



Student and Parent Handbook 2019-2020

Children's House Program
Preschool-Kindergarten
1204 E Empire
Cortez, CO 81321
970.565.8586
www.childrenskiva.org

Elementary/Middle School Program
Grades 1-8
601 N. Mildred
P.O. Box 1417
Cortez, CO 81321
970.564.9377
www.kivacharter.org

Children's Kiva Montessori School (Kiva) is committed to the policy that no otherwise qualified person shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of ethnicity or race, color, religion, national origin, ancestry, sex, sexual orientation, age, or disability.

Further, Kiva affirms the rights of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment based upon ethnicity, race, color, religion, national origin, ancestry, sex, sexual orientation, age, or disability.

Avoiding unlawful discrimination requires the collaborative responsibility of each administrator, supervisor, employee, and student to affirm in actions and deeds the intent and spirit of governing laws and regulations. Toward this end, Kiva will assist management, staff, and students to implement Kiva's good faith intent not to discriminate in Kiva's employment and educational opportunities.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act ("ADA") provides that no qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to, discrimination under any program or activity which receives or benefits from federal financial assistance. Persons protected under Section 504 and the ADA include students, applicants for employment, employees, parents of students, and members of the community who come within the definitions of "individual with a disability" under those statutes.

* Under authorization of Montezuma-Cortez Re-1 School District (District), Children's Kiva Montessori School adheres to all District policies unless otherwise noted.

Student/Parent Handbook revised and approved by BOD on July 22, 2019. This handbook is subject to change at any time; notifications of major changes will be posted on school websites and/or in the school's communications to families.

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Abbreviations Guide

Advanced Learning Plan (ALP)
Americans with Disabilities Act (ADA)
Board of Directors (BOD)
Center for Disease Control (CDC)
Children's House (CH)
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Children's Kiva Montessori School (Kiva)
Colorado (CO)
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Parent/Teacher Organization (PTO)
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Response to Intervention (Rtl)
San Juan Board of Cooperative Education Services (SJBOCES)
Science, Technology, Engineering, Arts and Mathematics (STEAM)
Southwest District of the Colorado Association for the Education of the Young Child (SWNAEYC)
Teaching Strategies GOLD (GOLD)
Transitional Colorado Assessment Program (TCAP)

Partnerships, Accreditations, and Memberships

Children's Kiva Montessori School (Kiva) is a partnership between the Children's House (Preschool and Kindergarten) and the Elementary/Middle School. Together, our school provides a continuous educational option for children ages 3-14. We use Montessori methods to create an environment that promotes academic excellence, the development of the whole child, and cultivates responsibility, initiative and independence.

We are an autonomous school. Each program is governed by a separate all-volunteer Board of Directors accountable to the Colorado Department of Education, State, and US Federal Government. Our boards, administrators, staff, and parents work together to create a unified program for ages 3-14 while meeting the distinctive goals, objectives, and requirements of their individual programs.

Children's House: Children's House is home to the early childhood program and serves students age 3-6. This program has been in operation in Cortez since 1997 and is located at 1204 East Empire Street in Cortez, CO.

The Children's House uses Colorado Shines (Colorado's Quality Rating Improvement System) to measure the quality of child care programs on a 1-4-diamond scale. Children's House currently holds a three diamond rating.

The Children's House also uses the National Association for the Education of Young Children (NAEYC) national accreditation system to improve our programming and professional development. NAEYC's rigorous standards for high quality early childhood education requires accredited program to invest in a three-year process of self-study, evaluation, site-visits and consultations. For more information about NAEYC, go to www.naeyc.org.

The Children's House holds memberships to local and national organizations including the Montelores Early Childhood Council (MECC), Colorado Non-Profit Association, Cortez Area Chamber of Commerce, Southwest District of the Colorado Association for the Education of the Young Child (SWNAEYC), and the Colorado Montessori Association and American Montessori Association.

