

Montessori del Mundo Charter School

Growing tomorrow's bilingual leaders



Student and Family Handbook 2019-2020

15503 B. EAST MISSISSIPPI AVENUE; AURORA, CO 80017

PHONE: 720-863-8629

FAX: 720-863-8425

OFFICE HOURS: MONDAY – THURSDAY; 8:20AM – 3:45PM
FRIDAY; 8:20AM – 1:45PM

SCHOOL LEADERS

WENDY RENÉE , EXECUTIVE DIRECTOR

KAREN FARQUHARSON, FOUNDER AND PRINCIPAL

MERLIE WALTERS MEIS, ASSISTANT PRINCIPAL

IMPORTANT INFORMATION FOR THE 2018-2019 SCHOOL YEAR

CONTACTING THE SCHOOL

MAIN OFFICE:	720-863-8629, EXT 100
ATTENDANCE LINE:	720-863-8629, EXT 3
FAX:	720-863-8425
ADDRESS:	15503 B. EAST MISSISSIPPI AVENUE; AURORA, CO 80017
WEBSITE:	WWW.MONTESSORIDELMUNDO.ORG
OFFICE HOURS:**	MONDAY – THURSDAY; 8:20AM – 3:45PM FRIDAY; 8:20AM – 1:45PM

DROP-OFF/PICK-UP TIMES

	MON-THURS DROP-OFF	MON-THURS PICK-UP	FRIDAY DROP-OFF	FRIDAY PICK-UP
ELEMENTARY	8:20 – 8:30AM	3:30 - 3:40PM	8:20 – 8:30AM	1:30 - 1:40PM
FULL-DAY PK/K	8:20 – 8:30AM	3:30 - 3:40PM	8:20 – 8:30AM	1:30 - 1:40PM
HALF-DAY PK/K - AM	8:20 – 8:30AM	11:40AM - 11:50PM	8:20 – 8:30AM	11:40AM - 11:50PM
HALF-DAY PK/K - PM	1:00 – 1:10PM**	3:30 – 3:40PM		

** PLEASE NOTE CHILDREN ARRIVING FOR PM PRESCHOOL MAY NOT ENTER THE CLASSROOM UNTIL 1:15PM DUE TO NAPTIME.

BREAKFAST FOR ALL STUDENTS AT 8:30AM

WHERE IS THE SCHOOL CALENDAR?

- YOU CAN FIND THE [CALENDAR ON OUR WEBSITE](#) AND ON THE LAST PAGE OF THIS HANDBOOK.
- YOU CAN FIND THE [EVENTS CALENDAR ON OUR WEBSITE](#).

WHERE DO I LOOK FOR INFORMATION IN CASE OF SEVERE WEATHER?

- LISTEN TO LOCAL TV CHANNELS 4, 7 OR 9 OR CHECK THE [AURORA PUBLIC SCHOOLS WEBSITE](#) TO RECEIVE INFORMATION ON SCHOOL CLOSURES
- **MDM** WILL BE CLOSED IF AURORA PUBLIC SCHOOL DISTRICT IS CLOSED
- YOU MAY RECEIVE A PHONE AND/OR EMAIL NOTIFICATION VIA SCHOOL MESSENGER

HOW DO I REACH MY CHILD'S TEACHER?

- EVERY STAFF MEMBER CHECKS EMAIL AT LEAST ONCE PER DAY – THIS IS THE BEST WAY TO REACH YOUR CHILD'S TEACHER. THE [STAFF DIRECTORY IS ON OUR WEBSITE](#) AND ON THE LAST PAGE OF THIS HANDBOOK.
- YOU MAY CALL THE FRONT OFFICE AND LEAVE A MESSAGE FOR YOUR CHILD'S TEACHER. THESE MESSAGES WILL BE DELIVERED TO THE TEACHER DURING HIS/HER PLANNING TIME.

HOW DO I REACH MY STUDENT DURING THE DAY?

- FOR STUDENT AND STAFF SAFETY, ALL OUTSIDE ACCESS DOORS ARE LOCKED DURING THE DAY.
- ALL PARENTS AND VISITORS ARE REQUIRED TO CHECK IN AT THE MAIN OFFICE AND OBTAIN A VISITOR'S BADGE OR VOLUNTEER IDENTIFICATION BADGE. BADGES SHOULD BE VISIBLE AT ALL TIMES WHEN IN THE BUILDING.

THE FRONT OFFICE TEAM

NAME	TITLE	EMAIL
PAOLA PEREZ	ADMIN COORDINATOR	PAOLAPEREZ@MONTESSORIDELMUNDO.ORG
ERIKA BRIONES	FAMILY LIAISON	ERIKA@MONTESSORIDELMUNDO.ORG
JANETH ESPINOSA-GALINDO	RECEPTIONIST	JANETH@MONTESSORIDELMUNDO.ORG

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SECTION 1 – WELCOME AND GENERAL SCHOOL INFORMATION

Dear Parents and Guardians,

Welcome to **Montessori del Mundo Charter School (MdM)**, we are so happy to have you and your child join our school family. We are honored that you have chosen to partner with us in educating your child and look forward to many successful years learning and leading together.

We pride ourselves on hiring individuals who believe passionately in our mission of individualized, inclusive, developmentally appropriate, bilingual education and who have a strong work ethic and are positive members of our staff community.

This handbook is designed to familiarize you with **MdM**, providing you with information about our mission, our vision, the educational program offered at **MdM** and the policies and procedures that you will need to be familiar with. Please take time to read, understand and review those parts of the handbook that are important for you and your child to understand.

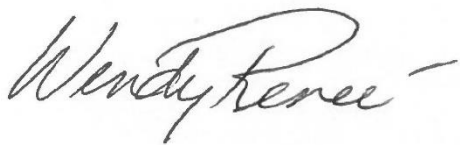
If you have questions or concerns about any of the material within this handbook, we urge you to discuss them with your child's teacher.

After reviewing this handbook, please sign and return the Acknowledgment form included at the back, confirming that you have received and understand the contents.

No handbook can anticipate every situation or question about all of our policies. **MdM** reserves the right to add new policies and to change or cancel existing policies at any time. We will endeavor to notify you of any changes to this handbook as they occur.

This handbook is effective as of August 1, 2019 and supersedes all previous handbooks.

Welcome to **Montessori del Mundo**. We hope that your experience here will be challenging, enjoyable, and fulfilling.



Wendy Renee
Executive Director



Karen Farquharson
Principal

Mission, Vision and Core Values

MISSION: The mission of **Montessori del Mundo** is to prepare all students for success in college and the future bilingual workforce and to build a strong, educated, bilingual community.

VISION: **Montessori del Mundo** graduates will be bilingual, self-motivated, critical thinkers, with a love of learning, who will shape and advance the integrated communities of the 21st century.

In order to accomplish our mission and realize our vision we:

- Challenge every child every day
- Promote professional Spanish
- Cultivate a bilingual school community
- Invest in families
- Insist on equity
- Develop a team of educated, prepared, effective teachers (guides)

VALUES: We believe that to be our best selves and uphold the mission of the school, we need to live our core values. We are United, Conscious, Growing and Healthy. Our values set the tone for the type of culture we uphold at **MdM** and instill in our students.

We are a school-family of bilingual adults and children who practice mindful healthy living. We are united as we grow our skills and passions so we can advance a bilingual and integrated world.

United:	Conscious:	Growing:	Healthy:
We are in this together.	We are mindful and present.	We explore and take risks to learn and grow.	We take care of ourselves as a whole.

School Philosophy

At **Montessori del Mundo (MdM)** we believe children learn best when their instruction is individualized to their needs and supports their development with a holistic approach to learning. We also believe that all students benefit from a bilingual education.

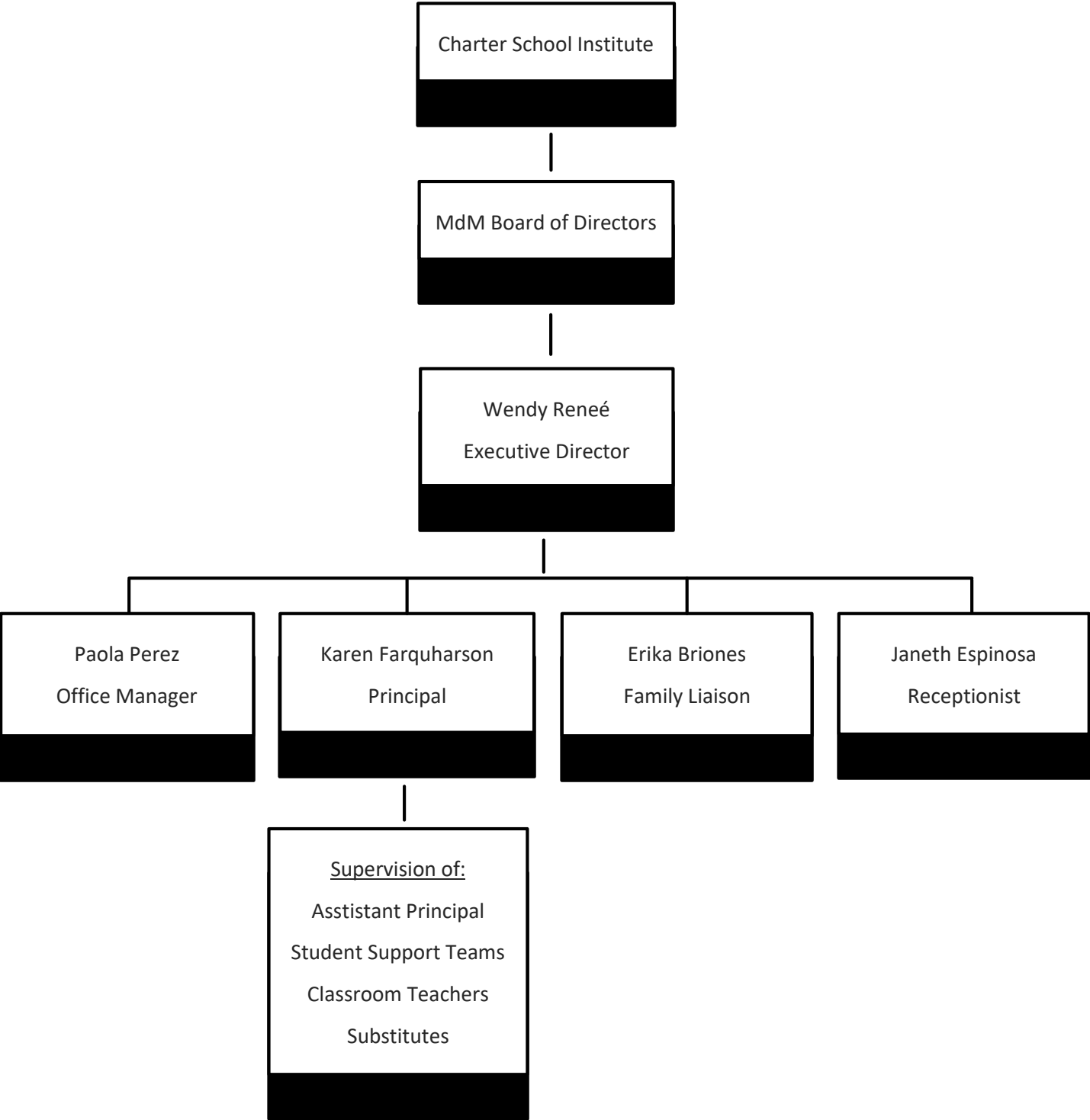
The Montessori teaching philosophy emphasizes individualization of instruction, respect for the child and their developmental needs and a balance of freedom and choice within structure and limits. Students are grouped in multi-age classrooms and have the same teacher guide for three years at a time. Children learn fundamental skills in reading, writing, math, science and social studies and also explore collaborative skills, time management, personal responsibility, artistic appreciation and good citizenship. Literacy is one of the most important skills to master in order to become a bilingual leader. **MdM** has a major focus on oral language development, reading, and writing as part of our curricula. Throughout the entire school day, staff takes every opportunity to lift our students' language; building their language as the tool to access learning.

