

Montessori del Mundo Charter School

Growing tomorrow's bilingual leaders



Student and Family Handbook 2024-2025

15503 B. EAST MISSISSIPPI AVENUE; AURORA, CO 80017

PHONE: 720-863-8629

FAX: 720-863-8425

OFFICE HOURS: MONDAY – THURSDAY; 8:15AM – 4:00PM
FRIDAY; 8:15AM – 1:45PM

GUIDING TEAM

BILITERACY; GABRIELA ITURRALDE
CASA (PK/K); ANA CATALINA GUTIÉRREZ SALAZAR
EXECUTIVE DIRECTOR; WENDY RENEÉ

TALLER 1 (1ST – 3RD); ROCIO HERNANDEZ BABICK
TALLER 2 (4TH – 6TH); VIVIAN RUZANSKY HERZBERG

CONTACTING THE SCHOOL

MAIN OFFICE:	720-863-8629, EXT 100
ATTENDANCE LINE:	720-863-8629, OPTION 3
FAX:	720-863-8425
ADDRESS:	15503 B. EAST MISSISSIPPI AVENUE; AURORA, CO 80017
WEBSITE:	WWW.MONTESSORIDELMUNDO.ORG
OFFICE HOURS:**	MONDAY – THURSDAY; 8:15AM – 4:00PM FRIDAY; 8:15AM – 1:45PM

DROP-OFF/PICK-UP TIMES

	MON-THURS DROP-OFF	MON-THURS PICK-UP	FRIDAY DROP-OFF	FRIDAY PICK-UP
ELEMENTARY	8:15 – 8:30AM	3:15 - 3:25PM	8:15 – 8:30AM	1:15 - 1:25PM
FULL-DAY PK/K	8:30 – 8:45AM	3:30 - 3:45PM	8:30 – 8:45AM	1:30 - 1:45PM
HALF-DAY PK/K - AM	8:30 – 8:45AM	12:15PM – 12:25PM	8:30 – 8:45AM	12:15PM – 12:25PM

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
- **MDM** WILL BE ON DELAYED START IF AURORA PUBLIC SCHOOL DISTRICT IS ON A DELAYED START
- YOU MAY RECEIVE A PHONE AND/OR EMAIL NOTIFICATION VIA SCHOOL MESSENGER AND BLOOMZ

HOW DO I REACH MY CHILD’S TEACHER?

- EVERY STAFF MEMBER CHECKS BLOOMZ MESSAGES AND EMAIL AT LEAST ONCE PER DAY – THE BEST WAY TO REACH YOUR CHILD’S TEACHER IS THROUGH BLOOMZ. 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 THEIR 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.
- IF YOU NEED TO CONTACT YOUR CHILD, CALL THE FRONT OFFICE AND WE WILL DELIVER A MESSAGE.

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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.

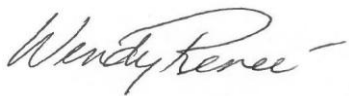
If you have questions or concerns about any of the material within this handbook, we urge you to discuss them with your child's teacher.

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 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, 2024 and supersedes all previous handbooks.

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



Wendy Reneé
Executive Director

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: We are in this together.	Conscious: We are mindful and present.	Growing: We explore and take risks to learn and grow.	Healthy: We take care of ourselves as a whole.
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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 explore collaborative skills, time management, personal responsibility, artistic appreciation, and good citizenship. Literacy is one of the most important skills to master 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.

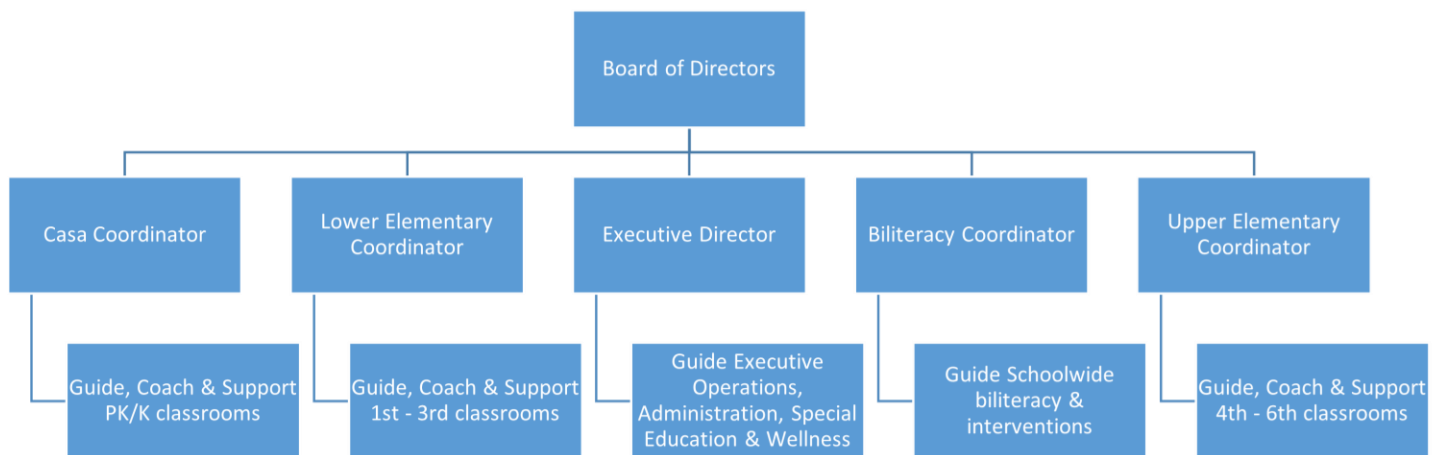
Teacher guides and support teachers give students lessons one-on-one or in small groups so each child is working at exactly his or her level. Children are encouraged to take the time to master important foundational skills and also to explore their interests and direct their own education.

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

2024 – 2025 Guiding Team Structure



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 plan 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:

- Armando Rivera; Governance, Government and Parent – Chair
- Leticia Agras; Health Psychology and Parent – Vice Chair
- David Romero; Finance, Governance, Former Parent – Board Treasurer
- Jana Hoover; Fundraising, non-profit work, early childhood, and parent – Secretary
- Ashley Muramoto; Fundraising and marketing – 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 a strong team of experienced and passionate school leaders; Ana Catalina Gutierrez, Coyla Dowdell, Gabriela Iturralde, Karen Farquharson, Rocio Hernandez Babick, Vivian Ruzansky, and Wendy Renéé.

The Executive Director, Wendy, is responsible for the overall operations of the school, school finance and board and authorizer relations. Wendy brings 30 years of operational and instructional leadership in a variety of environments to her role. Wendy holds a bachelor's degree in Elementary Education, a master's degree in Curriculum and Instruction, and a Montessori Administrator's Certificate. In addition, she holds a Principal's License from the Colorado Department of Education and a Preschool Director's license.

Gabriela (Gaby) Iturralde serves as the Bi-Literacy Coordinator. In this crucial role, Gaby guides the instructional staff in the implementation of a high-quality dual language program that ensures **MdM** students receive the best possible education in both languages and progress along the bilingual trajectory toward full bilingualism and biliteracy. Gaby is a passionate educator who believes education is key to changing the world. She has vast experience and has worked with all levels from pre-k to adult education. Gaby joined MdM in 2015 and has served as both a social-emotional and academic interventionist and the Bi-literacy Coordinator. She has been part of the leadership team for six years. She holds a Bachelor's degree in Pedagogy from Universidad Panamericana, Mexico City and a Master's degree in Bilingual Education from Texas A&M University. In the fall of 2023, Gaby started her journey to pursue a Ph.D. in Equity, Bilingualism, and Biliteracy from the University of Colorado, Boulder.

Vivian Ruzansky Herzberg is the Upper Elementary Coordinator, responsible for academic programming, professional development and coaching for the 1st – 6th grade instructional staff. Vivian has been a Montessori Guide for 8 years; three of them at **MdM**, as an upper elementary bilingual guide. Vivian has many years of Montessori teaching in Mexico as well as 5 years as elementary guide at **MdM**. Vivian has been a part of the School Leadership Team for the past two years and has been an integral part of key decisions related to academic programming. Vivian is the primary administrative contact for 4th – 6th grade parents.

Rocio Hernandez Babick is the Lower Elementary Coordinator, responsible for academic programming, professional development and coaching for the 1st – 3rd grade instructional staff. Rocio brings with her many years of Montessori teaching in Mexico as well as 5 years as elementary guide at **MdM**. Rocio has a Bachelor of Arts in Elementary Education and is certified as a Montessori Elementary Guide (ages 6-12). She also holds a Colorado Teacher's License. Rocio's previous administrative experience will serve her well in her role as the primary administrative contact for 1st – 3rd grade parents.

Ana Catalina Gutierrez Salazar has 20 years of educational experience, including 15 years of experience engaging professionally with the Montessori philosophy as a teacher and academic coordinator. She worked in three Montessori schools in Mexico before joining **MdM** and has worked with various age levels, including infants, pre-k, and lower elementary. Ana is passionate about preparing the learning environment for her students in accordance with their developmental stage as well as presenting and modeling the Montessori philosophy to her students and others. In her current role as Casa/Children's House Coordinator, Ana conducts planning, presentations, observations, and evaluations; recruits academic staff; engages with parents and guardians; and supports teachers. Ana is the primary administrative contact for parents of preschool and kindergarten students.

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. It is MdM’s policy that all classroom teachers are bilingual in English and Spanish. 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 they can assist you in finding the right person.

<u>Function</u>	<u>Primary Contact</u>	<u>Function</u>	<u>Primary Contact</u>
Attendance	Receptionist	Health Questions/Concerns	School Nurse
Board Liaison	Executive Director	Homelessness/Family Support	Family Liaison
Building Use Coordination	Executive Director	Instructional Programming	Academic Coaches
Clinic	School Nurse	Media Contact	Executive Director
	Receptionist	Parent Service Hours	Family Liaison
	Family Liaison	Preschool Billing	Family Liaison
	Administrative Assistant	School Newsletter	Family Liaison
Discipline	Academic Coaches	Social Emotional Support	Estrellas
Emergency Management	Executive Director	Special Education	SpEd Grade Level Lead
Enrollment	Family Liaison	Student Records	Receptionist
Free/Reduced lunch status	Family Liaison	Updating Contact Information	Receptionist
Gifted & Talented	GT Coordinator	Uniform policy/purchase info	Family Liaison

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 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 school 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 workspaces, 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 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 prior to your child's first day of attendance. There is no enrollment fee to attend **MdM**. For students attending preschool, the first month's tuition payment is due prior to your child's first day of school. There is no tuition for K – 6th grade students.

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 based on special needs as long as a safe, supportive environment can be provided.