Elementary/Middle School: The Elementary/Middle School is housed at 601 N. Mildred and serves students age 6-14, with our Kindergartners (5 year-olds) attending classes at the Children's House. We operate under the Colorado Charter School Act (C.R.S. 22-30.5 et seq.), a law passed in 1993 by the Colorado State Legislature. As a Colorado charter school and public school of choice, our teachers and students are required to meet and exceed the training qualifications and academic achievement standards of their colleagues in traditional Colorado schools.

Our authorizer is the Montezuma-Cortez RE-1 School District (District). Though we partner with Re-1 on specific large scale logistical management like school-specific tech support, our school is governed by an independent volunteer Board of Directors. We operate under a renewable contract with Re-1 and are fully responsible for maintaining our own budget, curriculum, teacher training, and Colorado Department of Education accreditation. Because we are a school of choice, our Elementary

and Middle School is ultimately responsible to our consumers - the parents and students who make the choice to attend.

Our Elementary/Middle School is a member of the Colorado League of Charter Schools.

Vision, Mission, and Academic Guiding Principles

School Vision: The Children’s Kiva Montessori School provides a vibrant and engaging learning environment based on the teachings of Dr. Maria Montessori that supports all students’ academic excellence and ability to become empowered, creative, lifelong learners responsible for themselves, their community and their environment.

Elementary School Mission: The Elementary School at Children’s Kiva Montessori School uses authentic Montessori methods, community-based educational approaches, and integrated academics (STEAM) to support student academic success, responsibility, and independence.

Elementary School Academic Guiding Principles: The Elementary School at Children’s Kiva Montessori School mentors, encourages, and guides children to become responsible, thoughtful, caring citizens through curriculum and practices that emphasize:

- Authentic Montessori methods.
- Rigorous, integrated academics - project-based and Colorado Standards-based curriculum that integrates Science, Technology, Engineering, Arts and Mathematics (STEAM).
- Community-based approaches including field experiences in our rich local and global environments and close partnerships with families, and community.
- Daily lessons in Graces and Courtesies - developmentally appropriate instruction and modeling of peaceful conflict resolution with self and others.
- A whole child, whole school, whole community approach that embraces and enriches the talents and resources of our students, families, faculty, and community.
- Health and wellness curriculum that includes:
 - Family-style lunch period
 - Integrated PE and wellness curriculum

Students will develop success, responsibility, self-reliance and initiative in: Language Arts and Mathematics, Science, Technology, and Engineering, Cultural Studies, The Arts and Movement, Character Development including personal, social, and emotional skills.

Middle School Mission: The Middle School at Children’s Kiva Montessori School uses authentic Montessori methods, community-based educational approaches and integrated academics (STEAM) to support student academic success, increased responsibility and independence in the adult world.

Middle School Academic Guiding Principles: The Middle School at Children’s Kiva Montessori School mentors, encourages, and guides young adults to become responsible, thoughtful, caring citizens and adults through curriculum and practices that emphasize:

- Authentic Montessori methods – including a focus on the entrepreneurial skills needed to foster independence through our Small Business Program.

- Rigorous, integrated academics - project-based and Colorado Standards-based curriculum that integrates Science, Technology, Engineering, Arts and Mathematics (STEAM).
- Community-based approaches including field experiences.
- Daily lessons in Graces and Courtesies - developmentally appropriate instruction and modeling of peaceful conflict resolution with self and others
- Health and wellness curriculum that includes:
 - Family-style lunch period
 - Integrated PE and wellness curriculum

Students will achieve success, self-reliance and independence in Language Arts, Mathematics, Science, Engineering and Technology, Humanities, the Arts and Movement, Character Development as well as 21st century and post-secondary workforce readiness skills.

Organizational Structure

The relationship between Children’s House (CH) and the Elementary/Middle School (E/M S) are modeled after a number of successful Colorado Montessori Charter Schools operating in partnership with a tuition-based preschool. To support our unified age 3-14 program, our organizational structure balances the needs of each distinct program with the shared goals, philosophies, and practices of the whole school through a PSA.