Teacher guides and support teachers give students lessons one-on-one or in small groups so each child is working at exactly his or her level. Children are encouraged to take the time to master important foundational skills and also to explore their interests and direct their own education.

Dual language education is a fundamental goal at **MdM**. Dual language instruction has been proven to close the achievement gap for second language speakers in 95-100% of the cases by fifth grade. In addition, English-speaking students who attend dual language programs also consistently out-perform their English-speaking peers who attend schools in which only English is spoken.

Students at **MdM** receive close to 25% more instructional time each year than their peers at “traditional” elementary schools within APS.

Organizational Flowchart



Organizational Structure

CHARTER SCHOOL INSTITUTE

MdM is a public charter school operating under the supervision of the Charter School Institute. The Charter School Institute is a statewide public charter school authorizer. As a charter authorizer, CSI ensures accountability that is focused on the outputs. That is they evaluate the academic, organizational and financial performance of our school based on the outcomes and not the processes; this model allows **MdM** the flexibility to fully implement our dual language Montessori model with integrity.

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools that deliver rigorous academic content and high academic performance in a safe environment and on par with the highest performing schools, including particularly schools for at-risk students. [To learn more about the Charter School Institute, please visit their website.](#)

MONTESSORI DEL MUNDO BOARD OF DIRECTORS

Like all charter schools, **Montessori del Mundo** is governed by an independent Board of Directors who have the responsibility for oversight and accountability of the school's operational and academic performance. In addition, the Board is tasked with developing and implementing a strategic plans that ensures the school is sustainable and adhering to the mission and vision established by the founders.

The **MdM** Board of Directors is a passionate and diverse group of individuals who have dedicated their hard work and professional experience to achieving the core mission of **MdM**. This group has expertise in nonprofit governance, finance, community leadership, curriculum, facilities management, instruction, marketing and assessment. Below is a list of Board members, and their current role and area of expertise:

- Latia Henderson; Marketing & Communications – Board Chair
- David Romero; Governance and Board Management – Vice Chair
- Kelly Roussanoff; Finance – Board Treasurer
- Brian Cichon; Systems, analysis and Parent – Board Secretary
- Richard Montague; Entrepreneur – Member at large
- Amanda Mailloux; Montessori Education and Parent – Member at large

MONTESSORI DEL MUNDO STAFF

We pride ourselves on hiring individuals who believe passionately in our mission of individualized, inclusive, developmentally appropriate, bilingual education and who have a strong work ethic and are positive members of our school family.

MdM is thriving under the direction of two strong, experienced and passionate school leaders; Karen Farquharson and Wendy Reneé . The Executive Director, Wendy, is responsible for the overall operations of the school, school finance and board and authorizer relations. Wendy brings over 18 years of operational and instructional leadership to her role. Karen, the founder and original Head of School, currently serves in the role of Principal responsible for academic programming and professional development of the teaching staff. As the school founder, Karen drew upon her teaching experience to envision and create a school where she could implement the best practices in both Montessori and Dual Language education.

The [complete staff directory can be found on our website](#) and on the last page of this handbook.

Who Does What at Mdm

Your child's teacher will be your first point of contact for any academic or behavioral concerns in the classroom. For other questions or concerns, please see the list below. If you don't see what you are looking for, please talk to your child's teacher and he or she can assist you in finding the right person.

<u>Function</u>	<u>Primary Contact</u>	<u>Function</u>	<u>Primary Contact</u>
Attendance	Janeth Espinosa	Homelessness/Family Support	Erika Briones
Board Liaison	Wendy Reneé	Instructional Programming	Karen Farquharson
Building Use Coordination	Paola Perez	Parent Service Hours	Erika Briones
Clinic Aide	Janeth Espinosa	Preschool Billing	Erika Briones
	Erika Briones	School Newsletter	Paola Perez
	Paola Perez	Special Education	Rosalind Roybal
Emergency Management	Wendy Reneé	Student Records	Janeth Espinosa
Enrollment	Erika Briones	Updating Contact Information	Janeth Espinosa
Free/Reduced lunch status	Paola Perez	Uniform policy/purchase info	Erika Briones
Gifted & Talented	Rosalind Roybal		

SECTION 2 – GENERAL POLICIES AND PROCEDURES

Academic Program

At **Montessori del Mundo** we believe that:

Children learn best when learning is individualized so that every child can be challenged every day. Curriculum and materials are tools for student learning; when the environment and curricula are properly prepared, teachers have more time to analyze student outcomes, plan for individual student success, and help remove any barriers to that success. The teacher's role is to guide each child towards mastery of the given standards and help the child to master (or surpass) the standards within an appropriate time frame.

A bilingual environment and curricula build stronger connections and better capacity for brain function than do a monolingual environment and curricula. Bilingualism is an additive process: instruction and knowledge in one language builds on, and builds foundations for, instruction in another language. Spanish, as the minority language, must be emphasized in the early grades to ensure academic and social success for students from all language backgrounds.

Students learn best through concrete experiences and materials. Students master skills more readily when they experience new concepts and vocabulary in a context that helps to make sense of new language while building connections to their existing knowledge. Deep, purposeful, interrelated investigations of the world around us engage every member of a learning community, build knowledge about the worlds around and within us, and lay the foundation for children to become life-long learners and investigators.

Mdm provides an educational structure that capitalizes on each of these beliefs by integrating two proven philosophies: Montessori and dual language immersion. We implement the Montessori philosophy while teaching every student in both Spanish and English, and tying the various subjects together through authentic robust thematic instruction and purposeful real-world experiences.

Standards Based Montessori

Teachers at **MdM** implement the Montessori curricula for core instruction in Literacy, Math, Science, Social Studies, Sensorial (pre-math/science), and Practical Life. The Montessori curriculum has proven to be successful in giving students the skills they need to exceed grade level expectations in many Montessori schools *world-wide* (and in multiple languages), and also allows for maximum differentiation, so that each child's needs are met while ensuring that all standards are addressed. Montessori's individualized instruction is designed to provide highly targeted instruction to each student and in so doing ensures every child is challenged every day.

There are several non-negotiable program elements which we insist on as a public, standards-based Montessori implementing a dual language program. These elements maximize our ability to fully implement a program guided by the MdM philosophy. They include:

- multi-age classrooms with a linguistically diverse student population;
- extended, uninterrupted work time in both Spanish and English based on personal responsibility and guided choice;
- purposeful differentiation built around the mastery of skills and concepts in both Spanish and English;
- intentionally prepared Spanish environments and English environments, including differentiated materials and work spaces, created by teachers with their specific students' interests, abilities, and needs in mind;
- the belief that all students are capable people with worthy ideas.

The Montessori Philosophy is built around the belief that children have an instinctive drive to seek out and learn new things, and that if provided the opportunity, they will gravitate towards activities (or works) that teach them the skills they need for success. The role of the traditional Montessori teacher is to prepare the classroom environment so that it is rich in learning opportunities designed to teach the key, developmentally appropriate concepts and skills that the children need. The Montessori teacher is trained to carefully monitor the students' progress and balance his individual choices and interests with his developmental needs. The *standards based* Montessori teacher balances these needs with the need to reach and exceed subject area standards in order to make sure that each child grows in academic ability at a speed which enables him to be successful academically as well as in life outside of school.

Dual Language

At **Montessori del Mundo**, all of our students are emerging bilinguals on the road to native and native-like spoken and written language skills in Spanish and English. Our graduates will be able to function in both formal and informal situations in either language. In keeping with this goal, teachers consider each child's level of proficiency in both Spanish and English, and then work to simultaneously support and raise skill levels in each language through carefully constructed personalized lessons using language and content objectives.

Two-Way 90/10 Dual Language Allocation

MdM is referred to as a "two-way" dual language program because the classrooms are integrated by language, making the language transfer a two-way road with Spanish speakers teaching English speakers, and English speakers teaching Spanish speakers.

The term "90/10" refers to the proportion of instructional time spent in Spanish vs. English in the first three years of the program. Literacy instruction in both decoding and phonetic writing will be conducted in Spanish in **MdM's** Preschool and Kindergarten classroom curriculum, while the English portion of the day will be focused on the big ideas of literacy and oral language development. As children move up through the classes at **MdM**, the language allocation shifts. In the Lower Elementary Class children move from 90% Spanish to 80%, 70% and finally 60% Spanish. In the Upper Elementary class 50% of the content is taught English, and 50% is taught in Spanish.

Language Allocation by Grade Level

Grade Level	% of instruction in Spanish	% of instruction in English
ECE-K	90	10
1	80	20
2	70	30
3	60	40
4-6th	50	50

Extra Spanish instruction in the early years of a 90/10 program ensure that both English speakers and Spanish speakers have well developed academic Spanish vocabularies that will lead to their success in the later years of the program.