Enrollment Timeline

Applications Accepted Starting	January 1st, or the first business day thereafter
Returning Family Re-enrollments accepted starting	2 nd Monday of January
New Applications Due for Lottery	2 nd Friday of February
Returning Family Re-enrollment Due	Monday before the 2 nd Friday of February
Enrollment Lottery	1 week after the new application deadline
Notification of Acceptance/Waitlist and Preschool Scholarship Award	Two weeks after the lottery
Parent Decision Due	48 hours after notification

Students accepted off waitlist and applications considered on rolling basis	48 hours after notification – September 30th
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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 if 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 4, 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, stepsiblings, 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 as of the date of application. 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 sibling waiting list.

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

Staff and founding families will have first priority.

Montessori del Mundo values diversity and strives to support students and staff from diverse language and cultural backgrounds. We believe that recent immigrants to the United States face unique challenges in integrating into US public schools and that our school is a great option for these families. As such Montessori del Mundo prioritizes children who have arrived in the United States in the previous 12 months.

Points will be given based on prior experience to help determine the most qualified applicants who will have this highest likelihood of success. Recent immigrants will receive 2 points, and siblings will receive 1 point. The Priority Enrollment 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.

Recent Immigrant	Sibling	Total Points	Priority
2	1	3	1
2	X	2	2
X	1	1	3

X	X	0	4
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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.

Enrollment Lottery Progression:

Round	Preschool/Kindergarten	1 st – 6 th grades
1	Staff and founding families - If no space was available. Lottery performed to determine order of placement on waitlist.	Staff and founding families - If no space was available. Lottery performed to determine order of placement on waitlist.
2	Siblings - if no space was available. Lottery performed to determine order of placement on waitlist.	Weighted lottery – 3-point – Lottery will be performed to determine order of placement on the waitlist. Students drawn in this lottery will be placed on the waitlist following Staff and Founding Families.
3	General lottery – All non-sibling applicants	Weighted lottery – 2-point – Lottery will be performed to determine order of placement on the waitlist. Students drawn in this lottery will be placed on the waitlist following those drawn during the 3-point lottery
4	N/A	Weighted lottery – 1-point – Lottery will be performed to determine order of placement on the waitlist. Students drawn in this lottery will be placed on the waitlist following those drawn during the 2-point lottery

5	N/A	Weighted lottery – 0-point – Lottery will be performed to determine order of placement on the waitlist. Students drawn in this lottery will be placed on the waitlist following those drawn during the 1-point lottery
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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, preschool scholarship/enrollment, enrollment, and future Kindergarten. As spots open, 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. Preschool Scholarship/Enrollment Waitlist

Students who were offered enrollment and chose not to enroll due to lack of preschool 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, 2023-2024 will be maintained until June 2024). 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/Preschool Scholarship

Parents will be notified of receipt of application by automated response on the website application. No paper applications are accepted. Parents may access the online portal at the school if necessary to complete the online application.

Parents will be notified by email, mail, or phone by the parent notification deadline of their child's application status: whether enrollment was granted, what number their child is on the waitlist, and the preschool 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).

Withdrawal policy

Students withdrawing from the school will be asked to complete the withdrawal packet which includes a parent survey/questionnaire regarding reasons for withdrawal from the school, the contact information for the new school, and a release form so that MDM can send any pertinent academic records and all legally required documents such as IEPs to the new school.

Students withdrawing from the tuition based preschool program after the 15th of the month will not receive a tuition refund.

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.

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

- Each family will be issued a placard for arrival and dismissal.
 - Families can request extra placards at any time.
 - Placards are required to pick up children; Anyone who does not have a placard must proceed to the front office to present valid identification.
 - 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. The note must specify the name, address, and phone number for the adult as well as specific dates.
- If using carline, the placard must be kept on the dashboard of your car so that it is visible to staff members during arrival and dismissal.
- If you are a walker; you must bring the placard with you each day.
- The doors to the school are locked until 8:15am so that staff can prepare for the day.
- Students may not to arrive at school early unless they are part of the before-school care program run by the YMCA.
- 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.

Arrival and Dismissal for Elementary (1st – 6th Grades)

- Arrival for Elementary (1st – 6th grade) students
 - Doors open at 8:15am for Elementary students
 - Elementary students may be dropped off through carline or as walkers on the east side of the building.
 - If you are using carline, a staff member will assist your child in exiting your vehicle and entering the school. Please always remain in your vehicle.
 - We stop accepting students at the east doors at 8:25 am. After that, students must be walked into the main office and signed in as tardy.
- Dismissal for Elementary (1st – 6th grade) students
 - 3:10pm Monday – Thursday and 1:10pm on Friday.
 - You can pick up your student through carline or as a walker
 - A current year placard is required to pick up your student
 - We stop taking names at 3:25/1:25pm. After that, students must be picked up at the main office.

Arrival and Dismissal for Kindergarten Students

- Arrival for kindergarten students
 - Doors open at 8:30am for kindergarten students
 - Kindergarten students who begin the day with recess must be dropped off through carline or as walkers on the north side of the building.
 - Parents must sign the sign-in sheet each day at drop-off.
 - If you are using carline, a staff member will assist your child in exiting your vehicle and entering the school. Please always remain in your vehicle.
 - We stop unloading students at 8:45 am. After that, students must be walked into the main office and signed in as tardy.
- Dismissal for kindergarten
 - 3:30pm Monday – Thursday and 1:30pm on Friday.
 - You can pick up your student through carline on the north side of the building or as a walker at the main entrance.
 - Parent signatures are required at pickup for all kindergarten students.
 - Please do not enter the carline or walker line before 3:25/1:25pm; we will be dismissing elementary students
 - A current year placard is required to pick up your student
 - We stop taking names at 3:45pm/1:45pm. After that, students must be picked up at the main office.
 - **Kindergarteners must pass a self-buckle test to be able to be picked up through carline.**

Arrival and Dismissal for PK3 and PK4 Full-Day Students

- Arrival for PK3 and PK4 full day students
 - Doors open at 8:30am for Preschool students
 - Preschool students must be walked in through the main entrance and dropped off in their classrooms.
 - Exception, PK students who begin the day with recess must be dropped-off through carline or as a walker on the north side of the building.
 - Parents must sign the sign-in sheet each day at drop-off.
 - Teachers begin morning routines at 8:45am. If you arrive after 8:45am, you will need to go to the main office and sign in as tardy.

- Dismissal for Full-Day Preschool students
 - 3:30pm Monday – Thursday and 1:30pm on Friday.
 - Students must be picked up and signed out at the main entrance
 - Please do not enter the walker line before 3:25/1:25pm; we will be dismissing elementary students
 - A current year placard is required to pick up your student
 - We stop taking names at 3:45pm/1:45pm. After that, students must be picked up at the main office.

Arrival and Dismissal for Elementary and Full-Day PK sibling Groups

- Arrival for Elementary/CASA sibling groups
 - Doors open at 8:15am for Elementary/CASA sibling groups
 - Sibling groups may be dropped off through carline or as walkers on the north side of the building.
 - If you are using carline, a staff member will assist your child in exiting your vehicle and entering the school. Please always remain in your vehicle.
 - Parents must sign the preschool/kinder sign-in sheet each day at drop-off.
 - We stop unloading sibling groups at 8:25 am. After that, students must be walked into the main office and signed in as tardy.
- Dismissal for Elementary/CASA sibling groups
 - 3:30pm Monday – Thursday and 1:30pm on Friday.
 - Students may be picked up through carline on the north side of the building or as walkers at the main entrance.
 - Please do not enter the carline or walker line before 3:25/1:25pm; we will be dismissing elementary students
 - A current year placard is required to pick up your students
 - We stop taking names at 3:45pm/1:45pm. After that, students must be picked up at the main office.

Arrival and Dismissal for HALF-DAY PK3 and PK4 Students

- Arrival for PK3 and PK4 half day students
 - Doors open at 8:30am for Preschool students
 - Preschool students must be walked in through the main entrance and dropped off in their classrooms.
 - Exception, PK students who begin the day with recess must be dropped-off through carline or as a walker on the north side of the building.
 - Parents must sign the sign-in sheet each day at drop-off.
 - Teachers begin morning routines at 8:45am. If you arrive after 8:45am, you will need to go to the main office and sign in as tardy.
- Dismissal for HALF-DAY Preschool students
 - 12:15pm Monday – Friday.
 - Students must be picked up and signed out at the main entrance
 - A current year placard is required to pick up your student
 - We stop taking names at 12:25pm. After that, students must be picked up at the main office.

ASSESSMENT AND PARENT REFUSAL POLICY

At **MdM** we value teacher observation as a primary evaluation technique. In addition to daily observational feedback, **MdM** also utilizes standardized and nationally normed assessments to evaluate student proficiency and growth. As a public charter school, **MdM** is required to administer the state assessments and to provide parents with information regarding the mode of administration as well as the methods by which a parent may opt-out of state testing for their child. The complete policy is included below. Questions regarding assessments should be directed to your child's teacher or the grade level coordinator.

MONTESSORI DEL MUNDO STATE ASSESSMENT AND PARENT REFUSAL POLICY

Policy Number: SAPRP 9:22

PURPOSE:

1. **To establish the mode of administration of the yearly state exam.**
2. **To establish a procedure for a parent's request to excuse their children from taking state assessments.**

DEFINITIONS:

For the purpose of this policy, the following definitions shall apply.

a. **Student Evaluation:** is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences. Evaluation takes place in an educational setting which stresses the needs, characteristics, and well-being of the learner. Multiple evaluation techniques are used to determine the progress of the students.

SCOPE: This policy is applicable to the Parents of Montessori del Mundo

Policy:

State Assessment System

State and federal law requires Montessori del Mundo students to take standardized assessments in the instructional areas of English language arts, math, and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, Montessori del Mundo shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires Montessori del Mundo to adopt policies regarding: the use of computer-based assessments or alternatively the use of paper and pencil assessments; parent requests to excuse their children from taking state assessments; and to distribute Montessori del Mundo's annual assessment calendar. This policy has been created in consultation with parents and represents Montessori del Mundo processes to address these requirements. This policy shall be made public, shall be distributed to all Montessori del Mundo parent/guardians each fall before the start of classes, and shall be posted on the Montessori del Mundo website.

Testing Format Will Be Online for all State Assessments

Montessori del Mundo will administer all state assessments in the online format. In the event that the school administration seeks to modify the format of the testing to paper-based for all, or a specific test, the administration will do so only in consultation with parents and instructional staff.

For students with an Individualized Education Program (IEP) or with Section 504 accommodations, whether the state assessment testing is administered in pencil and paper or a computer-based format, shall be determined by the student’s Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Parent/Guardian Request for Exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in writing. This exemption request may be presented to the child’s teacher or to the front office at Montessori del Mundo. Parent exemption notices shall be collected, maintained, and monitored by Site Assessment Leader (SAL).