Boards of Directors: Children’s Kiva Montessori School (Kiva) is governed by a Board of Directors (BOD) with up to nine (9) members each. These parents or community members are appointed by the standing BOD for three-year terms. All BOD members are committed to ensuring the success of the school through alignment of vision and mission with the best practices of professional and quality education.

The role of the BOD is to set policy and direction for the Kiva and to assure the Kiva is run in compliance with all applicable laws and contractual obligations. Under authorization of Montezuma-Cortez Re-1 School District (District), Kiva adheres to all District policies unless otherwise noted. In accomplishing its responsibilities, the BOD is supported by a number of committees consisting of parent and non-parent volunteers in areas ranging from financial matters to facilities issues. All meetings are posted on our website, kivacharter.org. All community members are welcome and encouraged to address the BOD at meetings. All corporate documents (e.g. by-laws, articles of incorporation, BOD policies) are located on the school website and are available for public review upon request. Board members do not have access to confidential files of students, school personnel, or other federally or state mandated confidential information.

Administrative Team: Our Administrative Team is responsible for the day-to-day operations of the Kiva. Led by the Head of School, each member of the Administrative Team has distinct responsibilities.

Head of School-Interim (HOS) – Jeffrey Pope: The HOS is responsible for and accountable to the Board of Directors for all aspects of school operations. These include the

broad categories of enrollment, education programs, community relations, fiscal management, personnel management, and property management. These responsibilities are administered in a manner consistent with Montessori philosophy and in the best interest of the Kiva. The HOS delegates responsibilities, provides appropriate leadership, and works with the District, State of Colorado, Children's House Director, Boards of Directors, staff, parents, and community to effectively achieve the school's mission, vision, and goals.

Children's House Director (CHD) – Ms. Alexia Hudson-McGrath: The Children's House Director assists the Head of School by overseeing the operations of our Children's House. This includes, but is not limited to, maintaining accreditations and legal compliance related to early childhood education programs, personnel management at the CH level, managing scheduling for CH, support in program development and grant-writing and cultivating parent relationships and outreach at the CH level.

Community Partnership Leadership Committees: School committees are made up of staff, board members, parents, and community partners working together on specific projects and goals. For more information about each committee, contact the Board of Directors or school administration.

School Accountability Committee: As required in C.R.S., §§ 22-11-401 to 406, and outlined in School and District policies, this committee will:

1. adopt school goals and objectives for the improvement of education in the school;
2. adopt a plan to improve education achievement, reduce the gaps in performance of groups within the school, increase the ratings on the state accountability report, and assure the school's accreditation status;
3. make recommendations to the Head of School regarding the prioritization of expenditures of school monies;
4. determine whether decisions affecting the educational process are advancing or impeding student achievement;
5. report to students, parents, Kiva Boards of Directors and Re-1 Montezuma-Cortez Board of Education on the educational performance of the school and providing data for the appraisal of such performance;
6. make recommendations to the Head of School on the expenditure of all school grants; and
7. make recommendations to the Head of School on safety issues related to the school environment.

The School Accountability Council will be made up of:

1. The Head of School or the Head of School 's designee;
2. At least one teacher who provides instruction at the school;
3. At least two parents or legal guardians of students enrolled in the school;
4. At least one adult member of the school's PTO; and
5. At least one person from the community.
6. At least two members of the Board of Directors (to match BOD Bylaws)
7. Children's House Director or the Director's designee

Finance Committee: This committee will develop and submit an annual balanced budget, an annual report, and audited financial statements to the Board. The committee will also advise the Board on other financial matters and business operations of the Kiva.