Authentic Robust Thematic Instruction

Authentic Robust Thematic Instruction, or the use of an engaging subject of investigation to pull together content from across the curricula, is another hallmark of dual language instruction at **MdM**.

Themes at **MdM** are coordinated across the grade levels to ensure a cohesive flow of instruction from year to year. Themes are selected to appeal to students' natural interests, while also broadening their experiences in accordance with their academic and developmental needs. Teachers ensure that these themes provide rich oral and written language opportunities, while also exploring engaging topics that support and extend beyond grade-level social studies and science standards.

Authentic = inherently interesting and “real” to children

Robust = academically challenging and stimulating

Thematic Unit = in depth study of a topic across subject and content areas

Social Emotional Learning (SEL)

Children must learn and develop core foundational social and emotional skills to be able to live at their personal best. We believe emotional and social skills, like academic skills, can be learned. We provide explicit instruction and practice to help students learn how to regulate their emotions and how to properly use social skills. We actively support children when upset through emotional coaching, providing connection, and whenever possible, having them experience the natural consequences of actions.

Values

At **MdM** our students, families and staff are guided in our path to success by our core values. Our goal is to help develop young people to grow into adults who live at their personal best and advance an integrated bilingual world.

- **United:** Students treat themselves and others with love and respect.
- **Conscious:** Students develop self-awareness. They understand emotions, regulate, and persevere through challenges.
- **Growing:** Students have the confidence to explore the world, try out new ideas and possible passions, take risks and follow through.
- **Healthy:** Students engage in their healthy nutritional and fitness habits. They connect with things larger than just themselves - their families, nature, the greater society, etc.

Admissions and Enrollment

All admission and enrollment forms must be completed and tuition fees paid prior to your child's first day of attendance. There is no enrollment fee to attend **MdM**.

Based on the availability and openings, our school admits children who reach the qualifying years of age prior to October 1st of the current academic school year.

Children are admitted without regard to race culture, sex, religion, national origin, or disability. We do not discriminate on the basis of special needs as long as a safe, supportive environment can be provided.

Enrollment Timeline

Applications Accepted Starting	January 1 st
Returning Family Re-enrollments accepted starting	2 nd Monday of February
Applications Due	4 th Monday of February
Returning Family Re-enrollment Due	Friday before the 4 th Monday of February
Enrollment Lottery	1 week after the application deadline
Notification of Acceptance/Waitlist and Scholarship Award	Two weeks after the lottery
Parent Decision Due	48 hours after notification
Students accepted off wait list and applications considered on rolling basis	48 hours after notification – September 30th

Any and all students are welcome to apply to attend **Montessori del Mundo**. If the number of applicants received by the application deadline exceeds the number of available spots at any grade level a lottery will be used to determine the placement of students at that grade level. The enrollment lottery will be held in public at the school on the Enrollment Lottery Date. All students who are of eligible age and have submitted a completed application by the application deadline will be eligible for the lottery.

Montessori del Mundo does not discriminate against applicants or their families on the basis of: race, color, religion, sex, national origin, disability, genetic information, sexual orientation, gender identity, parent's marital status or political affiliation, or any other protected status.

Returning Students

All students currently enrolled in the school will be required to re-enroll by the re-enrollment deadline. Students who are re-enrolling have priority over all other students if they complete their re-enrollment paperwork by the annually

established deadline. Students who miss the deadline will be required to re-apply and participate in the lottery as new students.

Priority Enrollment for all applicants

Select groups of students will not participate in the enrollment lottery but will be granted priority enrollment once they have submitted a completed application. These groups include:

Children of Founders—Children of the Founding School Leaders, Founding Board Members or Founding Design Team members, and Founding Teachers will not participate in the lottery but will be granted automatic admission provided that space is available in the child's grade, if space is not available the child will be placed in the front of the waiting list on a first come first served basis. School founders are board members and design team members who are listed on the charter application submitted to Aurora Public Schools on Sept 4th 2012. Founding Board Members also includes those who served on the board of Directors for 3 years between Spring 2012 and Spring 2018 Founding Teachers are teachers or assistants who were the founding teacher in their respective classroom and who worked at **MdM** for at least 3 consecutive years. Founding School Leaders include all members of the administrative team in the 2014-2015 school year who work for the school for at least two years (which may include the 2012-2014 planning years).

Children of School Employees—Children of school employees will be exempt from the lottery provided that the parent who is employed at Montessori del Mundo has full or joint custody of the child and that space is available in the child's grade, if space is not available the child will be placed in the front of the waiting list and behind any other children of founders or staff. Employees include anyone who works at least half-time for Montessori del Mundo. This includes Teachers, Administrators, Custodial Staff, Office Staff, and Classroom Assistants.

The number of children of founders/employees given priority enrollment shall not exceed 20% of the total enrollment.

Priority Enrollment for Students Applying to the Preschool/Kindergarten program

Staff and founding families will have first priority.

Siblings (of current students) applying for Preschool or Kindergarten—Siblings includes children whose primary guardian(s) are also the primary guardians of other children already enrolled in the program (in the case of joint custody, primary guardians must have custody at least 50% of the time). This could include: ½ siblings, step-siblings, adopted siblings, cousins, nieces or nephews being cared for by grandparents, etc. Siblings are exempt from the lottery process and will be granted a spot if one is available or placed on the sibling waiting list. If a child is drawn during the enrollment lottery for an enrollment spot at **Montessori del Mundo** and they have eligible siblings, those siblings will be automatically granted enrollment if there is space at their grade-level, if no space is available they will be placed at the head of the waiting list.

Priority Enrollment for Students Applying to the 1-6th grade program.

Staff and founding families will have first priority.

Montessori del Mundo recognizes the difficulty in integrating new students into the Dual Language Montessori classroom, in an effort to ensure that students who will be most helped by our program and who are most likely to adapt well to our unique educational structure, students with prior experience in Spanish and Montessori education as well as siblings of current students will have preference over other applicants. Applicants with prior experience in Spanish and Montessori must provide documentation in the form of a letter from their previous school which shows that at least two thirds of their education experience was in the related field. Prior Montessori is defined as having 2/3 of schooling years with a certified Montessori teacher. Prior Spanish is defined as having 2/3 of schooling years in an academic setting that was at least 50% Spanish. Exceptions to documentation requirements can be granted at the discretion of the head of school.

Points will be given based on prior experience to help determine the most qualified applicants who will have this highest likelihood of success. Prior Spanish will receive 3 points, prior Montessori will receive 2 points, and siblings will receive 1 point. Lotteries will be held in each point level if necessary. All other applicants will be placed into the general lottery for admission into each grade level.

Prior Spanish	Prior Montessori	Sibling	Total Points	Priority
3	2	1	6	1
3	2	x	5	2
3	x	1	4	3
3	x	x	3	4
x	2	1	3	4
x	2	x	2	5
x	x	1	1	6

Enrollment Lottery

The lottery for all age eligible students who submitted a complete application prior to the application deadline will take place on the lottery date each year at the school and will be open to the public. Students will be selected for any grade that is not over enrolled starting with Preschool 3 and proceeding up to 6th grade.

Kindergarten Lottery

Montessori del Mundo will hold 3 Kindergarten lotteries each year, for each of the three subsequent Kindergarten classes. Children can enter the Kindergarten lottery for any given class in any and all of the years that are offered.

Ex: In February 2013 a lottery will be held for Kindergarten 2015-2016, Kindergarten 2014-2015, Kindergarten 2013-2014 in that order. A child who will be eligible for Kindergarten in 2015-2016 can apply to the Kindergarten lottery held in 2/2013, 2/2014, and 2/2015.

Children applying for preschool will be automatically entered in the lottery for their respective Kindergarten year, and children applying for a future Kindergarten year will be automatically entered in their preschool lottery.

Drawings for the preschool and Kindergarten lotteries for any given class of students will be conducted concurrently. As each child is drawn, they will be enrolled in both their preschool class and their subsequent Kindergarten class. It is possible that space might exist in one but not both classes in which case the child will be placed on a waitlist for the over-enrolled class and enrolled in the class with space.

Parents granted enrollment to preschool and future Kindergarten may choose not to enroll their child in the preschool but to retain their spot in the future Kindergarten class.

Waitlists

Montessori del Mundo will keep four waitlists: sibling, scholarship/enrollment, enrollment, and future Kindergarten. As spots open up, students will be selected from these lists in the following order:

1. Sibling Waitlist

Siblings of enrolled students who were not granted enrollment due to lack of space at their grade-level. In the order their enrolled sibling was drawn from the initial lottery.

2. Scholarship/Enrollment Waitlist

Students who were offered enrollment and chose not to enroll due to lack of scholarship funds. These students will be enrolled if both a space and funds are available. In the order the students were initially drawn.

3. Enrollment Waitlist

Students not granted enrollment in the initial lottery in the order they were drawn.

4. Future Kindergarten Waitlist

Students not selected for future Kindergarten in the order they were drawn. Some of these students may have been selected for ECE spots despite lack of spots in their future Kindergarten class. All students on the ECE waitlist will also be on their respective future Kindergarten list.

Waitlists will be maintained for the duration of the school year in question and will be purged following the final day of school each year. (Ex. Waitlist for 3rd grade, 2013-2014 will be maintained until June 2014). Exception: future Kindergarten waitlists will maintain any students who are currently enrolled in the ECE program and purge students not enrolled at the school at the end of each calendar year. All students, even those on the waitlist, are eligible to apply for the lottery each year.

(Students who are enrolled in preschool and future Kindergarten and who do not choose to enroll in preschool but do maintain their Kindergarten spot will not be purged from waitlists as they are not considered “waitlisted” students, but rather enrolled students in that future class.)

Notification of Receipt of Application, Acceptance/Waitlist status/Scholarship

Parents will be notified of receipt of application by email or phone within 2 business days of receipt of a complete application.

Parents will be notified by email, mail, or phone by the parent notification deadline of their child's application status: whether or not enrollment was granted, what number their child is on the waitlist, and the scholarship amount awarded.

Parents will be notified by phone or email within 2 business days of the receipt of their parent decision and signed parent agreement (if they have decided to enroll in the school).

After School Activities

MdM encourages children and families to explore a variety of after school and extracurricular activities to find those that bring them the most joy, passion and fulfillment. With that in mind, the **MdM** events committee evaluates and selects several organizations each year to offer after school activities on-site immediately following dismissal.