In accordance with state law, Montessori del Mundo shall not impose any negative consequence, including (but not limited to) prohibition from any in-school or extra-curricular activities, nor imposing an unexcused absence, upon a student or parent/guardian when the parent/guardian has requested an exemption from a state assessment or assessments. Montessori del Mundo nor its staff will engage in any activities intended to discourage a student from taking a state assessment or encourage parents/guardians to excuse students from assessments, nor will they impose an unreasonable burden or requirement on a student that would discourage the student from taking a state assessment or encourage the student’s parent to excuse the student from taking the state assessment.

This policy’s exemption process shall apply only to state- mandated assessments and does not apply to federal, teacher or school- chosen tests or assessments. Parent or guardian concerns about these federal, teacher or school- chosen assessments may be addressed initially with the classroom teacher or Executive Director.

State-mandated assessments	Federal and School Level assessments
CMAS PSAT (not applicable at MdM) SAT (not applicable at MdM)	ACCESS (federal) Acadience/IDEL (READ Act) STAR Reading & Math (school based)

Additional Assessment Information for Parents/Guardians

In accordance with state law, Montessori del Mundo shall distribute an assessment calendar and related assessment information to parents/guardians on an annual basis, each fall before the start of classes, to inform them about the state and other assessments that Montessori del Mundo plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with Montessori del Mundo’s academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are to be encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress, and improve their learning.

Nothing in this policy is to be construed as evidence of an intention of Montessori del Mundo or its Board of Directors to avoid the laws of the State of Colorado. To the extent this Policy does not address, or conflicts with, actions required by C.R.S. § 22-7-1006.3 or C.R.S. 22-7-1013, the provisions of those statutes shall govern.

This policy was adopted by the Montessori del Mundo Board of Directors on September 22nd, 2020

LEGAL REFS.: C.R.S. § 22-7-1006.3

C.R.S. § 22-7-1013

Revised 5.25.17

Revised 9.22.2020

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 grade level coordinator 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.
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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 by their designated arrival time (see Arrival and Dismissal for grade level expectations)
- Teachers will take attendance within 5 minutes of the start of class.
- Students who arrive at school after the designated arrival time, 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

The Montessori del Mundo Board of Directors adopted an updated attendance policy in August, 2020 to ensure alignment with state and federal regulations as well as accommodations related to the pandemic. The complete policy is included below:

MONTESSORI DEL MUNDO ATTENDANCE POLICY

POLICY NUMBER: AP 8:22

UPDATE TO 3/1/2018 (Effective Date 8-22-2020)

PURPOSE: Procedures to document, track and mitigate excessive absences.

SCOPE: This policy applies to all students enrolled in Montessori del Mundo.

BACKGROUND

At Montessori del Mundo we place a very high value on consistent attendance for both students and staff. Consistent attendance, arriving on time, being present every day and being prepared to learn, is key to successful academics and giving children every opportunity to achieve their potential. Further, students enrolled in MdM are required to attend school, unless excused for good reason, in accordance with the Colorado School Attendance Law (C.R.S. 22-33-101) and Article IX, Section 2 of the Colorado Constitution.

Parents, guardians, students, and the school are jointly responsible to ensure regular attendance. Excessive absences, even those that are excused may be symptomatic of problems which necessitate joint efforts of the school, student, home, and community agencies. Therefore, in cases of excessive absences, the school will utilize community agencies, as well as the courts, if necessary, in order to support and enforce regular attendance.

DEFINITIONS

Chronically absent

“Chronic Absenteeism” refers to excessive absences of a student for any reason, whether excused or unexcused.

Compulsory Attendance Ages

According to Colorado Attendance Law C.R.S. 22-33-104(1); Compulsory School attendance laws apply to all students aged 6 (on or before August 1 of each year) through 17.

Excused Absences

The following absences shall be considered excused:

- **Illness/Injury**
 - Temporary illness/injury will be excused when documented by the student’s parent/guardian;
- **Absence due to a physical, mental, or emotional disability;**
 - Temporary, short-term absence (3 days or less) will be excused when documented by the student’s parent/guardian
 - When a student has excessive excused absences due to reported illness, the school administrator may require a written medical excuse from the family physician.
 - If a family indicates they have no physician or medical source available for this purpose, the school nurse is authorized to decide if a student is, indeed, ill.
 - The school nurse may also refer families to appropriate medical resources when needed to substantiate the illness.
- **Appointments/Serious circumstances/legal obligations;**
 - Excused on a case-by-case basis if a student has an appointment or circumstance of a serious nature that cannot be resolved before or after school hours.
- **Extracurricular experiences which have been approved by the school**
 - A student’s request to participate in extracurricular experiences outside of the school may be approved for up to five days under certain circumstances. Any absences beyond the five days shall be treated as unexcused. Approval shall be left to the discretion of the principal. The principal may use any of the following or combination of the following criteria in determining whether a student is permitted to engage in the extracurricular activity.
 - The student is in good academic standing
 - The student has no unexcused absences
 - The student has five or fewer excused absences in a semester or 9 or fewer for the school year
 - The student is attending any school-sponsored activity or activities of an educational nature with advance approval of the administration
- **Family business/family vacation days which have been approved by the school.**
 - A student’s parent/guardian may request approval for an excused absence to attend to family business/family vacation (i.e. wedding, family trip). Approval shall be left to the discretion of the Executive Director. This excused absence is not to exceed three days per year if the following conditions are met:
 - Student is in good academic standing;
 - Student has no unexcused absences; or
 - Student has four or fewer excused absences in a semester or seven or fewer excused absences for the school year.
- **Funerals for immediate family (parent, grandparent, sibling, aunt, uncle, cousin, niece or nephew);**
- **Religious observations;**

- Student is in the custody of a court or law enforcement authorities;
- Students to whom a current age and school certificate or work permit has been issued pursuant to the Colorado Youth Employment Opportunity Act of 1974
- Suspension, expulsion, or denial of admission in accordance with C.R.S. 22-33-105 and 106 are considered excused for the purposes of truancy.
- Work-study programs under the supervision of a public school.

Habitually Truant

Colorado State Law 22-33-107 defines the habitual truant as a student of compulsory attendance age who has “four unexcused absences in a calendar month or 10 unexcused absences during a school year.” Absences due to suspension or expulsion are considered excused for the purposes of calculating habitual truancy.

Tardy

A student is considered tardy if he/she is not in his/her classroom at 8:35am when the classroom teacher takes attendance. Each tardy is equivalent to $\frac{1}{3}$ of an excused absence. Three tardies will count as one excused absence when implementing the tiered attendance support model.

Truancy

Truancy means a student is absent from school without a valid and verifiable excuse from the parent/guardian or the student leaves school or class without permission. This is synonymous with unexcused absence

Unexcused Absences

An unexcused absence is defined as an absence that is not covered in the excused absence section. Each unexcused absence shall be entered on the student’s records. The parent/guardian of the student receiving an unexcused absence shall be notified orally or in writing by office support staff.

ATTENDANCE EXPECTATIONS AND PROCEDURES

According to state law, it is the obligation of parents to ensure that every child under their care and supervision receives adequate education and of compulsory attendance age attends school.

Parents/guardians shall be provided written attendance obligations, expectations, and procedures. This information shall be communicated in the newsletter, the student/parent handbook and the school website or other means of written communication at the beginning of the school year or as students enroll during the school year. Parents/guardians are required to acknowledge in writing an awareness of such obligations, expectations, and procedures.

Parents/guardians are expected to notify the school attendance office in a timely manner regarding a student’s absence. Absences should be reported on or before the day on which they occur by phone or written form. Messages can be left on the attendance line after hours if necessary.

ATTENDANCE PROCEDURES - STAFF

All teachers are expected to record accurate daily attendance for their students. Teachers shall enter unverified absences and tardies into the student information system. The front office staff will utilize the

student information system to indicate those absences for which parent/guardians have called to verify that the student will not be in school.

Teachers and designated support personnel will monitor students excused and unexcused absences and/or tardies and respond according to the MDM tiered attendance support model.

BELL SCHEDULE EQUIVALENCY STATEMENT

A portion of the teacher-pupil contact may occur remotely, and that remote portion will be equivalent to 370 minutes per day of on-site teacher-pupil instruction.

SPECIAL EDUCATION AND ATTENDANCE

Federal and state special education laws prevail over state laws and regulations for attendance. Students qualifying for an IEP or 504 Plan have certain rights afforded to them through the law. When applying the MDM attendance policy to students who qualify for an IEP or 504 Plan, school staff must consider those special education rights first.

TIERED ATTENDANCE SUPPORT MODEL

Tier 1

When a parent/guardian has not made the required contact with the school by 10:00am on the day of an absence, the school shall notify the parent/guardian by a recorded phone message of the student's absence.

Tier 1.5

2 unexcused absences within 5 school days or 3 tardies within 5 school days or 3 excused absences within 5 school days

- Personal call from support staff to follow up and request excuse or doctor's note;
- Classroom teacher notified for additional follow up under the following circumstances
 - can't get a response within 24 hours.
 - Previously escalated to Tier 2 for the same problem
 - Child is already on an attendance support plan
- Classroom teacher will problem solve with parent and offer resources.
- Classroom teacher escalates to Tier 2 if no response from parent after two attempts, and two days.

Tier 2

Escalated to the teacher twice within 10 days or 4 excused absences within 10 days or 6 tardies within 10 days or 3 unexcused absences within 10 days

- Classroom teacher calls family to problem solve and re-iterate attendance expectations.
- Classroom teacher sends Tier 2 attendance concern letter home and submits copy to receptionist to file in cum file
- Classroom teacher escalates to coordinator if:
 - No response after 2 attempts
 - Need additional resources beyond resources document
 - 2nd time referred to Tier 2 for same issue
- Coordinator has a face-to-face meeting with parent and child. If possible, classroom teacher is included.
 - Review attendance expectations and definition of, and consequence for habitual truancy

- Fill out an **attendance support plan** and assign a “case manager”.
- Parent gets copy of signed support plan, copy placed in cum file

Tier 3

7 or 8 total absences for the school year, (including tardies) or failure of parent to follow through on attendance support plan

- Case manager escalates to Executive Director
- Executive Director meets with parents to revise attendance support plan and communicate consequences for truancy/chronic absenteeism
 - Truancy court if age 7+ and 10 unexcused absences in one school year
 - Lose MdM preschool tuition scholarship, UPK spot if more than 10 absences in school year
 - Charged for absent days more than 10 absences if CCAP
- Parent gets copy of updated support plan and consequences document. Signed originals placed in cum file.