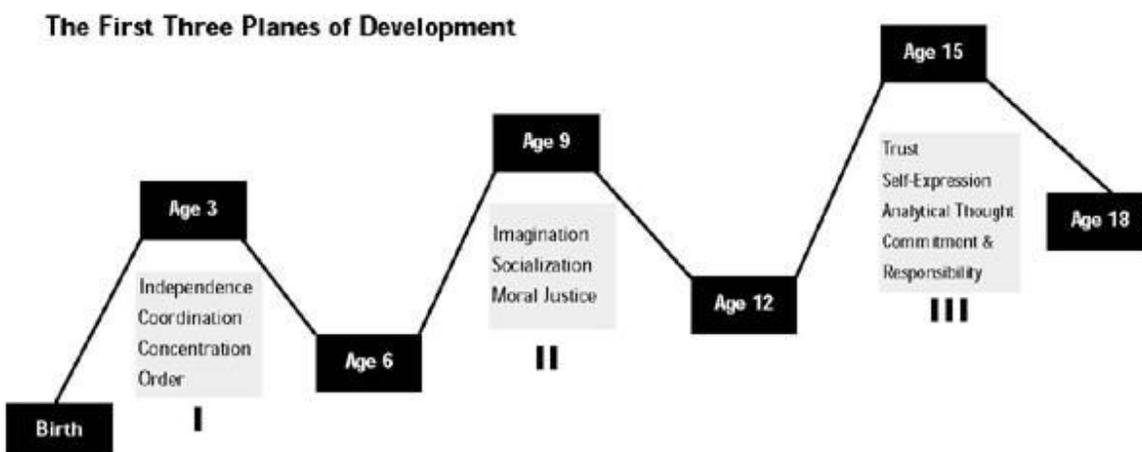
Adhoc Committees may be created on an as needs basis.

Parent/Teacher Organization: Our school’s Parent/Teacher Organization (PTO) is an autonomous partnership of school parents and staff that serves to support school functions through parent outreach and education, volunteer coordination, staff support projects and fundraising. This group works closely with school administration to support the education, morale, and sustainability of our school community.

Getting Involved: Parents are encouraged to participate in whatever way they can. Participating through Board membership, committee participation, or volunteering with the PTO are all viable ways parents can meet their 20 parent involvement hours per year. For more information, contact the PTO President or the administrative office.

Academic Programs

Dr. Montessori identified four planes of development that all people, regardless of culture, experience as they grow from infancy to adulthood. Each plane, lasting approximately six years (birth to age 6, ages 6 to 12, ages 12 to 18, and ages 18 to 24), has two sub-planes of three years each. The first sub-plane consists of a time of intense acquisition, followed by the second sub-plane of refinement and internalization. Because she observed characteristics of each sub-plane as so different from the others, Dr. Montessori believed that schools would best serve students by grouping children by these developmental planes rather than by single age or grade levels. Based on this belief, Children’s Kiva Montessori School subscribes to mixed-age grouping in its classrooms. The older children at each level naturally help the younger ones, thereby deepening their understanding of concepts as well as developing empathy and leadership. Younger students benefit from seeing higher learning possibilities and working with role models close to their own age.



Children’s House – Refinement & Internalization: The Children’s House serves children age three to six. This first plane of development is characterized by the time during which a child’s mind is like a sponge, absorbing all that is within the environment. Materials, lessons and experiences within the Children’s House classroom are designed to complement the sensitive periods for development of order, language acquisition, refinement of the senses, and movement. Characterized by concrete thinking and fundamental formation of character, children endeavor to work independently within a structured environment doing real activities with an intelligent purpose and strive for independence, “I can do it myself!”

Lower Elementary – Intense Acquisition: The Lower Elementary serves children age six to nine, traditionally identified as 1st through 3rd graders. Lower Elementary students continue on a strong academic continuum, with social interactions becoming intensely important as they explore issues of fairness, cooperation, and strive to make decisions for themselves. Lessons provide an introduction to various concepts that are further acquired through follow up work with the Montessori materials and additional individual exploration.