After school activities are organized, staffed and managed by the individuals or organizations offering the activity. **MdM** does not handle communications, registration, collecting fees or student supervision during after school activities.

Parents are solely responsible for the supervision of siblings during after school activities. All children must remain with their parents or the after school instructor.

After school offerings will be communicated to families through the monthly newsletter and possibly hard copy fliers.

Arrival and Dismissal

Arrival

- Doors to the school are locked between 8:00-8:20am so that staff can prepare for the day.
- Students are not to arrive at school early unless they are part of the before-school care program run by the YMCA.
- The school opens to students at 8:20am. Students are expected to be in their classrooms by 8:30am.
- Parents are required to walk their Kindergarten and pre-kindergarten children to class in the morning. Parents must sign these students in every day.
- All elementary students (1st grade and up) are to be dropped off on the north side of the building using the car line. Staff members will assist your child in exiting your vehicle and entering the school.
- The doors to the main school will be closed and locked at 8:30am. Families will be required to walk their children in through the front office after 8:30am. Parents will need to sign the tardy log and obtain a tardy slip for their student.

Mid-day Dismissal

- Mid-day dismissal for Pre-kindergarten students is at 11:50am.
- Half-day, pre-kindergarten students will be picked up through car line on the north side of the building.
- Each family will be issued one placard for carline. Families can request extra placards at any time. The placard must be kept on the dashboard of your car so that it is visible to the staff member entering names in the computer.
- Anyone who does not have a placard must proceed to the front office to present valid identification in order to pick-up their student(s) and receive replacement placard.
- No student will be permitted to leave with an adult other than a parent/guardian unless the parent/guardian has submitted a written, signed note in advance of the date. The note must specify the name, address and phone number for the adult as well as specific dates.
- Families are responsible for picking up students **on time**, and will be called immediately after dismissal if their student has not been picked up. Families that do not pick up their children by 12:00pm will be charged \$1.00 per minute for each minute they are late. After 30 minutes the Aurora Police Department will be contacted for assistance.

Full-day Dismissal

- Full-day dismissal for all students is at 3:45pm Monday – Thursday and 1:45pm on Friday.
- All elementary students (1st grade and up) will be picked up through car line on the north side of the building.
- Kindergarten students **who have passed the self-buckle test** will be picked up through car line on the north side of the building.
- Parents of pre-kindergarten students will pick up their children inside the school. Parents will enter through the front office/south entrance and will be required to sign their students out.
- Each family that will be using the car line will be issued one placard for carline. Families can request extra placards at any time. The placard must be kept on the dashboard of your car so that it is visible to the staff member entering names in the computer.
- Anyone who does not have a placard must proceed to the front office to present valid identification in order to pick-up their student(s) and receive replacement placard.
- No student will be permitted to leave with an adult other than a parent/guardian unless the parent/guardian has submitted a written, signed note in advance of the date. The note must specify the name, address and phone number for the adult as well as specific dates.

- Families are responsible for picking up students **on time**, and will be called immediately after dismissal if their student has not been picked up. Families that do not pick up their children within 15 minutes of dismissal will be charged \$1.00 per minute for each minute they are late. After 30 minutes the Aurora Police Department will be contacted for assistance.

Attendance - Tardiness and Absences

At **MdM** we place a very high value on consistent attendance for both students and staff. Consistent attendance, arriving on time and being present every day, is key to successful academics and giving children every opportunity to achieve their potential. Missing even 10 days of school can create an academic delay of 3 – 4 months.

Parents and families who have chosen to enroll at **MdM** are expected to ensure that their children are in school. Excessive absences are considered a violation of the School-Family contract. Parents will be contacted and may be required to meet with an interventionist or the principal if their child has excessive absences or tardies. Students who miss more than 10 days per year may not be promoted to the next grade and may be in violation of the state's truancy policies.

General Absences	When an absence is unavoidable, please call the school to ensure that the teacher is aware and can give the child appropriate materials to support continued learning.
Appointments	Please make every attempt to schedule personal appointments outside of normal school hours or after 2:00 pm on Fridays during early release to avoid interruptions to the school day
Suspensions	On the rare occasion that a child is suspended, suspensions are considered absences.
Early Dismissal	Students are expected to be at school until the end of the day (3:30pm M-Th, 1:30pm Fridays). We highly encourage students to be in school as much as possible as it is essential for their success.
Tardies	Regular tardies can hinder success. It is very important that students are at school on time. As with absences, we take tardies very seriously.

Accurate and timely attendance is also a critical component to the safety and security protocols in place at **MdM** therefore the following procedures will be observed every day.

- Students are expected to be in their classrooms at 8:30am.
- Teachers will take attendance within 5 minutes of the start of class (8:35am).
- Students who arrive at school after 8:30am, must go to the front office and get a tardy slip in order to enter their classroom. Teachers are expected to refuse entry to tardy students who do not have a tardy slip.
- Parents are expected to call the school as soon as they become aware their student will miss school.
- At 10:00am a robo call will be initiated to contact the parents of any child whose absence has not been reported by the parent

Communications Systems

Back-and-Forth Folders	A Back-and-Forth folder is provided to every student. Teachers will use this folder to send homework, notes, completed assignments. Parents should look for this folder at the end of each school day and use it to help students keep track of their papers. This is also the vehicle that will
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	be used by teachers to distribute school-wide hard copy communications. There is a \$3.00 charge to replace lost or damaged Back-and-Forth Folders.
Conferences	MdM hosts three conference days for families to meet with their child's to discuss academic and behavioral progress. Parent/teacher conferences are mandatory. Every attempt will be made to meet at a time that works for you.
Email	Email is a primary form of school to family communication. Please ensure that you have provided the front office with an email address that you check daily.
Face-to-Face Meetings	If the school requests a meeting with you and your child, there is an important issue that needs to be discussed. Parents are free to schedule meetings with teacher guides or administrators whenever needed, please contact the staff member you want to meet with directly.
Monthly Newsletters	The monthly newsletter will be sent to all families via email and will be posted on the communications board in the lobby. The newsletter will include information about upcoming events, special announcements, learning topics. The monthly newsletter is the primary school to family communication system; it is very important to read this update promptly and thoroughly.
Teacher mailboxes	Each teacher has a mailbox for receiving hard copy communications. Please leave items to be placed in the teacher mailboxes with the receptionist at the front desk.
Telephone	<p>Occasionally your child's teacher, an interventionist or an administrator may need to call you. We ask that if the message requires a response, please contact the school either by phone or in writing within 24 hours.</p> <p>Students are not allowed to have or use cell phones at school or on school field trips. If a cell phone is used during school, rings or is seen by a staff member, it will be confiscated and only returned after a parent/guardian has come to the school to pick it up.</p> <p>A telephone is available for students in the main office for important and emergency phone calls. There is a three minute limit for these phone calls – please help your student respect the demands on this phone line by keeping your conversations brief.</p>

Contact Information – Updating the office

It is the responsibility of each family to promptly notify the front office of any changes in personal contact information or other family situations that may impact our ability to reach you and/or support your child's learning. Notify the receptionist immediately if there are changes to the following information:

- Mailing address,
- Telephone numbers
- Emergency contacts

Notify your child's teacher if there are situations that may impact your child's ability to engage in their learning. Some examples might be:

- Change in marital status or custody arrangements
- Change in living situation; temporary homelessness

- Major illness or death in the family

Conferences

Conferences are held at the end of each semester. All teachers are required to be available throughout the conference week and to work diligently to find conference times that work for all families. Teachers will be prepared for conferences with completed report cards, work samples and suggestions for ways in which parents can support their student's learning.

Contact with Students

It is the policy of **MdM** that no teacher or staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child specifically requests that he or she not be touched, then that request must be honored without question. If the child has not requested that they not be touched, then the following forms of touching are considered appropriate:

- Hugs initiated by the student
- Hugs given with permission
- Pats on the shoulder or back
- Hand-shakes
- "High fives" and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, and remove hair from face or other similar types of contact for similar purposes.
- Patting a student on the knee (PK and Elementary)
- Sitting students on one's lap (PK – 2nd grade) for the purpose of comforting
- Holding hands while walking with small children or children with disabilities
- Reasonable self-defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property

Except as discussed above, the following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting students on one's lap (grades 3 and up)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body parts (other than in self-defense, or defense of another or property)
- Showing affection in isolated areas
- Wrestling with students
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages

- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent touching a student for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e., cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. An accidental touch is never inappropriate provided it is a true accident. It is impossible to define each and every instance when touching is inappropriate.

Discipline

"Discipline is about developing and creating appropriate behaviors and boundaries. It is about instilling values and positive attitudes, teaching appropriate emotional and social skills, and showing children how to work within a structure of rules and limits."

At **MdM** we foster a culture of personal growth and exploration. We want the students in our school-family to be **conscious** people who practice **healthy** living, and are **united** as they **grow** their skills and passions, so they can advance a bilingual and integrated world.

To support this we pro-actively teach and coach children in developing social-emotional skills just as we do academic skills. We take the time to create structures, rituals, and routines that support social-emotional development. We recognize emotions and social conflict as an opportunity for growth and talk children through these experiences. Sometimes, as students are developing skills sets, they need extra support. When this is the case we work with families and students to provide small group or individualized supports.

We also know students need strong boundaries. Part of their development is to test those boundaries. In these situations it's our job to confirm the boundaries and provide consequences for actions. By pro-actively teaching & coaching, reactively problem-solving, and giving consequences, we teach our students the skills necessary to live at their personal best.

We recognize that, just as some students need extra help learning academic skills, some students may need additional support learning emotional and social skills. If that is the case, the student support team will work closely with teacher guides, students and families to help all students learn and grow and ensure a safe, productive and joyful learning environment for all students.

When appropriate, the teacher guides, the student support team and the Principal have the authority to decide appropriate consequences for student behavior. If students choose to break expectations, they may lose privileges (such as recess, field trips, etc.) if it makes sense to do so.

Mishaps

As a community of learners, our actions affect others. Similarly, one student's actions may affect a roomful of other students' learning. There are certain behaviors which violate our school-family's purpose of learning and loving one another; these behaviors are unacceptable. In order to ensure that ALL students have every opportunity to learn and

love we will handle these behaviors in a way that preserves the dignity of the student that is disrupting our school-family as well as protect and preserve the learning time of the rest of the students.