Tier 4

4 unexcused absences in any calendar month or 10 absences in a school year

- Case manager call CDHS to report educational neglect
- If 7+ - file a truancy petition with the court (unexcused absences only)
- If <7 and MdM preschool tuition scholarship or UPK- lose preschool tuition scholarship
- If CCAP - bill for days missed past 10

REMOTE LEARNING - IF IMPLEMENTED DUE TO STATE OF EMERGENCY

Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be recorded by the parent daily and is verified by teachers to ensure the school is properly calculating and adequately monitoring that students complete the statutory minimum number of hours of planned teacher-pupil instruction and teacher-pupil contact during the school year.

These hours are accumulated through a variety of methods including:

- Completion of lessons assigned through the learning management system as documented with student login and lesson participation;
- Completion of assignments provided through external sites with access and login only available through direct links;
- Completion of offline work documented by parent;
- Attendance at a synchronous live session;
- In-person testing such as CMAS, PARCC, CoAlt, or other required state exams;
- Online assessments such as Scantron accessed through students accounts; and/or
- In-person attendance in which attendance is taken by the teacher on-site.

COMMUNICATIONS SYSTEMS

It is MdM’s policy to support families with a home language that is other than English. Because the majority of our families are Spanish dominant, it is our policy that all communication between the school and families will

be in both English and Spanish. This includes written communication such as newsletters and other school notices, as well as any parent meetings or conferences. The majority of MdM’s staff members are bilingual in English and Spanish. In the case of a meeting that involves a staff member that does not speak the family’s home language, MdM will provide an interpreter.

MdM may utilize one or more of the following contracted services to provide translation of written documents, conferences, and other meetings.

- Interpreters Unlimited group
- Transact Solutions
- Alboum Translation Services

If an interpreter for a language other than Spanish is needed, MdM requests at least 48 hours of notice of the need for an interpreter to allow adequate time to access this resource.

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 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 four conference days for families to meet with their child’s teacher 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.
BLOOMZ	The BLOOMZ App is the primary form of teacher/parent direct communication. This is the easiest way to reach your child’s teacher. You can expect weekly updates from your child’s classroom through this platform.
Email	Email is a primary form of schoolwide communication to families. 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.
Bi-Weekly Parent Newsletter	The school-wide newsletter will be sent to all families via email, linked in BLOOMZ, and will be posted on the communications board in the lobby. The newsletter will include information about upcoming events, special announcements, learning topics. The 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	Occasionally your child’s teacher, an interventionist or a coordinator 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>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>
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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
- Email address
- Marital status or custody arrangements
- 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
- Parent deployment
- Major illness or death in the family

CONFERENCES

Conferences are held four times per year, early in the first quarter, at the end of each semester, and at the end of the year. All teachers are required to be available throughout the conference window 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, assessment results and suggestions for ways in which parents can support their student’s learning. Conferences will be held in English or Spanish, based on the family’s preference. Elementary students are expected to attend conferences with their parents.

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 Cardiopulmonary 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 oneself 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.

DIRECTORY INFORMATION – PARENT RIGHTS

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Montessori del Mundo (**MdM**), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, **MdM** may disclose appropriately designated “directory information” without written consent, unless you have advised **MdM** to the contrary in accordance with **MdM** procedures. The primary purpose of directory information is to allow **MdM** to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want **MdM** to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the **MdM** in writing by the first day your child attends class. **MdM** has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Degrees, honors, and awards received**

- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user**
- **A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.**

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 school leader 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. 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 and dignity 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) 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 those 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 act 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 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, including during instructional time, in the hallways and on the playgrounds. Any misuse of devices will result in the device being confiscated by a staff member and turned in to the main office. A parent will be required to pick up the device.

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.

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.

The very specific details relating to your FERPA rights are included below. If you have any questions regarding the application or coverage of FERPA, contact **MdM**’s Executive Director for clarification.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Montessori del Mundo (“School”) receives a request for access.

Parents or eligible students who wish to inspect their child’s or their education records should submit to the Executive Director a written request that identifies the records they wish to inspect. The Executive Director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child’s or their education record should write the Executive Director, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school

would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FAMILY RESOURCES

MdM is committed to providing families with resources they may need beyond educational services. A book of Family Resources is in the Family Liaison’s office, in each preschool classroom and on the bulletin board in the main entryway. This book contains current information on a variety of services including mental and behavioral health services, healthcare services, dental services, vision services, child development services, resources for children with special needs, food banks, child nutrition, child care, respite care, expectant parents, skills training, financial services, English language classes, GED preparation programs, legal guardianship, low income housing, recreational opportunities, vocational programs, and transportation

services. For more information, contact the Family Liaison by email or via the main office. In addition, a list of key resources can be found by [clicking here](#).

FEES AND FINANCIAL CONSIDERATIONS

MdM is a 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 except for some preschool scholarship money available through the Colorado Preschool Program (CPP) and/or the Child Care Assistance Programs (CCAP).

As with most charter schools, **MdM** operates on a very tight budget with most 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. The school supply fee for the 22 – 23 school year is \$50.00 per student. 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. **MdM** provides these t-shirts at cost, the fee for the **MdM** T-shirt is \$7.00 This fee is payable to the uniform vendor.
- Late pickup Fee: This fee is charged to parents who are excessively late to pick up their children. No parent is ever charged this fee the first time they are late. If you aren't late, then this fee will never apply to you 😊 The late pick-up fee is \$1.00 per minute for every minute after 3:45pm.
- Back-and-Forth Folder Replacement Fee: This fee is charged if your family's Back-and-Forth folder is lost or damaged. If you don't lose it, then this fee will never apply to you 😊 The fee for a replacement folder is \$3.00.
- 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. This fee is determined by the bank.
- Credit card service fees: Parents are responsible for the 3% surcharge 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 for most 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.
- Upper elementary overnight camp: This is an important, yet optional, culminating event for our Upper Elementary students. **MdM** covers a portion of the overall costs for the group. Parents are responsible for covering the remaining amount. Fundraising and some scholarship opportunities exist. The fee for

the overnight trip is determined each year based on the contract with the site. This fee will be communicated to parents at the earliest possible date.

Mandatory fees will be waived for indigent students. For purposes of student fees, an indigent student is defined as any child who is eligible for a free or reduced-price lunch under the federal poverty income guidelines, including homeless and foster children. Parents can apply for free and reduced lunch through the Aurora Public Schools Payschools portal: <https://aurorak12.payschools.com/>

At MdM we want all students to be able to participate in school sponsored events and activities. If your family needs financial assistance for a specific activity or event, please contact the family liaison.

FIELD TRIPS

At **MdM** we believe that field trips, going outs, 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. Classes will take some walking field trips and some field trips that require transportation.

Elementary (1st grade and up):

- **MdM** will reserve a bus to provide transportation to and from the destination when necessary.
- 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. Due to limited seating, parents may have to provide their own 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.
- 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.

- We hope that all CASA students will be able to attend scheduled field trips. In the event that you cannot attend the field trip; there are three options:
 - Arrange for another parent to transport your child to and from the field trip.
 - Your child can remain at school; **MdM** will provide substitute coverage in a classroom.

FOOD RELATED ALLERGIES – FISH-FREE, LENTIL-FREE FACILITY – PERMANENT POLICY

IMPORTANT HEALTH AND SAFETY NOTICE RELATED TO FOODS - MdM IS A FISH AND LENTIL-FREE FACILITY

There are members of our school family with severe allergies to fish and lentils. For the health and safety of these individuals, MdM is a fish-free, lentil-free facility. This means students, staff, and APS Nutrition Services will not bring any fish or lentils into the school. This is a permanent policy.

Please think about your regular routines and what you tend to bring for lunch at school and make any changes needed. This also means that if we have potlucks, picnics, etc. we must avoid fish and lentils. **As a fish-free, lentil-free facility, you may not bring any of the following to school:**

- Any cooked or raw fish
- Shellfish
- Real or imitation crab meat
- Tuna
- Shrimp
- Sushi
- Lentils of any kind, cooked or uncooked

FOOD SERVICES

MdM partners with Aurora Public Schools to provide breakfast and lunch options for our students. All students attending MdM will have access to free healthy, nutritious school meals beginning in the 2023-24 school year thanks to the Healthy School Meals for All program approved by Colorado voters. Here is some additional information and a few important reminders about what this means for our school and families.

Please continue to fill out the Free and Reduced Meal Application Form. While meals will be provided for free to all MdM students through the Health Meals for All program, it is important for us to continue gathering income and housing information to receive full access to all available federal funds that support nutritional and academic programs at MdM.

To complete the free and reduced lunch application from home go to: payschoolscentral.com

If you previously created an account > login and submit the application for the 23 – 24 school year. If you have not created an account, you will need your student’s state ID number (SASID) which can be found in your Infinite Campus Portal or by contacting the front desk.

For any questions regarding your application status, please contact the APS Nutrition Office at 303-344-8060 or visit them at 15701 E. 1st Avenue, Aurora, CO 80011

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.

IMPORTANT HEALTH AND SAFETY NOTICE RELATED TO FOODS - MdM IS A FISH-FREE FACILITY

There is a member of our school family with a severe allergy to fish. For the health and safety of this individual, MdM is a fish-free facility. This means students, staff, and APS Nutrition Services will not bring any fish into the school. This is a permanent policy.

Please think about your regular routines and what you tend to bring for lunch at school and make any changes needed. This also means that if we have potlucks, picnics, etc. we must avoid fish. **As a fish-free facility, you may not bring any of the following to school:**

- Any cooked or raw fish
- Shellfish
- Real or imitation crab meat
- Tuna
- Shrimp
- Sushi

FUNDING

Funding for **MdM** is provided through the annual Per Pupil Operating Revenue (PPOR). Funding is determined based on student attendance during throughout the school year and during the October Count Window. 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, preschool scholarships, 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. The PTO sponsors events such as the roller skating parties, Community dinner nights at local restaurants, Parent Night Out events, General Mills' Box Tops for Education, the ANGEL FUND PROJECT, and the annual book fair. Funds from all these events are

distributed among programs or purchases as determined each year by the PTO in collaboration with the administration.

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.

GRIEVANCE POLICY – PARENTS AND STUDENTS

If a student or parent feels they are being discriminated against then refer to the MdM Anti-Discrimination Policy. If the student or parent wishes to proceed with a complaint under the Anti-Discrimination Policy then this procedure supersedes the MdM student_parent Grievance Procedure.