Upper Elementary – Refinement & Internalization: The Upper Elementary serves children age nine to twelve, traditionally identified as 4th through 6th graders. Upper Elementary students are ready for intense exploration of abstract concepts as well as those of social justice, historical relevance, and each individual’s role within the greater community and society. Extended opportunities for independent study of topics of interest allow students to be inspired by and make connections with the overall curriculum.

Middle School - Intense Acquisition: The Middle School serves adolescents, traditionally identified as 7th and 8th graders. Middle School students are undergoing rapid physiological, emotional, social, and cognitive development as they work to find their place within the greater world. We offer valid experience, true purpose and authentic meaning woven into our rigorous curriculum. Through holistic learning opportunities, students delve into logic, ethics, and societal structures in order to develop critical thinking skills, and hence quality decision making processes. The skills built at this stage serve to guide personal and academic choices made at the high school level and in life beyond.

Multi-year Cycle: Benefits of remaining within the same classroom community for the multi-year grade span served by that classroom include:

- Space and time available for depth of learning in a collaborative community atmosphere;
- Space and time to develop at one’s own pace, advancing as ready;
- Development of intrinsic motivation facilitated through broad ranges of ages and ability levels within one classroom.

Teachers at all levels serve as guides, allowing students to pursue studies in areas of interest while ensuring overall broad curricular experiences are met. In Montessori, the teacher provides

opportunities for the minimums to be met while maximums are determined solely by each student's imagination, desire to learn, and effort toward realizing their goal. All programs meet and exceed content standards as established by both Re-1 School District and the Colorado Department of Education (CDE).

Within this continuity, there is a healthy dynamic of change affording children the opportunity to work with a variety of peers and staff. Children are at once novices, masters, and mentors of their learning, where they are open to new experiences, delving into challenges, and sharing their learning with others. The community built from this is the foundation of the multi-age classroom. In general, children remain within the same classroom community for the duration of grade levels served.

Rigorous Integrated Academics: Educational efforts across the country are shifting to emphasize integrated, applied learning in Science, Technology, Engineering, Arts, and Mathematics (STEAM) to meet the needs of a rapidly changing economic, cultural, and social landscape. These methods include:

- Inquiry learning - students investigate real-world problems and issues that allow them to apply and direct their natural curiosity.
- Project-based learning - curriculum is structured around projects that integrate all subject areas with an emphasis on applied Science, Technology, Engineering, Arts and Mathematics.
- Community connections - students work closely with community partners through mentorships, consultations, collaborations, and information sharing, further authenticating their efforts.

At Children's Kiva Montessori School, STEAM thematic units will enrich traditional Montessori curriculum by adding an experimental/design focus, integrating engineering, technology and art, and incorporating the applied sciences through project-based and problem-based learning. To support our program in these areas, we work with STEAM consultants on curriculum development and rely on the creativity of our diverse Curriculum Committee, made up of some of the finest educators from Montezuma County and beyond.

Community-based Methods: Curriculum at the Kiva utilizes the vast ecological, cultural, and social resources in the Four Corners through field experiences and partnerships with local institutions, higher education, and community organizations. Learning is contextualized both locally and globally, allowing concrete studies of local communities to be transferred to more abstract, global contexts. Service-learning, community participation, and outreach are important components of the curriculum. Field trips and explorations are a normal part of our curriculum.

General Admissions

Children's Kiva Montessori School (Kiva) is a school of choice, open to children from 3 through 14 years of age. Kiva does not discriminate on the basis of race, color, religion, sex, sexual orientation, nationality or ethnic origin in the administration of its educational policies. The Kiva strives to meet each child's specific needs through collaboration and partnership with the San Juan Board of Cooperative Educational Services (SJBoces), Community Connections, and the child's family.

Orientation and Registration: An Orientation/Enrollment meeting is required for families entering the school's enrollment queue, newly enrolled families, or families who have been away from Kiva for more than one school year. The orientation/enrollment meeting between parents and a member of the administrative team serves to open a direct line of communication between parents and school. Topics covered include school philosophy, policies, and procedures.