Minor Violations

When a child has behavior difficulties, the teacher uses a minimum of three interventions. The nature of the conduct and the child's needs may dictate that the teacher use other and/or more interventions. If misbehavior continues after three interventions, the child may be sent to another supervised area of the school (with work) in order to pull himself/herself together so he/she can solve the issue with his/her teacher. It is also appropriate to confer with the child's parent/guardian prior to office referral.

Teacher guides will use the following options before referring children to the office so administrators can be most effective:

- Conference with children before coming to the office. Many times the incident can be handled in the classroom after hearing the child's side.
- Provide all children the "Choices Sheets" and "Think Sheets". These are powerful tools that give children the opportunity to learn that solutions are inside them, not the teacher guides! When children solve problems, behavior improves. They know that teacher guides expect them to act with maturity; therefore, they rise to teacher expectations. The situation becomes win/win.
- Being clear with students about class-wide expectations and concerns when they arise. Hold class meetings to discuss the problem and solicit student ideas for solving the problem.

Violation Form

The teacher will explain in detail the offense on the think-sheet referral form. When a child comes to the office with the referral, the administrator will choose an administrative action of their choice to help solve the problem. The parent and teacher should receive a copy of the referral as soon as possible so he/she knows what happened in the office. If the intervention is not successful, the teacher must notify the administrator immediately so that another intervention may be exercised.

Below are examples of violations. Behaviors include but are not limited to:

Defiance and Disrespect

- Repeatedly not following instructions
- Covert defiance (saying yes but still doing it)
- Harming school property
- Mimicking the teacher

Emotional Safety

- Yelling, screaming
- Gossiping
- Blaming someone for something
- Verbal Threat → "I'm gonna hurt you!"
- In-group/out group → "You can't play with me / us"
- Cursing
- Hate language
- Vivacious language or actions meant to make others feel bad about themselves
- Repeated mean faces
- Repeated aggravators to other kids (poking a kid repeatedly, etc.)
- Mimicking another student

Physical Safety

- Hitting, punching, spitting, kicking, etc.
- Throwing Tantrums
- Retaliation hit/punch
- Rough play with intent to harm
- Using physical aggression to express feelings

Repeated Violations

If a student repeatedly engages in behaviors that violate the respect, emotional safety, or physical safety of others, we become concerned and take action as a school family. While individual plans for individual students may vary, the approach is the same. The first phase of repeated violations is to provide additional supports and directly involve families. Social emotional learning plans (SEL plans) are put in place for all students with eight or more violations in a month. SEL plans require families to have regular communication with the teacher guides and bi-weekly in person meetings.

If behavior does not change within the plan period, parent will be expected to engage in daily communication and weekly in-person meetings and observations to support connectedness and improved skills.

Imminent Harm & Suspensions

If a student engages in behavior that is unsafe, violent, and/or disruptive to learning, brings a weapon to school, drugs/alcohol to school, engages with another student or staff in a sexual manner, attacks another student, or attempts physical harm to themselves, etc., administration will step in immediately. ***Students will immediately be suspended for the remainder of the day. If no one is available to pick up the student, the student will be suspended for an additional day. If the student engages in this behavior repeatedly on campus, will we contact Aurora Police Department and have an officer respond.***

In instances of this nature parent, teacher guides, and administration will discuss immediate next steps which may include: contacting parents, consequences, mental health assessment, or social services etc.

Examples may include but are not limited to:

- Attacking others
- Destroying property
- Running out of the room
- Throwing things
- Moving furniture
- Bringing weapons, drugs, or alcohol to school
- Harassment
- Severe bullying

Electronic Devices

Cell phones and other electronic devices are not permitted in classrooms or common areas. Students who bring cell phones (or any other electronic devices) to school are to keep the devices turned off and out of sight during instructional time and in the halls. Any misuse of devices will result in the device being confiscated by a staff member, and turned in to the main office.

Students are not allowed to keep headphones around their necks or in any other visible or accessible place while at school.

The school assumes no liability for the damage, loss or misuse of personal electronic devices by the student or another person.

Family Education Rights and Privacy Act Of 1974 (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to schools that receive federal education funds, including **MdM**, and non-compliance can result in the loss of those funds.

Confidential education records include, but are not limited to, student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work with or around education records are required to keep this information secure and protect the rights of students.

FERPA provides that:

- Parents have the right to inspect and review their child's education records (any records from which the student can be individually identified), to the exclusion of third parties. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("Eligible Student.")
- Parents and Eligible Students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students, nor permit inspection of students' records, without written permission from the parent or Eligible Student, unless such action is covered by certain exceptions as stipulated in FERPA.

Practically speaking, FERPA prohibits all employees from discussing confidential student information with third parties, including parents and guardians. For instance, should two students engage in a disciplinary act together, the school is prohibited from naming or discussing the other involved student in conversations with parents/guardians.

Similarly, should a parent request an explanation of a discipline or academic event that did not involve his/her child, but which transpired in his/her child's classroom, the school is not permitted to disclose any names or details of events, nor disclose the resultant consequences.

Please understand that school officials—teacher guides, administrators, staff, board members, and volunteers—must all comply with the expectations of FERPA and therefore may not discuss any student other than your own with you at any time or for any reason.

One exception the law allows is "directory information," which includes such things as name, address and telephone number. This information is provided in the **MdM** student Directory for all families who do not state in writing that they want to "opt out" of the directory.

If you have any questions regarding the application or coverage of FERPA, contact **MdM**'s Executive Director for clarification.

Fees and financial Considerations

MdM charter school and as such we receive funding for students in Kindergarten – 6th grades from the state. **MdM** does not receive public funds for preschool with the exception of some scholarship money available through the CPP and/or CCAP programs.

As with most charter schools, **MdM** operates on a very tight budget with the majority of our funding spent to ensure we can employ the highest quality teachers in your child's classroom.

As of the publication of this handbook, the school has only a few required fees:

- Annual School Supply Fee: This fee is collected from every student and is used to purchase required consumable supplies that are utilized by all students in the classrooms. This fee is payable at registration.
- **MdM** t-shirt Fee: Every student is required to have an **MdM** t-shirt that can be worn on Friday and must be worn on field trips. This fee is payable at registration.
- Late pickup Fee: This fee is charged to parents who are late to pick up their children. If you aren't late, then this fee will never apply to you 😊
- Back-and-Forth Folder Replacement Fee: This fee is charged if your families Back-and-Forth folder is lost or damaged. If you don't lose it, then this fee will never apply to you 😊
- Bank charges and fees: Parents are responsible to reimburse the school for any bank charges or fees due to returned checks or declined credit/debit card transactions.
- Credit card service fees: Parents are responsible for the 3% fee to pay fees with a credit card. This is a fee charged by the credit card companies and is not a fee assessed or retained by the school.

As of the publication of this handbook, there are several optional fees :

- School Portraits: You will have the option of purchasing individual and class photos for your child.
- Yearbook: You will have the option to purchase a yearbook at the end of the school year.
- Field Trips: **MdM** pays the cost of the majority of field trips for students. Siblings and/or chaperones may be required to pay their own fees.
- As the school year progresses student fees for various activities may apply. Staff will provide notice in advance of fees so that families are given adequate planning time.

Field Trips

At **MdM** we believe that field trips and connecting students with the greater community is an important part of their education and social emotional development. With that in mind, each classroom is provided a small budget to be used for field trips that will enhance student learning.

Elementary (1st grade and up):

- **MdM** will reserve a bus to provide transportation to and from the destination.
- All students who attend are expected to ride the bus with their peers.
- Parents are welcome and encouraged to join their children for field trips whenever possible

- Field trip participation forms/lunch order forms are required for all students attending the field trip. Students without a participation form/lunch order form will not be permitted to attend.
- Group Leader Chaperones – Parents who may be leading a group of children must provide Identification and be screened through the sex offender screening system a minimum of two weeks PRIOR TO THE SCHEDULED FIELD TRIP.

Preschool (Pre-kinder and Kindergarten):

- Due to excessive regulations and limitations on transporting preschoolers, **MdM** cannot provide bus transportation for preschool field trips.
- Parents are required to provide transportation to and from the destination.
- Field trip participation forms/lunch order forms are required for all students attending the field trip. Students without a participation form/lunch order form will not be permitted to attend.
- Parents who are willing to transport children other than their own for field trips will be required to complete an [AUTHORIZATION TO USE PRIVATELY OWN VEHICLE FOR SCHOOL BUSINESS FORM](#) a minimum of three weeks prior to the field trip.
- Group Leader Chaperones – Parents who may be leading a group of children must provide Identification and be screened through the sex offender screening system a minimum of two weeks PRIOR TO THE SCHEDULED FIELD TRIP.

Food Services

MdM partners with Aurora Public Schools to provide breakfast and lunch options for our students. Some families may qualify to receive these meal options at a free or reduced cost. All families can choose to complete a free-reduced lunch form to determine eligibility for the program. Full price breakfast is \$1.55 and full price lunch is \$2.85.

Families are welcome to send lunch to school. **Students do not have access to a refrigerator or microwave.** If you choose to send lunch to school, please send nutritious food. Please don't allow your child to have unhealthy drinks or snacks. Items such as sodas, juices with a lot of sugar, candy and gum are not allowed at the school. If your child comes to school with these items we will provide your child with an APS lunch and bill you accordingly.

Funding

Funding for **MdM** is provided through the annual Per Pupil Operating Revenue (PPOR). Funding is determined based on student attendance during the October Count Window. In order to receive our funding, students are required to meet the minimum contact hours as established by the state and be in attendance at **MdM** during the October Count Window. We are audited in the spring of each year; the school will lose funding for any student with excessive absences that cause him/her to fall below the required contact hours.

Fundraising

The **MdM** Board of Directors and the PTO pursue a variety of fundraising options to assist the school in meeting the expanding needs of our population.

In general the **MdM** Board seeks grants from funders for general operating expenses and capital construction. Some of these grants are for specific programs or purposes such as teacher professional development, expanding the library, and building new classrooms or facilities.

The PTO focuses its fundraising efforts on specific activities or events that support teachers, classroom instruction and other activities that will benefit all students. For example the PTO utilized some of its fundraising dollars to ensure that

our preschool students had access to Reading A-Z as a literacy support at home. The PTO sponsors events such as the roller skating parties, Community dinner nights at local restaurants, Parent Night Out events, spirit wear, General Mills' Box Tops for Education, the ANGEL PROJECT, and the annual book fair. Funds from all of these events are distributed among programs or purchases as determined each year by the PTO.