The parent_student grievance procedure is a process by which a student or parent can bring concerns to the School Leadership and/or the Board of Directors. This is a formal process and requires rules to be strictly followed. Failure to follow procedures will forfeit your right to this process. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

Steps involved in a Grievance Procedure:

Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents, community members, or staff members have complaints or disagreements with any parties at **MdM**, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, the complainant is expected to make a good faith effort to resolve the issue with the classroom Guide as appropriate. If the complaint involves any non-instructional staff member, the complainant is expected to make a good faith effort to resolve the issue directly with the staff member.
2. If a resolution with the classroom Guide or staff member is not possible, the complainant is expected to seek to resolve the issue with the Guide/staff member's immediate supervisor. The complainant is expected to initiate contact with the direct supervisor within 5 days of the meeting or phone call with the Guide/Staff member. The direct supervisor will schedule a phone call or in-person meeting within 48 hours of receiving the complaint (where possible) in order to address the situation, facilitate ongoing communication, and develop goals for conflict resolution. The direct supervisor will continue to monitor the issue until the situation is resolved or an impasse is reached.
3. If a resolution with the immediate supervisor is not possible or if the complaint is with a school-wide policy or procedure, the complainant should seek to resolve the issue with the Executive Director. The complainant is expected to initiate contact with the Executive Director within 5 days of the meeting or

phone call defined in step two. The Executive Director will require a written statement identifying, in detail, (1) the date of the incident; (2) the staff member involved; (3) a description of the issue decision, incident or practice that gave rise to the issue; (4) the conflict resolution strategies that have been attempted thus far; and (5); the grievant's requested resolution. Within 5 calendar days from the date on which the written statement was received, the Executive Director will either issue a written response to the grievant or contact the grievant to schedule a time to discuss the issue. The Executive Director will continue to monitor the issue until the situation is resolved or an impasse is reached.

4. If after meeting with the Executive Director, a resolution is not possible, the complainant may seek to resolve the issue by filing a formal grievance with the **MdM** Board of Directors according to the following requirements:
 - a. Complaints must be initiated within 14 calendar days of the date the complainant knew or reasonably should have known about the action giving rise to the grievance.
 - b. Complaints must be submitted to the Board of Directors in writing via the board email address (MdMboard@montessoridelmundo.org). This allows all parties involved to work from a consistent body of information. All submissions should include the word "CONFIDENTIAL GRIEVANCE" in the subject line.
 - c. The Board of Directors, in general, will not address a complaint based on hearsay or made on behalf of another student, parent, or family.
 - d. The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in Items 1, 2, 3 and 4 has not yet been attempted in good faith.
 - e. The Board of Directors reserves the right not to address a complaint that is made anonymously.
 - f. The Board of Directors, in general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Board will take the complaint under advisement and will provide an appropriate response at a later time.
 - g. The Board of Directors reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint.
 - h. The Board of Directors has an identified Grievance Committee which will discuss said grievance in closed session, as required by law to maintain student confidentiality.
 - i. The Grievance Committee will provide a written response to the complainant within 30 days of receiving a properly submitted grievance.
5. If a student or parent is not satisfied with the School Board's determination not to review the written grievance or the written resolution reached by the School Board after reviewing the grievance the student or parent has the right to seek resolution through the school's authorizer, the Colorado Charter School Institute.
 - a. The complainant may submit his/her concerns in written format to the Institute within five business days from receiving the written decision of the School Board.
 - b. After review, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days from receipt of the written concern.
 - c. The decision of the School's Board will not be overturned unless there are compelling grounds that the School violated an applicable law, regulation, policy, or contract provision.
 - d. The Institute can be contacted at (303) 866-3299 or csi_info@csi.state.co.us.

This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996

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.

HEALTH SCREENINGS AND HEALTH SERVICES

Vision and Hearing Screening: Health screening and preventive health care are important to identify health problems even before symptoms may be present. In addition to yearly well child checks, it is recommended that preschool age children receive annual hearing and vision screening. **MdM** offers annual hearing and vision screenings, with parent consent. Hearing and vision problems can significantly affect a child, including their learning ability. If your child has not done a hearing/vision screening at **MdM** or elsewhere in the past year, you are encouraged to ask your child’s healthcare provider about these as most medical offices should be able to screen your child or refer you to a provider who can. If you need resources for hearing and vision screening and specialists, please ask Erika Briones, Family Liaison, for a resource list.

Dental Screening: **MdM** is now offering dental screening for all preschool-aged children. This requires parent consent and proof of Medicaid, other eligible insurance, or a parent-paid fee for the screening. If your child has not had a recent dental screening at **MdM** or elsewhere, you are encouraged to take your child to a dentist for this screening. Good oral health is an important part of a child’s overall health status. Most dentists recommend a dental screening every 6 months. If your child does not currently have a dentist, or if you need resources for lower cost dental care, please ask Erika Briones, Family Liaison, for a copy of a resource list of dentists practicing near **MdM**.

Medical Home: At **MdM**, we encourage all students (and their families) to have a Medical Home. A Medical Home provides continuous, comprehensive, and coordinated care with a focus on the whole person. A Medical Home establishes a partnership between patients and their personal healthcare team. If your child does not have a regular healthcare provider that is their “Medical Home”, we have a list of some medical resources in the Aurora area. Stop by the office and ask Erika Briones, Family Liaison, for a resource list of potential pediatric providers in the Aurora area. For more information about a Medical Home, visit the following website: <https://www.colorado.gov/pacific/cdphe/categories/services-and-information/health/personal-and-family-health/medical-home>.

Medical Insurance: **MdM** recommends that all families procure medical and dental insurance for their children. Children without medical insurance might be eligible for Health First Colorado (Colorado's Medicaid Program) or Child Health Plan+ (CHP+). For more information about eligibility and services provided, refer to the following websites:

- Health First Colorado/Medicaid: <https://www.colorado.gov/pacific/hcpf/colorado-medicaid>
- Child Health Plan+ (CHP+): <https://www.colorado.gov/pacific/hcpf/child-health-plan-plus>

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 and through Bloomz. 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 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. 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.

PARENT ENGAGEMENT POLICY

The purpose of the Parent Engagement Policy is to ensure the school complies in all respects with Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Montessori del Mundo has developed a written Title I parental involvement policy with input from Title I parents. Input related to this policy was secured via survey conducted by the School Accountability Committee, listening sessions during regularly scheduled accountability meetings and the annual Family satisfaction survey. It has distributed the policy to parents of Title I students via the family newsletter and during home visits for new families. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Montessori del Mundo, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. MdM hosts 3 annual state of the school meetings; one in September at Back-to-School Night, one in January and the final session in May. Title 1 is included as a topic at each state of the school.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. The school offers the state of the school meeting three times per year; one in-person and 2 virtual meetings that are recorded and shared out to the entire school community.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The school achieves this involvement through parent involvement policy review during home visits, during mid-year conferences, as part of the UIP review process conducted by the SAC, and as part of the annual family survey conducted by the School Accountability Committee
- The school provides parents of Title I students with timely information about Title I programs. The school provides this information during home visits, during mid-year conferences, and during the State of the School presentations.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. MdM provides detailed information about the curriculum used at the school during home visits, during Grade Level Meetings with the Coordinator. Assessment information is shared via the assessment calendar, during home visits, during Grade Level Meetings with the Coordinators and during conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. MdM hosts four conference days per year, monthly School Accountability Committee Meetings, three State of the School Meetings and monthly or bi-monthly grade level coordinator meetings for parents.

School-Parent Compact

Montessori del Mundo distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school’s responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children’s learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities

Building Capacity for Involvement

Montessori del Mundo engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children. This assistance is provided via Grade Level Coordinator Meetings at which state standard, state, federal, and local assessments are presented and explained.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Montessori del Mundo* provides parent education on Montessori in the home, as well as access and training on LEXIA Core 5 and Zearn Math which is available for all students to access from home.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *As part of our pre-service and ongoing annual training, the grade level coordinators provide training and coaching in effective parent/school partnerships.*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. MdM will have a robust Parent Resource

center that parents may access throughout the week. MdM hosts Aldea groups to engage parents in supporting each other through shared experience and knowledge. This is in addition to the school directed activities listed previously.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. MdM provides all parent communications in both Spanish and English. All communications are sent via email, text and the BLOOMZ app. All public meetings are presented in either Spanish or English and translated to the second language. Upon notification that translation is needed in another language, MdM makes every effort to provide synchronous translation or at least asynchronous translation of materials and meetings.
- The school provides support for parental involvement activities requested by Title I parents. MdM solicits feedback for activities, events, educational opportunities and supports from parents via focus groups, surveys, conferences and individual conversations with the Family Liaison and other Student Support Staff

Accessibility

Montessori del Mundo provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. MdM provides all parent communications in both Spanish and English. All communications are sent via email, text and the BLOOMZ app. All public meetings are presented in either Spanish or English and translated to the second language. MdM records, whenever possible, all parent meetings to ensure accessibility.

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 if they will 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.

RESTRAINT AND SECLUSION POLICY

To maintain a safe learning environment, school employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation. This policy applies to incidents that occur on school property or at an off-campus, school-sponsored event or activity.

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act (1 CCR 301-45), the following definitions apply for purposes of this policy.

1. "Deadly Weapon" means a firearm, whether loaded or unloaded; a knife, bludgeon, or any other weapon, device, instrument, material, or substance, whether animate or inanimate, that, in the manner it is used or intended to be used, is capable of producing death or serious bodily injury.
2. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.
 - a. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
 - i. Prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
 - ii. The administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
 - b. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
 - i. Devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - ii. Protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan; or
 - iii. Adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
 - iv. Positioning or securing devices used to allow treatment of a student's medical needs.
 - c. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - i. Holding of a student for less than five minutes by a staff person for the protection of the student or others;
 - ii. Brief holding of a student by one adult for the purpose of calming or comforting the student;

- iii. Minimal physical contact for the purpose of safely escorting a student from one area to another; or
 - iv. Minimal physical contact for the purpose of assisting the student in completing a task or response.
 - d. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
- 3. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
 - a. Placement of a student in residential services in the student's room for the night; or
 - b. "Time-out", which is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
- 4. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.
- 5. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).
- 6. "Parent" shall be as defined by 1 CCR 301-45.

B. Basis for Use of Restraint

Restraints shall only be used:

- 1. In an emergency and with extreme caution; and
- 2. After:
 - a. The failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. A determination that such alternatives would be inappropriate or ineffective under the circumstances.
- 3. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student's behavior.
- 4. School personnel or contracted personnel shall:
 - a. Use restraints only for the period of time necessary and using no more force than necessary; and
 - b. Prioritize the prevention of harm to the student.

C. Duties Related to the Use of Restraint – General Requirements

When restraints are used, the School shall ensure that:

- 1. No restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
- 2. No restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
- 3. Restraints are only administered by school personnel who have received training in accordance with 1 CCR 301-45;

4. Opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. When it is determined by trained school personnel that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed. In the case of seclusion, staff must reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student; and
6. The student is reasonably monitored to ensure the student's physical safety.

D. Proper Administration of Specific Restraints

1. Chemical Restraints shall not be used.
2. Mechanical and Prone Restraints shall not be used, except where:
 - a. The student is openly displaying a deadly weapon;
 - b. When used by an armed security officer who has received documented training in defensive tactics utilizing handcuffing procedures and restraint tactics utilizing prone holds and who has made a referral to a law enforcement agency.
3. Physical Restraint shall only be used in accordance with the following:
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student;
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised; and
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion shall only be used in accordance with the following;
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities;
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size; and
 - c. To the extent possible under the specific circumstances, the space should be free of injurious items.