To ensure continued enrollment, all families are strongly encouraged to attend one of the scheduled Registration Days prior to the start of school to complete paperwork, pay material fees, and receive class placement information.

Re-enrollment: Subsequent school year enrollment takes place in January. Families wishing to continue enrollment at Kiva must submit an Intent to Return form by the specified deadline in order to reserve their child(ren)'s space for the upcoming school year. If we do not receive the necessary paperwork by the specified deadline, we will release your child's space to be filled through the Enrollment Queue.

Montessori Transition Program: The atmosphere of a Montessori classroom is one that requires students to make responsible choices regarding time management, decision-making, and the prioritization of educational responsibilities. It is important to remember that students who are new to this "responsible independence" very often need time to learn its ways. Therefore, it is necessary that children transferring into our Elementary and Middle School show a sense of responsibility toward their involvement with school.

Each child in our program is expected to complete schoolwork in a timely fashion, to resolve interpersonal difficulties through communication and cooperation, and to function within the parameters of the environment as set forth by the classroom teacher. A spirit of cooperation is required for these criteria to develop. All children considered for transfer enrollment will be evaluated on their potential for successful integration according to the above stated criteria. As part of the enrollment process, a transition meeting will be scheduled for all families transferring from other schools. The participants will include the student, parents, guardians or legal custodians, the Head of School, and the Lead teacher. Transcripts from the student's previous school will be required. The student and his/her family will be required to participate in a classroom observation period. Once the student is admitted, the student and their families must agree on an educational plan and sign a Family Commitment Agreement. Throughout the course of the first year, families in the Transitional Program will have progress reviews to verify that their children are succeeding. Teachers will assess students to ensure that they are successfully transitioning into the Montessori program.

Enrollment: Enrollment is accepted on an Enrollment Queue system with priority given to 1.) re-enrolling students, 2.) children of full-time faculty or BOD, and 3.) siblings of currently enrolled students.

A student who is accepted into Kiva is accepted for the span of grades of that school, and is not required to reapply each year for admittance. Families must submit appropriate re-enrollment paperwork each subsequent school year by specified deadlines in order to assure their child(ren)'s space for each subsequent school year.

The Kiva's enrollment policy is obligated to review the educational needs of the child and ensure that it has the ability and resources necessary to meet a student's educational needs. Generally, testing and evaluations are not a required path for enrollment at Kiva. Like all Re-1 schools, Kiva utilizes the Response to Instruction (RtI) model, which supports all students by adjusting instruction within the regular classroom along with frequent progress monitoring to ensure growth. Please see the Enrollment Policy online or inquire at the school for more information.

Exceptional Student Services

It is Children's Kiva Montessori School's priority to meet the needs of every student enrolled. Kiva has selected a Montessori approach to its academic practice because of the inherent nature of Montessori to provide individualized instruction that is appropriate, engaging, challenging, and standards-based for every student. Montessori classrooms are set up to create a student-centered environment where each student's needs are addressed individually. Students of all abilities can be productive, important members of Montessori classrooms. To support the School's efforts to meet the needs of all of its students, we will comply with State and RE-1 School District (District) requirements for serving students with special needs. Please see [RE-1 School District](#) for more information.

Responsibility for Special Education Services: Kiva will collaborate with the RE-1 Special Education Director (working directly through SJBOCES) to assure that all students with special education needs attending the school receive a Free Appropriate Public Education (FAPE) under the IDEA and the ECEA. Kiva will be responsible for providing educational instruction according to the individualized education plans (IEPs), advanced learning plan (ALPs), ESS services and 504 Plans for students with education plans enrolled at the school. Within this framework, Kiva will provide necessary accommodations and instructional/curricular modifications as required by a student's educational plan. As a chartered school of the District, San Juan BOCES will serve as the Administrative Unit for Special Education providing identification services, procedural support, and required IEP documentation support. They also provide Related Services personnel, Speech, Occupational Therapy/Physical Therapy, Psych, and Social Work services. Kiva has a qualified Special Education teacher on staff to meet each child's academic needs based on the recommendations of the IEP.