MdM also accepts donations for specific classrooms or purposes from individual families. In-kind donations, such as products or services are also very valuable to the school. **MdM** is a 501c3 charitable organization which means that parent who make cash or in-kind donations will be provided with a charitable donation receipt for tax purposes.

Grading Policy

While grades aren't a primary indicator of student achievement at **MdM**, we recognize the importance that grades play in communication to parents and students about their performance. We recognize the curricular demands that are placed on students and believe these demands are critical for preparing students for excellence in high school and college. As such, it is important that student performance be measured, including assessments, homework, in-class work, participation and other assignments. This work will be graded in relation to student mastery of standards, skills, and sub-skills.

Hall Passes

Every student who is not in class is expected to have a hall pass. Teachers are responsible for ensuring that every student who leaves his/her classroom has an appropriate pass. All staff are expected to support and enforce this expectation by asking to see hall passes and escorting students without a pass back to class to obtain one.

Harassment

MdM is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, disability or any other protected status.

Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is strictly prohibited. **MdM** requires all employees, parents and students to conduct themselves in an appropriate manner with respect to all members of the school community.

Definition of Harassment

In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, sexual orientation, disability or other protected status. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of education.

2. The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school-related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by **MdM**.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors.

Inclement Weather/Emergency Closings

Emergency conditions, such as severe weather, power outages, or fire can disrupt operations and interfere with school schedules, as well as endanger students and employees. These extreme circumstances may require the closing of the school.

MdM follows Aurora Public Schools district severe weather closures and delays. Please listen to local TV channels 4, 7 or 9 to receive information about school closures or check the [Aurora Public Schools Website](#). If Aurora Public Schools are closed, then **MdM** is closed. **MdM** staff will make every effort to send an automated email/text/phone message when the decision to close school is made.

When operations are closed due to an emergency, parents will be notified via an automated email/text/phone message. The message will provide you with as much detail as possible about the situation as well as any actions that you should take. For example; if school is being closed due to a power outage, you will need to make arrangements to retrieve your child as soon as possible.

Lost and Found

The lost and found is located in the lobby near the south entrance. All items left in the hallways, classrooms or other public areas at the end of the day will be put in the lost and found. The lost and found is emptied on the 15th and 30th of the month. Items remaining in the lost and found are donated to a charitable organization.

Lunch and Playground Rules and Guidelines

- There is no refrigeration or microwaves available for student use – students should utilize insulated lunch bags to keep items cool.
- Lunches are to remain closed until students reach the cafeteria or the designated eating location and are seated to eat.
- Parents are welcome to eat lunch with their children either by joining them in the cafeteria or taking them out to eat. Students who leave for lunch must be checked out through the front office and checked back in upon their return.

- Students are expected to follow posted behavior expectations at all times. Teachers are expected to enforce expectations and guide students in self-regulation.
- Shoes must be worn at all times.
- Students are expected to pick up after themselves and leave the cafeteria, playground, park or any other area in better condition than they found it.

Mandatory Reporter Status/ Suspected Child Abuse

According to state law every **MdM** staff member is designated as a “mandatory reporter”. This means that every employee is required by law to report suspected child abuse to the proper authorities. There are no exceptions to this rule.

Non-Discrimination Policy

At **MdM** equal educational opportunities are available for all children, without regard to race, color, creed, national origin, gender, age, ethnicity, religion, disability, or parent/provider political beliefs, marital status, sexual orientation or special needs, or any other consideration made unlawful by federal, state or local laws. Educational programs are designed to meet the varying needs of all students.

It is the policy of **MdM** to recruit, hire, train, educate, promote, and administer all personnel and instructional actions without regard to race, religion, sex, sexual preference, age, national origin, disability, need for special education services, marital status, or use of public assistance. We will not tolerate any discrimination, and any such conduct is prohibited. The school also prohibits any form of discipline or retaliation for reporting incidents.

Parents Right to Know

As a parent of a student at **MdM**, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds.

Federal law allows you to request certain information about your student’s classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student’s classroom teacher guides.

- Whether the Colorado Department of Education has licensed or endorsed your student’s teacher for the grades and subjects taught.
- Whether CDE has decided that your student’s teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any support teachers or similar para-educators provide services to your child and, if they do, their qualifications.

Please contact the **MdM** Family Liaison, Erika Briones, if you would like to receive any of this information.

Parent Service Hours

Families are essential partners at **MdM**. By enrolling a child at **MdM**, families have chosen to participate in a unique education experience that actively involves both parents and students. Our school believes that families are an important element in a child's education and that family engagement is necessary for the success of the school. It is often said that it takes a village to raise a child, and at **MdM**, we all work together to create our village; a school-family.

When you sign the School-Family contract, spend time in your student's classroom, or volunteer, you are supporting our school-family.

- All volunteers must undergo a background check or they will not be left alone with students.
- All information gained by volunteers while on site performing parent service hours is strictly confidential. For instance, if you witness a student behavioral incident while volunteering on the playground, you are not permitted to discuss the incident in a manner that would betray the student's privacy rights (see the section on FERPA for additional information).

We have a great need for volunteer help of many kinds to maintain the standards and depth of our program. ALL families are expected to contribute a minimum of 20 hours per school year. This participation will add to your children's educational experience and will reinforce to your children your personal commitment to their education and the school.

- Descriptions of all available positions are available in the volunteer handbook
- Families will sign up for at least 10 of their 20 hours at registration in August.
- There is a huge variety of positions available during and after school hours
- In addition, parents may also satisfy some of their commitment by serving on school committees
- New volunteer opportunities will be listed in our school newsletter.

Personal Property

MdM is not responsible for loss or damage to personal property or vehicles. Valuable personal items, such as purses and all other valuables should not be left in areas where theft might occur.

Release of Photos and Other Information

MdM will periodically create publications to highlight student achievement, school life and school events and will maintain a regular website with this information. These publications and websites will be developed for the purposes of admissions, public relations, fundraising, and other uses that promote the school. From time to time, the school may also get media requests to highlight the school and its students. During the orientation process, each parent/guardian will be provided with the student Photo/Information Release form. The school will honor these forms, such that student photographs will be included in publications only if the parent/guardian has granted permission.

Report Cards

All **MdM** teachers are expected to maintain quality records of student learning and progress. This information is communicated to parents at the end of each semester using the **MdM** report card. Report cards are due prior to parent/teacher conferences and will be reviewed with parents during conferences.

School Calendar

The **MdM** calendar aligns closely with the Aurora Public Schools annual calendar, but does not follow it exactly. Families are expected to be familiar with the annual calendar. The academic calendar for the following year will be distributed each spring. The annual calendar of events will be distributed in the fall. Changes to the calendar will be communicated via the monthly newsletter and will be posted on the website.

School-Family Contract

At **Montessori del Mundo**, we understand the importance of alignment within the school community in order to achieve our mission of preparing students to compete, achieve, and lead. This mission can be best achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We all share the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community. The following outlines the expectations that need to be met to best support student learning, and should be signed by the parent/guardian, student, and staff.

Parents & Guardians

I/We agree to:

- Support **MdM's** bilingual, Montessori mission, values, and extended school day and year.
- Ensure that my student is at school on time, in uniform, every day.
- Communicate regularly with **MdM** teacher guides and staff and attend the required parent events.
- If my student receives multiple violations and needs tiered support, actively engage in support. This support could possibly include daily communications, weekly meetings, and/or a Saturday meeting.
- If necessary, engage in thoughtful discussion with **MdM** administrators about the need for remedial support and/or retention.

Teacher guides and Staff

We agree to:

- Arrive at school on time and be prepared for a bilingual Montessori education and supportive environment every day.
- Observe, track progress, and assess students regularly and fairly.
- Support all rules and policies consistently and fairly.
- Communicate with parents openly, honestly and frequently with both positive and constructive feedback.
- Maintain the highest expectations of academic performance and conduct.

Special Education, Section 504 & Gifted and Talented

MdM believes that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging in school. We will make reasonable accommodations to encourage full and active participation of all children in our program based on his/her individual capabilities and needs. Support services are available in both English and Spanish to aide in the student's success in our dual language model and to match the student's individual needs. **MdM's** Exceptional Student Services (ESS) Team supports and services Individual Education Plans (IEPs), 504 Plans, Behavior Intervention Plans (BIPs), Advanced Learning Plans (ALPs), and Health Care Plans.

At **MdM** we believe in supporting children's academic as well as social/emotional needs through our Multi-Tiered Support System. All children will participate in the appropriate universal screening tests for his/her age at the beginning of the year to determine what types of academic, social/emotional or language supports are necessary. **MdM** will inform families of which supports are being provided as well as the child's progress. The team, including the family, will meet if necessary to determine next steps when appropriate. If parents/guardians do not wish their child to participate in such support services, a signed written consent to deny support services must be on file at the school. Parents/guardians are an integral part of the decision making team; therefore, support staff at **MdM** works closely with all families to obtain consent before moving forward with any formal support plan.

Student Council

An active and involved student council program is in place at **MdM**. Watch for announcements via regular communication systems regarding elections and student council sponsored events and activities.

Student Council is a wonderful opportunity for students to practice community people, develop empathy, enhance social skills and practice the leadership skills that they will take with them into the world.

Student Health and Medications

Accidents – all accidents that occur on the school grounds or at school sponsored events must be reported to the school Clinic Aide. Students will receive care consistent with the severity of the injury. Minor abrasions and bumps will be cleaned and bandaged. Parents will be notified immediately when major accidents occur. The fire department or other emergency medical services will be summoned in more serious situations that warrant this response.

Health Office/Clinic – **MdM** has a delegated clinic aide who operates under the authority of a Registered Nurse from Children's Hospital. Parents should bring special health problems to the attention of the Family Liaison upon enrollment or to the clinic aide as soon as they arise. The purpose of the clinic is only to provide first aid and to screen students complaining of illness. It is imperative that someone be available and prepared to pick up your student in the event of illness or accident. A parent or designated adult must pick up a sick student within 30 minutes of being contacted by the clinic aide.

- Any student with a temperature of 100 degrees or above should be kept home.
- Students with diarrhea, vomiting, or a temperature of 100+ must be free of symptoms for 24 hours before returning to school.

Medication – All prescription and over the counter medications must be hand-delivered to the clinic aide with a completed medication form. Families may get a copy of this form by calling or stopping by the school.

