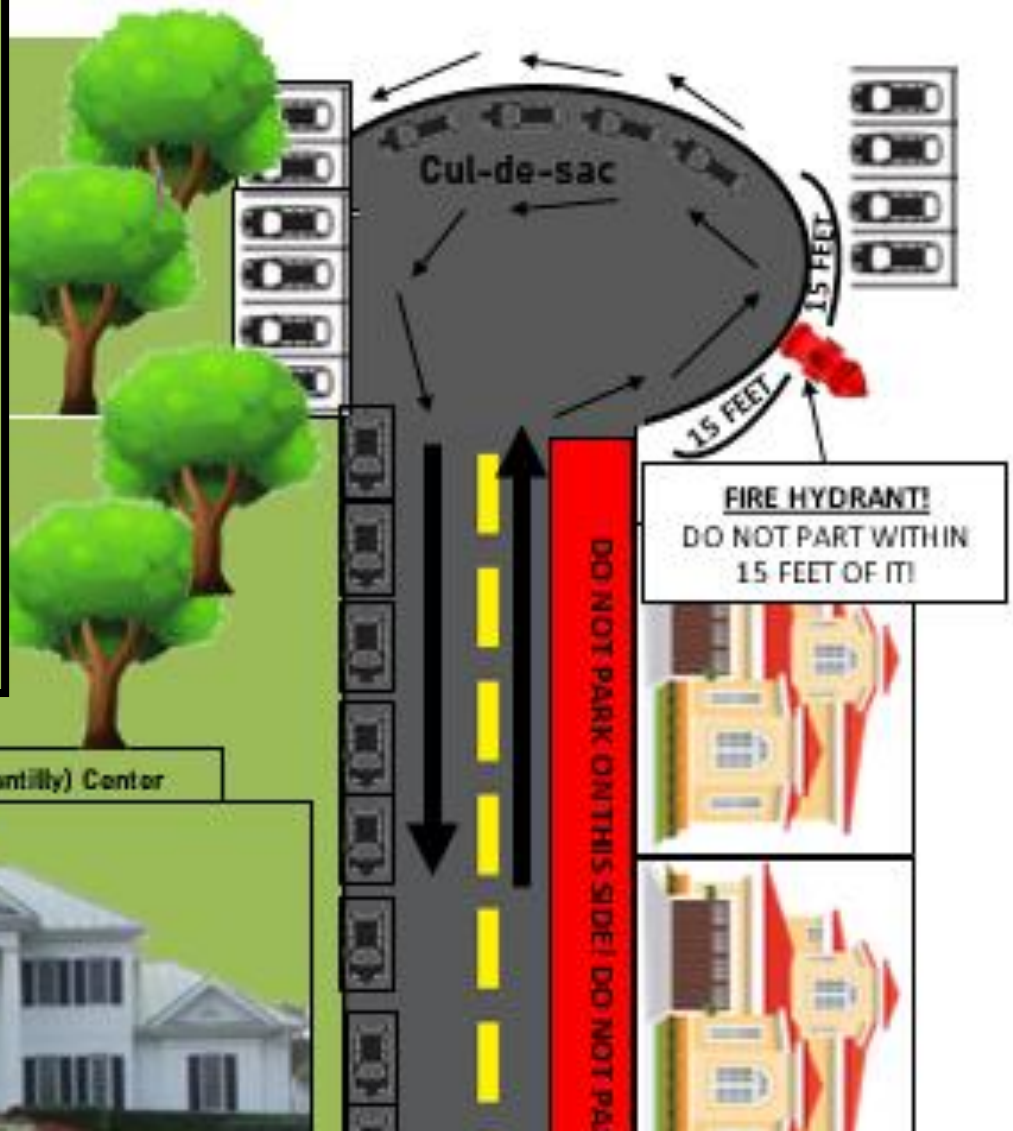
<u>SOUTH RIDING CENTER</u>	<u>HERNDON CENTER</u>	<u>ASHBURN CENTER</u>
CALL or TEXT: (703) 798-6808	CALL or TEXT: (703) 798-6808	CALL or TEXT (703) 798-6808
EMAIL: curielearning@gmail.com	EMAIL: curielearning@gmail.com	EMAIL: curielearning@gmail.com
MAIL: 43250 Stonewall Pond St. South Riding, VA 20152	MAIL: 13505 Dulles Technology Dr., Suite 1 Herndon, VA 20171	MAIL: 20604 Gordon Park Sq. #150 Ashburn, VA 20147

KEY

Parking Space:
Free Parking:
 [Please note the direction of the cars]
 PLEASE TURN ON YOU CAR CABIN LIGHTS
Do Not Park
 or Sit: **RED ZONES**
 NOT ALLOWED TO BLOCK MAIN STREETS AT ALL.
 Please do not park or sit in front of a neighbor's house
 Please leave the walk path between the playground and building clear
 Please do not park or sit while blocking through traffic
 Please do not park or sit within 15 feet of the fire hydrant

Kiss and Ride: ORANGE ZONES
 Zones where you may wait for your child are in orange.
 Please do not leave your car unattended in there regions.

ANY VIOLATION OF THESE RULES MAY RESULT



South Riding (Chantilly) Center