Compliance with Federal and State Special Education and Disability Laws: Our school acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individuals with Disabilities Education Act (IDEA), the Colorado Exceptional Children's Educational Act (ECEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA). The ESS teacher of the District will ensure Kiva's compliance with special education

and disability laws through annual audits of the School's special education program. Kiva understands that noncompliance with federal and state special education and disability laws may result in revocation of its charter with the District.

Response to Intervention: Kiva will implement Response to Intervention (Rtl) to support its efforts in meeting the needs of all students. The purpose of Rtl is to improve educational outcomes for students through a carefully coordinated system of supports and organized sequence of interventions used to support, provide feedback and data, and bring together resources to ensure student success.

The Colorado Department of Education's *Response to Intervention Practitioner's Guide (2008)* describes six areas significant to Rtl implementation:

1. **Leadership** – Rtl at the School will be overseen initially by the Head of School and as the school grows, the Director of Curriculum and Instruction. The role of the HOS, CHD, and/or DCI in relation to Rtl will be to help move the community (faculty, support staff, parents, administration) from the philosophical understandings of Rtl to actual practice in the School environment.
2. **Curriculum and Instruction** – In order to meet the needs of all students, the School will use standards-based high quality Montessori, STEAM, and Community-based curriculum and instructional strategies. To support all students, we will have systems in place to support instruction at each of the Rtl levels recommended by the CDE (*Response to Intervention Practitioner's Guide, 2008*):
 - a. **Tier I** – “Universal Level” high quality, research-based curricula and instructional strategies (Montessori, STEAM, CBE) that support curricular guidelines. Core instruction for all students, flexible grouping that targets specific skills. (In Montessori classroom, this happens daily in large group lessons, grade-level lessons.)
 - b. **Tier II** – “Targeted Level” supplemental instruction in addition to standards-based curriculum. Designed to meet the needs of students not progressing as expected in Tier I. (In Montessori classroom, this happens daily in small group lessons, ability-grouping, individualized lessons and work plans.)
 - c. **Tier III** – “Intensive Level” more explicit instruction that is focused on a specific skill need. (In Montessori classroom, this happens daily in individualized lessons and work plans.)
3. **School Climate and Culture** – At the core of a multi-tiered Rtl model is a positive school climate. The four essential elements of this climate include:
 - a. Creating a caring school community
 - b. Teaching appropriate behavior and social problem-solving skills
 - c. Implementing positive behavior support
 - d. Providing rigorous academic instruction

Each of these elements reflects strongly with the mission and vision of Kiva.
4. **Problem-Solving Process** – This process assists classroom teachers and parents when designing and selecting strategies for improving student academic and behavioral performance. The steps of the Problem-Solving Process include:
 - a. Define problem
 - b. Directly measure behavior/skill

- c. Analyze the problem
- d. Validate the problem
- e. Identify variables that contribute to problem
- f. Develop a plan
- g. Implement plan
- h. Progress monitor
- i. Modify as necessary
- j. Evaluate Rtl

At Kiva, the HOS, CHD or DCI will oversee the Problem-Solving Process when problems are identified by teachers or staff regarding specific student's needs.

5. **Assessment** – The entire Rtl system relies on accurate, meaningful data. To support the Rtl approach, information must be reliable and ongoing. Assessments help to identify students at risk at the beginning of the year, to monitor students' progress throughout the year, to inform instructional planning, and to evaluate whether interventions are working. The four types of assessments used include:
 - a. Screening assessments
 - b. Progress monitoring assessments
 - c. Diagnostic assessments
 - d. Outcome Assessments
6. **Family and Community Engagement** – Central to the Rtl system are strong partnerships between schools, families, and communities. By recognizing shared responsibilities and shared ownership of student challenges, these partnerships can work to support student educational outcomes. Effective partnerships: share information, problem-solve, and celebrate student success. Kiva is committed to cultivating these partnerships and relationships through its teachers, administrators, staff, BOD, and PTO.