E. Notification Requirements

1. If there is a reasonable probability that restraint might be used with a particular student, designated appropriate school personnel shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. The restraint procedures (including types of restraints) that might be used;
 - b. Specific circumstances in which restraint might be used; and
 - c. Staff involved.
2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

F. Documentation Requirements

1. If restraints are used by any school personnel or contracted personnel, a written report shall be submitted within one school day to school administration.

2. The Executive Director or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph G. below shall be e-mailed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
 - a. The antecedent to the student's behavior if known;
 - b. A description of the incident;
 - c. Efforts made to de-escalate the situation;
 - d. Alternatives that were attempted;
 - e. The type and duration of the restraint used;
 - f. Injuries that occurred, if any; and
 - g. The staff present and staff involved in administering the restraint.
4. A copy of the written report on the use of restraint shall be placed in the student's confidential file.

G. Review of Specific Incidents of Restraint

1. The Executive Director or designee shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. Staff review of the incident;
 - b. Follow up communication with the student and the student's family;
 - c. Review of the documentation to ensure use of alternative strategies; and
 - d. Recommendations for adjustment of procedures, if appropriate.
3. If requested by the School or the student's parents, the School shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

H. General Review Process

1. The Executive Director or designee shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the School is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
 - a. Analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
 - b. Training needs of staff;
 - c. Staff to student ratio; and
 - d. Environmental conditions, including physical space, student seating arrangements and noise levels.

I. Staff Training

1. The School shall ensure that staff utilizing restraints are trained in accordance with 1 CCR 301-45.
2. Training shall include:
 - a. A continuum of prevention techniques;
 - b. Environmental management;
 - c. A continuum of de-escalation techniques;
 - d. Nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
 - e. Methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
 - f. Appropriate documentation and notification procedures.
3. Retraining shall occur at a frequency of at least every two years.

J. Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security offers working in a school and who meet the legal requirements of C.R.S. § 26-20-111(3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. § 18-1- 901(3)(e).

K. Complaints

A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of the school utilizing the School’s Grievance Policy and/or the state complaint procedures established pursuant to 1 CCR 301-45.

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 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.

SCHOOL IMPROVEMENT

MdM maintains a focus on continuous improvement, constantly working to analyze data and use that information to improve our instructional practices. In support of this commitment and in compliance with state and district accreditation requirements, **MdM** annually updates its Unified Improvement Plan (elementary program) and Quality Improvement Plan (preschool program). Copies of both are available in the front office. The Unified Improvement Plan is available through CDE's website by [clicking here](#).

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 involvement, 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.
- If your child is observably ill, they will not be allowed in the building.
- All families are expected to adhere to the “[How Sick is Too Sick?](#)” Guidelines.

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 accepted or 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 can 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 development 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 school leader 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 consider 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 despite their 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 for 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.

STUDENT SUPPORTS: LA TORRE (MTSS), 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. Special Education Services including IEPs, 504 Plans, Behavior Intervention Plans and Advanced Learning Plans are all examples of Level III interventions in the La Torre Process. **MdM's** special education teachers collaborate with other organizations such as Child Find, Developmental Pathways, and other local preschools to meet the outcomes and goals defined in students' IEPs, School Readiness Plans,

and other individualized learning plans. This includes an initial/in-take meeting and then periodic check-ins with the collaborating agency as needed to support the student’s success. 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.

La Torre (Multi-Tiered Support System or MTSS):

Support for the Whole Child: At Montessori del Mundo we believe that all children are capable of success. We educate the whole child, including social-emotional and academic development. Academic and social-emotional learning are integrated and connected, for this reason, if a child shows a need for extra help, we will make a support plan that considers both sides of the child as a human being.

The Student Support Team includes classroom Guides and Support Teachers, Interventionists, Learning Specialists, and Parents. Parents are an essential part of supporting what their children are learning in school. Research shows that the more parents are involved in their child’s learning, the greater the student achieves.

What is La Torre? La Torre means “Support Tower to Follow the Child”: MdM is committed to helping all children succeed. There are many ways to help children learn and to ensure that those who need additional support are successful. The Tower of Support to Follow the Child (**La Torre**) is one of the ways in which MdM provides this support.

La Torre is a multi-level process to provide instruction and support to promote academic and socio-emotional success for all children. The individual progress of each child is monitored, and the results are used to make decisions about additional instruction and interventions. Currently at MdM La Torre is most used when it comes to reading, and socio-emotional development, but it can also be used in other areas. The La Torre process is flexible and designed to follow the child’s changing progress and needs.

What does La Torre’s process look like? La Torre’s process typically has three levels. Each level provides different levels of support.

<p style="text-align: center;">LEVEL 1</p> <p style="text-align: center;">Universal Instruction for ALL Students</p>	<p style="text-align: center;">LEVEL 2</p> <p style="text-align: center;">Additional Support for SOME Students</p>	<p style="text-align: center;">LEVEL 3</p> <p style="text-align: center;">Intensive Support for a FEW Students</p>
<p>ACADEMICS:</p>	<p>ACADEMICS:</p>	<p>ACADEMICS:</p>
<p>In Level I, all students receive high quality Montessori and Dual Language instruction in the general education classroom. The teacher assists all students.</p>	<p>In Level II, the school provides extra help, usually in small groups, to students who need support in addition to what they receive from the universal curriculum.</p>	<p>At Level III, intensive instructional support is provided to students with the highest needs, with frequent monitoring of progress.</p>
<p>SOCIO-EMOCIONAL:</p>	<p>SOCIO-EMOCIONAL:</p>	<p>SOCIO-EMOCIONAL:</p>

<p>At Level I, all students are explicitly taught expectations of positive school culture. All teachers support social-emotional regulation using a consistent approach based on Conscious Discipline techniques</p>	<p>At Level II, the school provides additional support targeted toward social-emotional regulation, usually in small groups and based on patterns and trends observed by the Student Support Team.</p>	<p>At Level III, student-centered planning is used to develop personalized interventions with frequent monitoring of progress.</p>
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What are the Key Components to La Torre’s Process?

A key component to the La Torre process is that all children receive high quality curriculum and instruction in the general education classroom (Level I). Another component of the La Torre process is that the school conducts universal screenings. Universal screenings review the progress of all students, these screenings are typically given three times a year. Universal screenings help schools identify students who may need additional support or other types of instruction. As a result of universal screening, students may be identified as needing additional support (Level II) in addition to the high-quality universal instruction they are receiving in Level I. Research based interventions are used to support students in the area of need. Research based interventions are teaching strategies or methods that have been proven to be effective in helping children be more successful with academics or social-emotional development. There are many kinds of interventions and instruction that can happen in the classroom, outside the classroom or in small groups.

Another key component to the La Torre process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be adjusted. When the child meets the goals developed by the Support Team, intervention is no longer needed, and the child continues to receive universal instruction and support in the general education classroom. When progress monitoring shows that a child is not responding to the intervention another approach or intervention may be tried. However, when a higher level of support is needed, student support is intensified with individualized instruction, more frequent support, or direct services by a specialist who focuses more on developing the skills they need to learn successfully (Level III).

A key component of the La Torre process is partnership with the families of students with learning differences or special education needs to foster inclusion in the classroom and meet their learning and development goals. We support inclusion through push-in academic and social emotional support as well as the use of a variety of tools, adaptive materials, and strategies including the use of headphones, brain breaks, and timers.

Developmental Concerns: All students at MdM are assessed formally and informally to ensure that teachers plan each child’s curriculum goals and activities to support individualized learning. Teachers observe, record, and document children’s development and learning throughout the year using Teaching Strategies GOLD (Casa / early childhood classrooms) and the Transparent Classroom (for all grade levels). Assessments are referenced at biannual parent/teacher conferences. When a child has been identified as having a developmental concern or delay based on assessments and tier 1 and 2 interventions through the MTSS process defined above have not been effective, MdM will refer the child for further assessment - either through the school’s Exceptional Student Services team or through a partner organization. When such a

referral is made, a meeting will be scheduled with the student's family to discuss the developmental concern leading to the referral, to provide the family with supporting resources, and to discuss next steps.

If, at any time, a parent believes that their child needs extra support, they should make an appointment with the Child's Guide to discuss their concerns and then request a review of the child's case by the Student Support Team to initiate the La Torre process.

TECHNOLOGY AGREEMENTS

Use of **MdM**'s computer and telecommunication resources and other organization equipment by a person who is not properly authorized is not permitted. All employees, students, and parents (collectively referred to as user or users) have the responsibility to use their assigned computer and telecommunication resources in an efficient, effective, ethical, and lawful manner.

No user may install software onto their individual computers or the network without authorization from the Executive Director or Director of IT. Any duplication of copyrighted software, except for backup and archival purposes, is a violation of organization policy and federal law. **MdM** may delete unlicensed and personal software without notice.

All communications transmitted by, received from, or stored in **MdM**'s systems (including e-mail, voice mail, internet access and electronic storage systems) are the property of **MdM**. The following apply to use of **MdM**'s computer and telecommunication resources and services:

- All users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Users may not alter or copy files belonging to others without first obtaining permission from the owner of the file.
- No personal right of privacy exists in any file contained within or transmitted by **MdM**'s computers. **MdM** reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary.
- Electronic communication (e-mail, voice mail, Internet, etc.) should not be used in any way that is disruptive, offensive to others, harmful to morale, fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating or unlawful. Specifically prohibited are sexually explicit materials, ethnic or racial slurs, or anything that may be construed as disparaging of others based on race, national origin, gender, age, disability, sexual orientation, or religious or political beliefs. This also applies to downloading, displaying or storing of such materials in **MdM**'s computers.
- The computer and telecommunication resources and services of **MdM** may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and self-replicating code), religious, or political material.
- While **MdM** understands that users occasionally use their computer and the Internet for personal use, such use should be kept to a minimum and should not interfere with the performance and completion of their job responsibilities or school work. Computers and other technology resources are provided for the explicit purpose of completing work associated with or assigned by the school.

- Users are responsible for safeguarding their passwords for the system. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords.

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.

TRANSITION SUPPORT

Transition from Home to School and Your Child's First Day

MdM recognizes that choosing a school is an important decision and that once a family has chosen **MdM**, it is important to provide support to make the transition into the school for the first time as smooth as possible for the child and family. Prior to the first day of school, all parents and new students are invited to tour the school, observe in classrooms, visit with administrators, and attend a new student orientation. In addition, the student, family, and teachers all get to know each other during home visits that happen for all new students each August (described below). During any of these opportunities, parents of new students are encouraged to communicate any anticipated concerns. In addition, **MdM** requires all parents to complete enrollment paperwork in which parents can provide multiple avenues for communication (phone, email, text, etc.). **MdM** believes that an open, trusting, and honest relationship between the school and families, supported by strong communication, best supports student success.