- No medication will be dispensed unless a completed form is on file.
- Medications must be sent in the original pharmacy labeled container
- All student medicines will be kept in a locked cabinet. We keep a detailed log of all medicines administered.
- If parents want their child to keep medication on their person, these requirements must be met:
 - A letter from the doctor stating that it is necessary for the child to keep medications with him/her.
 - A letter from the parents accepting all responsibility in the event the medications are lost or improperly used by anyone.
 - Approval of the Registered Nurse.

Student Promotion/Retention Policy

PROMOTION POLICY

Through observation, data, and careful academic assessment and evaluation, we are able to closely monitor and support students who are struggling. **MdM** will use the following promotion policy, to ensure that every child is successful and on track to be a successful bilingual leader upon graduation.

Any student who is below the bilingual trajectory of literacy develop or whose unexcused absences exceed 10 in one year will be a candidate for retention, and will be considered by the Student Support Team (composed of teacher guides and administration) in collaboration with the student's family. **A student's Individual Education Plan may amend this promotion criteria.*

RETENTION POLICY

The school will provide each child with an educational environment that provides optimal challenge and meets the child's developmental needs. Due to the nature of the Montessori environment and the multi-age classrooms, lessons can be remediated and accelerated to meet the needs of the child.

Staff members, teacher guides and administrators, will continually and consistently assess the needs and development of each child to determine the best environment and next steps for the child. Decisions to advance or retain a child will be made by the Principal in conjunction teacher guides and the child's parents and will be based on a wide body of evidence including but not limited to: academic and social experiences of the child, parent experiences, staff experiences, attendance records, intervention documentation and progress, and assessment data.

RETENTION OF STUDENTS WITH DISABILITIES

Criteria for retention decisions for students with disabilities will take into account student attendance, whether the student has been retained before, and progress towards/completion of curriculum/IEP goals. Factors specific to students with disabilities, including transition planning, and the use of an alternate assessment, will also be weighed if applicable.

In addition, the following will be considered and documented before retaining a student with a disability:

- Evidence that retention is a viable intervention that will accelerate the student's academic performance and allow them to catch up to and maintain skills with their grade-level peers.
- All special education and related services documented on the student's IEP (504) have been fully implemented and progress data documented.
- Appropriate accommodations and modifications that enabled the student to access the curriculum successfully in spite of his or her disability were fully implemented in the general education classroom.
- Adequate behavior interventions were implemented and monitored to improve student performance (i.e., organizational support, Functional Behavior Assessment).

Student records

MdM maintains important information files on each student. Parent(s)/guardian(s) and students may review those records with reasonable advance notice given to the school. School officials may obtain access to your records for educational purposes only. All individually identifiable educational information is confidential.

Transfer Policy

Parents of students transferring to **MdM** mid-year will be required to submit/sign transfer paperwork and meet with their child's new teacher at least one day before the child can start school. Teachers must make time to meet with transfer parents within 2-3 days of the time they are informed by the office of a new transfer student being assigned to their class. These orientation meetings are important for building a relationship with the new parents/student, educating the parents about the nature of the program, and informing the teacher about the students' level and academic/social progress so that they can begin with high-quality, differentiated instruction from the first day the child enters the school.

MdM will request academic records, including IEPs, from the student's previous school. Parents must provide IEP documentation or inform the office that an IEP exists at the time of submission of the transfer paperwork.

Transportation

Parents are responsible for providing transportation to and from the **MdM** facility. Bus transportation is not provided. Carpooling is encouraged to alleviate congestion in the parking lot. Parents who are interested in carpooling can sign up through SchoolPool, a service that assists families in finding other families in their area who are interested in carpooling.

Uniforms

At **MdM** we wear uniforms for four important reasons:

- Safety: uniforms allow us to quickly identify our students.
- Community: uniforms unite us as a school family.
- Respect for work: uniforms help students to be conscious and focus better on their work to learn, explore and grow.
- Family economy: uniforms help families save money in clothing and time in the mornings when getting ready for school.

All students must come to school in the **MdM** uniform **every day including field trip days**. If a student arrives out of uniform, parents/guardians will be notified in person, by phone or by note and asked to send their student wearing a complete uniform by the next school day. The regular school uniform requirements are outlined on the next page.

Friday is considered casual dress day at **MdM.** It is the only day on which students can be out of uniform. Students and staff are allowed to wear nice jeans and the white **MdM** t-shirt. If students opt not to wear the white **MdM** t-shirt, then they **MUST** wear the regular **MdM** uniform polo with their jeans.



Change of Clothes






All families with students in ECE and kindergarten must send one change of clothing with your student on the first day of school. The change includes underwear, pants, plain polo shirt and socks, and will remain in the classroom in the case of an accident. If a change of clothing is not provided, parents will be called in the case of an accident to come to school with a clean change of clothing for your student.

These uniform components are required:

Khaki or Navy Blue pants, shorts, skorts, jumpers or skirts (jumpers & skirts must be worn with shorts underneath)							
							
Light Blue, Navy Blue or Forest Green polo with the MdM logo				Navy Blue or Black “playground shorts” must be worn under jumpers or skirts			
							
Closed toe, comfortable shoes (no sandals). Shoes CAN NOT have heels, lights or wheels. Shoes can be tennis shoes, casual shoes or boots preferably with velcro. Students must have tennis shoes when participating in PE.							



The following uniform components are optional. Please note; students may not wear other types of jackets, undershirts or sweaters while in school:

Plain Navy Blue, Black or White undershirts may be worn under MdM Polo	Plain Navy Blue, Black or White tights may be worn under jumpers or skirts
	
Navy Blue closed pullover or cardigan (with buttons) sweater without a hood.	Navy Blue or Black “playground shorts” must be worn under jumpers or skirts
	
The White MdM T-shirt	
	

Visitors

All visitors must report to the office immediately upon entering the building. Visitors are required to sign a visitor’s log indicating time of arrival, reason for visit, and time of departure. All visitors are required to provide identification which will be scanned prior to admission to the school. Visits must be arranged to minimize disruption of work. Generally, friends and relatives should be asked not to visit employees during working hours. Unattended children are not allowed in the facility or on the premises at any time. For safety and insurance reasons, friends, relatives, and parents of students are not permitted in areas restricted to employees only, unless authorized.

Withdrawal

Parents may withdraw their child at any time. Students will be officially withdrawn and eligible to enroll in another school once the following steps have been completed:

- Notify the Family Liaison in writing to request a withdrawal form.
- Complete the provided withdrawal form per the instructions.

- Provide all required information in the Transfer Section – we are required to verify your child’s enrollment in another school
- Complete the parent exit survey/questionnaire regarding the reason for withdrawal.
- Sign the records release form so that **MdM** can send pertinent academic records to your child’s new school.
- See the office manager to pay any outstanding balances for tuition, food services or other fees and obtain her signature on the form.
- Return the form to the Family Liaison.

It is expected that parents will complete the withdrawal process within one week of notifying the Family Liaison of their intent to withdraw.

SECTION 3 – SAFETY AND SECURITY

Closed Campus

MdM is a closed campus. **MdM** office hours are 8:20 a.m. and 4:00 p.m. Monday – Thursday and 8:20am – 2:00pm on Friday. During these hours all students must remain on the campus as defined by the school unless supervised by a staff member.

To ensure student safety during arrival, all doors will be locked from 8:00-8:20am. No one will be allowed to enter the building during this time. Should families choose to arrive at this time they will be asked to remain outside until 8:20am when doors open.

Students who need to leave campus early must be picked up by a parent/guardian or authorized individual with a photo ID. This individual must sign the student out of the school’s attendance log before the student will be released.

Emergencies - Student

FAMILY EMERGENCY – YOU NEED TO REACH YOUR CHILD OR PICK THEM UP EARLY

In case of an emergency, parents or guardians should contact the front office either by phone or in person. Staff members will immediately assist you in collecting your child and his/her belongings if necessary. Under no circumstances should parents or guardians contact students in their classrooms, including after-school activities, or attempt to remove the student from the building without notifying staff members in the front office.

ACCIDENT OR MEDICAL EMERGENCY INVOLVING YOUR CHILD

If a student has a medical emergency, first aid will be administered and the parent(s)/guardian(s) of that student will be contacted immediately. If parent(s)/guardian(s) cannot be reached, a person listed on the student’s health form (or emergency contact card) or the family physician will be contacted.

If the situation warrants, the school will call Emergency Medical Services (911). If there is a serious accident at school, parent(s)/guardian(s) of the affected students will be notified immediately. In the event that the parent(s)/guardian(s) cannot be reached, the family physician or persons indicated on health forms will be contacted or the student will be taken to the nearest hospital. First Aid will be administered as needed.

Emergency Management

MdM has a robust emergency management plan in place in the event a variety of emergency situations. **MdM** recently expanded our safety program to include the Standard Response Protocol (SRP). The SRP is based on four actions, Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the intercoms. All staff receive training in these protocols prior to the start of school each year.

Frequently, throughout the school year we have practice drills with students to ensure school community is familiar with the appropriate response in the event of an emergency.

A basic introduction to the SRP can be found on the I love u guys foundation website. [Click here for the parent information flier in English.](#) [Click here for the parent information flier in Spanish.](#)

Visitor Policy

Visitors, especially parents and families, are a vital and important part of the **MdM** community. We welcome them as volunteers, observers, and partners.

In order to assure the safety of our students and staff, **all visitors will be required to undergo a background check** before spending time with students. Once approved, visitors must sign in and out of the front office indicating time of arrival, reason for visit, and time of departure. All visitors and volunteers are required to wear a visitor's badge for the duration of their visit. Any visitor who does not report to the office, or is found in the building without authorization and a visitors' pass, will be asked to leave immediately.

Visitors may enter classes at any time and may leave at any time during a typical day. When discussing observations with others, please keep voices low as not to disturb the work cycle.

Unattended children are not allowed in the facility or on the premises at any time. For safety and insurance reasons, friends, relatives, and parents of students are not permitted in areas restricted to employees only, unless authorized.

SECTION 4 – EARLY CHILDHOOD EDUCATION (ECE) SPECIFIC CONTENT

Must be potty trained

All children enrolled in the preschool program must be fully potty-trained. **MdM** teachers and support teachers do not have the facilities available to change diapers. If your child is not potty trained, they will be withdrawn from the program and can re-apply once they have reached this milestone.