To support new students and families transitioning into our program we do the following:

1. Practice Arrival days – these are days when new preschool students practice getting dressed in uniform, leaving on time, and arriving at school. New families are greeted by staff and returning students and spend time on the playground together.
2. Home Visits – To support a strong transition at the start of each school year, **MdM** teachers attempt to conduct home visits with every new family and every family with a student transitioning to a new classroom at the start of the school year. The home visits are arranged at a time that is convenient for the family. Home visits provide transition support at the start of the school year and provide several benefits:

- Support any transitions that might be happening (new teacher, new classroom, new grade level).
 - Reduce a child’s anxiety about starting the school year.
 - Introduce teachers as “safe” people.
 - Provide information on school policies and answer parents’ questions.
 - Understand parents’ hopes and goals for the child.
 - Gain parents’ perspective on their child’s development.
 - Discuss any concerns about the transition to school.
3. Back-to-School Night – we host a back-to-school night within the first two weeks of school. This is an opportunity for children to bring their parents into the classroom to share their environment and experience.
 4. Buddy System – newly arriving students are paired with a buddy (a student who has been in the class for 1 or more years). The buddy models classroom routines and expectations for the new student.
 5. Family Ambassadors – These are families who have children enrolled in the program and serve as ambassadors to help new families learn the systems and structures of the school.

Classroom to Classroom Transitions

Typically, classroom to classroom transitions happen at the start of the school year. If an expected classroom transition is happening in the middle of the year (which is infrequent), additional supports as described below are provided.

To support students and families transitioning from one classroom to another we do the following:

1. Mid-Year Transition Conferences – these conferences occur prior to any decision to change a child’s classroom placement. Parents, the teacher and the coordinator collaborate to determine the necessity, appropriateness, and best timing for the change.
2. New Classroom Visits – the transitioning child will have “visits” to the new classroom at various times of day throughout the week before the change.
3. Home Visits – As described above with the receiving teacher visiting and getting to know the family.
4. See you later ceremony – During the child’s last day in the current classroom the class will hold a “see you later ceremony” recognizing that the child might not be in their room, but they will see them at recess or lunch, in the hall or at a school event and that they are still friends.
5. Buddy System – the student will be paired with a buddy (a student who has been in the class for 1 or more years).

Pre-K to Kindergarten Transitions

The vast majority of children stay at MdM for both preschool and elementary school; therefore, pre-K to kindergarten transitions are unusual. In addition, in the Montessori model, the Casa Classrooms include Pre-K3, Pre-K4, and kindergarten, so children are not typically transitioning classrooms at this time.

Kindergarten to First Grade Transitions

To support students and families transitioning from PK/K to a First Grade Classroom:

1. Classroom Visit Days – During the last two weeks of school, Kindergarten students visit the 1st grade classrooms. Each child visits each of the lower elementary rooms, so they have visited and met the teachers, no matter which room they are assigned to.
2. Home Visits – the lead and assistant teacher from the child’s new classroom visits the child in their home in August before the start of school. During this visit, they learn more about the family, share some of the new expectations in elementary school and create a strong home-to-school connection.
3. Language Transition – During the preschool and first semester of kindergarten, 90% of instruction is given in Spanish. Beginning in March, Kindergarten students begin receiving daily literacy instruction in English in preparation for the transition to a 60/40 language model in 1st grade. In addition, Kindergarten students and families are given access to the LEXIA online platform for use at home and at school.
4. Graduation/Pinning the light ceremony – Each classroom holds a special graduation ceremony that invites students to let their light shine in their new classroom as 1st graders.
5. Family Ambassadors – These are elementary families who have children enrolled in the elementary grades and serve as ambassadors to help the parents of rising 1st graders learn the systems and structures of the elementary program.

Transition to another school and 6th to 7th Grade Transitions

To support students and families leaving the school we do the following:

1. Transfer Conferences – MdM staff will meet with the parents and teachers at the receiving school if requested.
2. Goodbye ceremony – During the child’s last day in the current classroom the class will hold a Goodbye ceremony. During this ceremony, the child and the child’s parents are welcome to share about where they are going and receive well wishes from their classmates.
3. Currently, MdM ends at 6th grade and so the school is committed to supporting its 6th grade students with finding strong middle schools in which to transition for 7th grade. We support this effort in the following ways:
 - Encouraging students to attend local school fairs.
 - Inviting local middle schools to share information about their programs at our middle school investigations night.
 - Encouraging students to shadow at schools they are interested in attending.

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.

TRAUMA INFORMED PRACTICES AND POLICIES

This policy aims to address the trauma in the lives of the children and families served by Montessori del Mundo. The procedure is designed to promote the understanding of trauma and its impact, ensure the development of a trauma-informed system, and the availability of trauma-specific services for the families we serve.

Trauma is defined as an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or threatening and lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being.

It is the policy of our center that the Leadership Team shall develop a trauma-informed system for all staff, students, and families and shall ensure that the following elements exist.

1. Adoption of trauma-informed culture: values, principles, and development of a trauma-informed care system ensuring safety and preventing re-traumatization.
2. Engagement in a yearly organizational self-assessment of trauma-informed care
3. Ensuring that our staff are training in Trauma Responsive Care
4. Adoption of approaches that prevent and address secondary trauma of staff.
5. Informal screening for trauma exposure and related symptoms for students.
6. Providing community resources to families who may be experiencing trauma.

UNIFORMS

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

- **Safety:** Uniforms allow us to identify our students quickly.
- **Community:** Uniforms unite us as a school family.
- **Respect for work:** Uniforms help students be conscious and focus better on their work to learn, explore and grow.
- **Family economy:** Uniforms help families save money on clothing.

MdM is partnering with Impact We Print (located at 3930 Holly St, Denver, CO 80207 [\(303\) 548-6746](tel:3035486746) for all of our uniform needs. You can order in the store or online https://delmundouniforms.com/del_mundo/shop/home. When ordering online, you can choose to pick up your order or have it shipped directly to your home.

The MdM uniform consists of a top, a bottom or dress, a jacket or sweater, and a P.E. uniform.

Uniform Tops - Required for all students:

- Polos can be short sleeve or long sleeve. Must be navy blue or light blue. **Green polos are no longer part of the school uniform.**
- White **MdM** t-shirts are mandatory for P.E days and field trips, and are optional on Fridays. **All grade levels participate in P.E year-round.**
- The MdM School logo is included with the polos purchased at Impact We Print.
- Impact We Print is the exclusive vendor for all MdM uniform tops.



Preschool and Kindergarten/Sweaters, Jackets, and Coats - Optional; not required

- The cardigan shown below (with the MdM logo) is the only approved cardigan to be worn in classrooms.
- This item is purchased at [Impact We Print](#). **This cardigan is approved for preschool – 6th grade students to be worn during class time.**
- Outside jackets and coats cannot be worn in the classroom.



1st-6th grade/Physical Education Uniform- required for all 1st - 6th-grade students

- P.E uniform is mandatory for all 1st-6th grade students.
- P.E uniform consists of a white **MdM** t-shirt, and the tracksuit shown below.
- This item is purchased at [Impact We Print](#).
- All 1st-6th grade students are required to wear this uniform on their scheduled P.E days.
- The P.E tracksuit (pants & jacket) is an option that can be worn Monday-Friday with a polo shirt.



1st-6th grade/Sweaters, Jackets, and Coats - Optional; not required:

- The P.E. jacket or cardigan shown above (with the MdM logo) is the only approved jacket to be worn in classrooms.
- This item is purchased at [Impact We Print](#).
- Outside jackets and coats will not be worn in the classroom.

Undershirts - Optional; not required:

- They can be a long or short sleeve.
- Must be plain navy blue or white.
- Can be purchased at your preferred store.



Uniform Bottoms:

- Pants and shorts must be khaki or navy blue and can be purchased at your preferred store - links to three store options are included below.
- Navy-blue polo dresses are to be purchased with our vendor, [Impact We Print](#).
- Navy blue or khaki skorts, shorts or skirts can be purchased at your preferred store.
- Navy blue or white leggings or tights can be worn underneath polo dresses or skorts.
- Playground shorts **must** be worn underneath polo dresses.
- Leggings or tights cannot be worn alone as bottoms.
- Cargo-style and jogger-style bottoms are not permitted - please see the example photos for the approved styles.

Approved Uniform Bottoms Styles:



Leggings, tights, socks, and playground shorts:

- Must be **plain** navy blue or white.
- Can be purchased at your preferred store
- Socks must be ankle, crew, or knee-length. The image below demonstrates the acceptable length.



Shoes:

- Closed-toe, secured to feet (**no sandals or Crocs**)
- Comfortable and **without heels, lights, or wheels.**
- Can be tennis shoes, casual shoes, or boots. We recommend shoes with velcro for younger students.



All students should bring the following items with them:

- A reusable water bottle labeled with the student's name.
- Backpack
- PK and Kinder families, please pack an extra change of clothes. The extra outfit will remain in the classroom.

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 preschool 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. If the parents need support in finding another school option, the school's Family Liaison is available to help research and explore options.

SECTION 3 – SAFETY AND SECURITY

CLOSED CAMPUS

MdM is a closed campus. **MdM** office hours are 8:15 a.m. and 4:00 p.m. Monday – Thursday and 8:15am – 1:45 p.m. 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 until 8:15am. 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 the 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 is 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. If 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 of a variety of emergency situations. **MdM's** safety program includes the Standard Response Protocol (SRP). The SRP is based on five actions, Hold, Secure, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the intercoms and radios. 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 the 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.

To ensure 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

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.

CHILD TO STAFF RATIOS - EARLY CHILDHOOD EDUCATION (ECE): AGES 3YEARS - KINDERGARTEN

Children are always supervised. 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 for PK only groups
3-5 years old	10:1	20

CONTINUITY OF CARE

Continuity of care is the practice of keeping a group of young children and their teaching team together over a period of two or three years, which promotes the formation of trusting relationships, secure attachments, and long-lasting bonds. This practice aligns well with the Montessori practice of multi-age classrooms where students stay in the same room for three years. At the early childhood level at **MdM**, our Casa classrooms serve children ages 3 through 6. Children stay in the same classroom for all three years to support continuity of care.

CONNECTING FAMILIES WITH COMMUNITY RESOURCES

To ensure that the needs of each child can be met, through our learning program, a developmental screening of each child will be completed during the child's first 30 days of attendance. We are using the DIAL-4 (Developmental Indicators for Assessment of Learning) a global screener that quickly and efficiently provides us the necessary information about a child's development.

Studies show that observation and documentation about development increases the detection of developmental delays or learning difficulties. Initial screening of children will give us a baseline and allow us to individualize instruction to support each child, to identify possible special needs or learning difficulties, and to meet program accountability requirements in our state.

We complete bi-annual child assessments with each student which are reviewed during parent/teacher conferences. These screenings are conducted in Fall and Spring. We use Teaching Strategies Gold (TS Gold) as our screening tool. Staff will record results following our reporting procedures. A copy of the screening report will be shared with families during parent/teacher conference and given to the director to be placed in the individual child's file. If a teacher has any concerns about a child's behavior and/or development, they will request a meeting with the parents and the CASA Coordinator to review the screening report and any potential concerns. Together, the parents, the teacher and coordinator will work on the most appropriate next steps, involving additional supports in the classroom as well as referrals to community resources **(all community resources are listed on page ??)** will be given to the family for any identified needed services. Once the child has been evaluated, there will be another parent/teacher/coordinator meeting to review the results and the best possible way for the teacher to continue support in the classroom.

We have a "Family Resource" booklet located on the bulletin board of each classroom. In addition, we have a resource bookshelf in the lobby of our school. Here, families are welcome to help themselves to any of the resources we have available such as The Playbook and The Community Resources Guide provided by Arapahoe County Early Childhood Council. The coordinator will document any referrals to outside services. The coordinator will follow up with family within 2 weeks to ensure that they have could access community resources.

Teacher will continue to monitor any child identified with potential special needs or learning difficulties. If warranted, additional updates on the child's progress will be scheduled with the family. Otherwise, the child's progress will be shared at the next regularly scheduled family conference meeting.

We will offer training to staff every calendar year on these screening tools. Our Screening and referral policy is reviewed by the administration annually.

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

POTTY TRAINING EXPECTATIONS

Montessori classrooms are designed to allow children maximum freedom and choice within limits. Children enrolled in a Montessori preschool classroom are self-directed under the guidance of highly trained Montessori expert teachers. Within this setting, children attend to their own bodily needs (hunger, thirst, and

toileting) as needed. We strongly encourage parents to complete potty training with children prior to the start of the school year. If your child has not met this milestone, please schedule a meeting with your child's teacher and the CASA coordinator to discuss strategies to support your child's success. **MdM** will, of course, discuss reasonable accommodation of any developmental milestone that may not be met due to a disability.

PRIMARY CAREGIVING

Another best practice in early childhood education is the concept of “primary caregiving.” The Lead Teacher in your child’s class serves as your child’s primary caregiver. The primary caregiver works with other program staff to ensure a positive preschool experience for children and their parents. The primary caregiver system ensures that every child has a special person, and that each parent has a primary contact. The responsibilities of primary caregivers include:

- **Communication:** A primary caregiver is the essential link in the communication chain between parents and program, and children and program. Primary caregivers ensure that every day, each child’s experience is communicated to parents—not just what the teacher personally witnessed but what others observed or enacted. Also, a primary caregiver relays parents’ concerns and suggestions to other staff.
- **Advocacy:** A primary caregiver empowers parents and children by translating their individual concerns and needs into action through the efforts of all program staff.
- **Nurturance:** A teacher who is the primary caregiver tunes in to each child and develops a special bond while ensuring all needs are met and all interactions are carried out in ways that empower the child and establish a sense of security and basic trust.
- **Teaching:** A primary caregiver is a teacher who cares for children in ways that maximize language experiences and learning potential in all interactions, and who ensures that the learning environment works for all children.
- **Observing, Monitoring and Evaluating:** A primary caregiver makes sure children’s experiences in the program are positive and that parents’ concerns are addressed by continually assessing each child’s and parent’s experience. Observation, discussions with other staff and parents, and analysis of the actual experience of the child and family are regularly made and noted. The primary caregiver will be the teacher who leads your child’s parent conferences and documents your child’s progress throughout the year.

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 compliant 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
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Teacher Guide	Bachelor's Degree in Education and grade-level Montessori certification	2 + years
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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, creating safe spaces (trauma informed care), 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**.

ACKNOWLEDGEMENT FORM – PARENT COPY

(Parent's Copy—to Remain in Handbook)

During our home visit, my child's teacher guide reviewed the 2023-2024 Parent/Student handbook and important school policies with me.

I know am responsible for understanding and adhering to all 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

SCHOOL LEADERSHIP AND FRONT OFFICE TEAM

NAME	TITLE	EMAIL (@MONTESSORIDELMUNDO.ORG)
CLAUDIA VEGA	ADMINISTRATIVE ASSISTANT	CLAUDIAVEGA@...
ERIKA BRIONES	FAMILY LIAISON	ERIKA@...
MARLYN RICO	RECEPTIONIST	MARLYNRICO@...
ANA CATALINA GUTIERREZ	CASA COORDINATOR	ANACATALINA@...
ROCIO HERNANDEZ BABICK	LOWER EL COORDINATOR	ROCIO@...
VIVIAN RUZANSKY HERZBERG	UPPER EL COORDINATOR	VIVIANRUZANSKY@...
KAREN FARQUHARSON	SPED COORDINATOR (SPRING 23)	KAREN@...
GABY ITURRALDE	BI-LITERACY COORDINATOR	GABRIELA@...
WENDY RENEÉ	EXECUTIVE DIRECTOR	WENDY@...

STUDENT SUPPORT SERVICES AND WELLNESS TEAM

NAME	TITLE	EMAIL (@MONTESSORIDELMUNDO.ORG)
ANNY BRITO HIDALGO	SPECIAL ED. GUIDE	ANNY@...
JENNIFER KONIK DERECHIN	SPECIAL ED. GUIDE	JENNIFERKONIK@...
MAYRA VASQUEZ	SPECIAL ED. ASSISTANT	MAYRA@...
RAQUEL CASPI	MENTAL HEALTH PROVIDER	RAQUELCASPI@...
GRACE KNIGHT	SOCIAL EMOTIONAL COACH	GRACEKNIGHT@...
CHERINA SANCHEZ	ACADEMIC INTERVENTIONIST	CHERINA@...
ANGELICA MARQUEZ	ACADEMIC INTERVENTIONIST	ANGELICA@...
SUNNY BRELAND	ART TEACHER	SUNNYBRELAND@...
SARAH ADAMS	MUSIC & MOVEMENT TEACHER	SARAHADAMS@...
LUPITA NICOLAIDES	PHYSICAL EDUCATION TEACHER	LUPITA@...
KARLA TORRES	PE ASSISTANT	KARLA@...

CLASSROOM TEACHERS - CASA

<p><u>Clavel</u> Guide: Jaqueline Olvera Email: JaquelineOlvera@... Support: Stacy Tarango email: StacyTarango@... Support: Alicia Loya email:Alicia@...</p>	<p><u>Colombina</u> Guide: Andrea Cortes email: andrea@... Support: Oneyda Rios Email: Oneyda@...</p>	<p><u>Girasol</u> Guide: Fernanda Montes Email: FernandaMontes@... Support: Paulina Rivas Email: PaulinaRivas@... Support: Jurisabel Aparicio Email: JurisabelAparicio@...</p>
<p><u>Magnolia</u> Guide: Mariale Machuca email: MariaMachuca@... Support: Grecia Gonzalez email: Grecia@... Support: Vanesa Torres email: VanesaTorres@...</p>	<p><u>Orquídea</u> Guide: Limarie Roldan-Rodriguez Email: Limarie@... Support: Cinthya Felipe Galvan Email: CinthyaFelipe@... Support: Claudia Valencia Email: ClaudiaValencia@...</p>	<p><u>Tulipán</u> Guide: Nallely Tarango email: Nallely@... Support: Daniela Cruz Carbajal email: DanielaCruz@...</p>

CLASSROOM TEACHERS – TALLER 1 (1ST – 3RD GRADES)

<u>Catalpa</u>	<u>Maple</u>
Co-Guide: Andrea Muñoz Morales email: AndreaMunoz@... Co-Guide: Deisy Saavedra Reyes email: Deisy@...	Co-Guide: Viani Pérez Chávez Email: Viani@... Co-Guide: Karen Rodriguez Email: KarenRodriguez@..
<u>Pino</u>	<u>Roble</u>
Co- Guide: Yeleina Erazo Enamorado email: YeleinaEnamorado@... Co- Guide: Jocelyn Muñoz email: JocelynMunoz@....	Co-Guide: Gabriela De la Fuente email: Gabydelafuente@... Co-Guide: Regina Suarez Email: ReginaSuarez@...

CLASSROOM TEACHERS – TALLER 2 (4TH – 6TH GRADES)

<u>Colibrí BILINGÜE</u>	<u>Gaviotas/Alondras Spanish (Mar)</u>	<u>Gaviotas/Alondras English (Mountain)</u>
Guide: Arturo Ornelas Ruiz email: ArturoOrnelas@... Support: Patricia Vargas Email: PatriciaVargas@...	Guide: Martha Bonder email: MarthaBonder@... Support: Evelyn Roldan Email: Evelyn@...	Guide: Danielle Dzoga email: DanelleDzoga@... Support: Samantha Teran Email: Samantha@...

**** EVERY TEACHER GUIDE CAN BE REACHED VIA **BLOOMZ** OR EMAIL. THE CURRENT STAFF DIRECTORY AND CONTACT LIST ARE ALWAYS AVAILABLE ON OUR [WEBSITE](#)**

MONTESSORI DEL MUNDO | 2023-2024 CALENDAR

Montessori del Mundo | 2022-2023 ACADEMIC CALENDAR (FINAL 3/1/2022)

Regular school day
 Conference/Exch Day – no classes
 Vacation Day – no classes
 Staff workday – no classes

<p>4 Independence Day 1 – 31 Vacation</p>	<p>JULY '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>JANUARY '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>1 New Year's Day 2 & 3 Vacation 3 & 4 Staff workdays 6 Conferences 16 M.L. King Day</p>	S	M	T	W	Th	F	S								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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<p>1 Colorado Day 1 – 15 Staff Workday 5 & 6 Home Visit Days 15 - 18 Registration/Assessments 16 First day 6th, 3rd, & K- ½ day 17 First day 4th & 1st ½ day 18 First day 5th, 2nd & PK4 ½ day 19 Half day 24 First day for PK3 Regular schedule</p>	<p>AUGUST '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>FEBRUARY '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>2 Groundhog Day 14 Valentine's Day 17 Staff workday 20 Presidents' Day Black History month</p>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																		
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<p>2 Staff workday 5 Labor Day 17 Constitution Day 19 Staff workday Hispanic Heritage month</p>	<p>SEPTEMBER '22</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p>MARCH '23</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>2 Read Across America Day 10 Conferences 12 Daylight Savings Starts 13-17 Spring Break 20 Staff Workday Women's History Month</p>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
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