Bathroom Accident Procedures - Preschool

Young children occasionally experience bathroom accidents. **MdM** teachers and support teachers are trained to follow the appropriate and necessary procedures when changing children who have had a bathroom accident.

Do

- Wear gloves
- Change the child in the bathroom within the classroom, close the bottom door if the child prefers; leave the top door open.
- If you don't have a bathroom in your classroom, bring the child to a classroom that does.

- If the child needs minimal assistance – stand outside of the bathroom and hand the child what they need/supervise, through the open top door.
- If the child needs more assistance stand as close to the door as possible so that you can be viewed by other children and adults in the classroom.
- Have the child clean themselves as independently as they are able – do not touch the child unless they are not capable of getting themselves clean.

Do NOT

- Shut both the top and bottom doors of the bathroom so you cannot be seen by anyone in the classroom.
- Change the child in an empty classroom if you will need to touch the child or enter the bathroom with them. In this case teachers will call the front office to request support.

Staff Qualifications - Early Childhood Education (ECE): Ages 3years - Kindergarten

All teacher guides at **MdM** are highly qualified, have passed the PLACE or PRAXIS exam and are in compliance with state requirements and qualifications. In addition, our teacher guides are required to be bilingual in English and Spanish and must be grade-level certified in Montessori practices. Typical staff certifications are as follows:

Position Title	Education/Certification	Experience
Teacher Guide	Bachelor's Degree in Education and grade-level Montessori certification	2 + years

Teacher guides and Support teachers participate in an orientation class and ongoing training in the areas of child growth and development, healthy and safe environments, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism.

We strongly discourage families from entering into employment arrangements with staff (i.e. babysitting). Any arrangement between families and our caregivers outside the programs and services we offer is a private matter, not connected to or sanctioned by **MdM**.

Child to Staff Ratios - Early Childhood Education (ECE): Ages 3years - Kindergarten

Children are supervised at all times. All staff members receive scheduled breaks, which reduce fatigue and help to ensure alertness. We maintain the following standards for child to staff ratios in our preschool/kindergarten classrooms:

Age	Child to Staff	Maximum Group Size
3-5 years old	10:1	30

Licensing Complaints - Early Childhood Education (ECE): Ages 3years - Kindergarten

Formal complaints regarding suspected preschool licensing violations may be filed with:

Colorado Department of Human Services, Division of Child Care
 1575 Sherman St., Denver, CO 80203
 Tel: (303) 866-3755 Fax: 303.866.4453

ACKNOWLEDGEMENT FORM – PARENT COPY

(Parent's Copy—to Remain in Handbook)

During our home visit, my child's teacher guide reviewed the 2019-2020 Parent/Student handbook and important school policies with me.

I know am responsible for understanding and adhering to all of the policies and procedures contained in the parent/student handbook.

I agree to assist the school in ensuring my child follows school policies. I also understand that violations of school policy and procedure will lead to appropriate consequences.

I know where to find the handbook on the school website and I understand I can request a paper copy of the handbook.

Child's Name

Teacher Guide's Name

Parent Printed Name

Parent Signature

Date

☐

I want a paper copy of the
Parent/Student Handbook

☐

I DO NOT want a paper copy of the
Parent/Student Handbook

ADMINISTRATION AND FRONT OFFICE TEAM

NAME	TITLE	EMAIL
WENDY RENEÉ	EXECUTIVE DIRECTOR	WENDY@MONTESSORIDELMUNDO.ORG
KAREN FARQUHARSON	PRINCIPAL	KAREN@MONTESSORIDELMUNDO.ORG
MERLIE WALTERS MEIS	ASSISTANT PRINCIPAL	MERLIE@MONTESSORIDELMUNDO.ORG
PAOLA PEREZ	ADMINISTRATIVE COORDINATOR	PAOLAPEREZ@MONTESSORIDELMUNDO.ORG
ERIKA BRIONES	FAMILY LIAISON	ERIKA@MONTESSORIDELMUNDO.ORG
JANETH ESPINOSA-GALINDO	RECEPTIONIST	JANETH@MONTESSORIDELMUNDO.ORG

STUDENT SUPPORT SERVICES TEAM

NAME	TITLE	EMAIL
ROSALIND ROYBAL	COORDINATOR, ESS	ROSALIND@MONTESSORIDELMUNDO.ORG
LUISA ??	ESS TEACHER	LUISA@MONTESSORIDELMUNDO.ORG
GABY ITURRALDE	LITERACY COACH	GABRIELA@MONTESSORIDELMUNDO.ORG
PAOLA MONTOYA	INTERVENTIONIST/COACH	PAOLAMONTOYA@MONTESSORIDELMUNDO.ORG
DEVORAH HERSHKOVICH	INTERVENTIONIST/COACH	DEVORAH@MONTESSORIDELMUNDO.ORG
LISA ZONDLO	SOCIAL WORKER	LISAZONDLO@MONTESSORIDELMUNDO.ORG

CLASSROOM TEACHERS

TEACHER GUIDE**		SUPPORT TEACHER(S)
MARTHA BONDER	TALLER 2 SPANISH (MAR)	EVELYN ROLDAN-RODRIGUEZ
ROCIO HERNANDEZ BABICK	TALLER 2 ENGLISH (MONTAÑA)	ANTONINA URMEYEV
VIVIAN RUZANSKY	TALLER 2 BILINGÜE (COLIBRI)	KIRSTIN SUTHERLAND
DAYANA SANCHEZ	TALLER 1 - ASPEN	VIVAN RIOS
ARIELA GRINBERG	TALLER 1 – CATALPA	MAYRA VASQUEZ
ANNY BRITIO-HIDALGO	TALLER 1 – MANZANO	ROSSY LEON
BRICIA LOPEZ	TALLER 1 – PINO	AMANDA MAILLOUX
JENNIFER KONIK	TALLER 1 – ROBLE	HEIDI PULGARIN
LINA ALGRANTI	CASA – CLAVEL	LIMARIE ROLDAN & CLAUDIA VALENCIA
ANDREA CORTES	CASA – COLUMBINA	CHAYO GALVAN
DIANA CAJAS	CASA – GIRASOL	NAYELI LEON & MIREYA GOMEZ
CONSUELITO MONCADA	CASA – MARGARITA	ANGELICA MARQUEZ & NALLELY TARANGO
FRANCINA TAVERAS	CASA – TROMPETA DE HADAS	MARIELA SPENILLO & MARLENY LOPEZ
MARTHA BRIGGS	CASA – TULIPAN (AM CLASS)	KARLA TORRES
MARLENY LOPEZ	CASA – TULIPAN (PM CLASS)	KARLA TORRES
NALLELY TARANG	ART TEACHER	
LUPITA NICOLAIDES	PHYSICAL EDUCATION TEACHER	
PAULA LOFTIN	TYPING TEACHER	

**** EVERY TEACHER GUIDE CAN BE REACHED VIA EMAIL. PLEASE SEE THE LIST OF TEACHER EMAILS ON THE NEXT PAGE OR ACCESS THEM AT OUR [WEBSITE](#)**

TEACHER EMAILS

CURRENT EMPLOYEES		Position	montessoridelmundo.org
Alicia	Loya	FT Substitute	alicia@...
Amanda	Mailloux	Lower EI Support	amanda@...
Andrea	Cortes	Casa Guide	andrea@
Angelica	Marquez	Casa Support	angelica@
Anny	Brito-Hidalgo	Lower EI Guide	anny@
Antonina	Urmeyev	Upper EI Support	antonina@
Ariela	Grinberg	Lower EI Guide	ariela@
Bricia	Lopez	Lower EI Guide	bricia@
Chayo	Galvan	Casa Support	chayo@
Claudia	Valencia	Casa Support	claudiavalencia@
Dayana	Sanchez	Lower EI Guide	dayana@
Devorah	Hershkovich	Interventionist/coach	devorah@
Diana	Bejarano	SpEd Support Teacher	dianabejarano@
Diana	Cajas	Casa Guide	dianacajas@
Elena	Ravelo	FT Substitute	elena@
Erika	Briones	Family Liaison	erika@
Evelyn	Roldan-Rodriguez	Upper EI Support	evelyn@
Francina	Taveras	Casa Guide	francina@
Gabriela (Gaby)	Itturalde	Literacy Coach	gabriela@
Heidi	Pulgarin	FT Substitute	heidipulgarin@
Janeth	Espinosa	Receptionist	janeth@
Jennifer	Konik	Lower EI Guide	jenniferkonik@
Juneliz	Fernandez	On call- substitute	juneliz@
Karen	Farquharson	Principal	karen@
Karla	Torres	Casa Support	karla@
Kirstin	Sutherland	Upper EI Support	kirstin@
Limarie	Roldan Rodriguez	Casa Support	limarie@
Lina	Algranti	Casa Guide	lina@
Lisa	Zondlo	Social Worker	lisazondlo@
Luisa	Rodriguez	Special Education Teacher	luisa@
Lupita	Nicolaides	PE Teacher	lupita@
Maria (Nallely)	Tarango	Lower EI Support and Art Teacher	nallely@
Maria Alejandra	Machuca	FT Substitute	MariaMachuca@
Mariela	Spenillo	Casa Support	Mariela@
Marleny	Lopez	Casa Guide and Casa Support	marleny@
Martha	Briggs	Casa Guide 1/2 time	marthabriggs@

CURRENT EMPLOYEES		Position	montessoridelmundo.org
Martha	Bonder	Upper EI Guide	marthabonder@
Mayra	Vazquez	Lower EI Support	Mayra@
Merlie Marie	Walters Meis	Assistant Principal	Merlie@
Mireya	Gomez	Casa Support	Mireya@
Nathaniel (Nate)	Roybal	SpEd Speech Support	Nate@
Nayeli	Leon	Casa Support	Nayeli@
Paola	Montoya	Interventionist/coach	PaolaMontoya@
Paola	Perez	Administrative Coordinator	PaolaPerez@
Paula	Loftin	Electives Teacher	Paula@
Rocio	Hernandez Babick	Upper EI Guide	Rocio@
Rosalind	Roybal	Coordinator, Exceptional Student Services	Rosalind@
Rossy	Leon	Lower EI Support	Rossy@
Vivian	Rios	Lower EI Support	Vivianrios@
Vivian	Ruzansky	Upper EI Guide	Vivianruzansky@
Wendy	Reneé	Executive Director	Wendy@