As a public charter school, Kiva does not charge tuition.

Materials Fee: A \$175 materials fee is assessed each year per student and is due prior to the start of school. This materials fee will cover all “back-to-school” supplies; families will not be asked to purchase classroom materials before school starts. Families wishing to apply for a lower materials fee rate must fill out the Federal Application for Free and Reduced Meals (FRM) with their registration materials. Note: granting lower rates can only be accomplished so long as there are funds available to do so. Filling out a FRM form does not guarantee a lowered materials fee. Materials fee must be paid prior to the start of the school year unless an arrangement has been made with the Finance Director. For students who qualify for reduced

lunch the materials fee will be \$175. For students who qualify for free lunch the materials fee will be \$87.50.

School Hours, Drop-off, Pick-up Procedures

Daily Schedule:

7:45-7:55 - Drop Off

8:00 – School day begins

3:15 -- Dismissal on Monday, Tuesday, Thursday, and Friday. (parents will be called at 3:25).

1:15 - Dismissal on Wednesday. (parents will be called at 1:25).

Drop-Off Procedures:

DROP OFF

Dropoff will be from 7:45 am to 7:55 am

Parents are expected to travel East on Empire and turn right into the Parking Lot at 601 N. Mildred. After dropping your student off, parents are expected to turn right onto Mildred.

The curb east (in front of the school) and north of the school is the DROP OFF ZONE. PLEASE DO NOT PARK in the DROP OFF ZONE.

If you wish to accompany your student to the front door, or wish to come into the school, please park in the DESIGNATED PARKING AREA (in the middle of the lot) and bring your student to the front door.

CKMS will have adults present outside at drop off. These adults will be in the various areas of the DROP OFF ZONE to assist children out of the cars and into the building.

Parents who bring their child to school after 8:00am, must park their vehicle in the designated parking areas, walk their child into the school and sign them in.

PLEASE, NO PARKING IN THE PICK-UP/DROP OFF ZONE. Parking in a non-school designated area, may result in a warning being given and further possible consequences include a parking ticket issued by city police.

PICK UP

Students will end their day outside (weather permitting).

There are two options for pickup:

- **Quick-pickup:** parents/guardians may park in the DROP-OFF ZONE, along the curb east and north of the building. Parents/guardians must exit the vehicle and come to the STUDENT RELEASE AREA, under the flagpole in front of the building. From there, the child will be released to the parent/guardian. Return to your vehicle and exit onto Mildred.
- **Slow-pickup:** parents/guardians may park in the DESIGNATED PARKING AREA (in the middle of the lot). Parents/guardians must exit the vehicle and come to the student-release area, under the flagpole in front of the building. From there, the child will be released to the parent/guardian. Return to your vehicle and exit onto Mildred.

VISITORS DURING THE SCHOOL DAY

All visitors must park in the designated parking area at 601 N. Mildred. Visitors **MUST** sign in at the front office located at 601 N. Mildred and wear a visitor badge at all times while they are on school grounds.

STAFF PARKING

Staff will be required to park in the designated areas of the parking lot.

SAFE ROUTES TO SCHOOL PROGRAM

As a commitment to the safety of our students, we are implementing a new program called Safe Routes to School. In this program, all students and families will be trained how to safely walk or bike to school.

** All families who live within a 1-2 mile radius are encouraged to walk or bike to school whenever possible, however, because we have so many families from outside of Cortez coming into town, we are encouraging carpooling through this Safe Routes to School Program.

** Any parent volunteer with crosswalk duty before or after school will go through a training with the Head of School before being allowed to be a crosswalk guard.

** All families will go through a detailed walk-through of pick-up and drop-off procedures as part of the registration day on August 7th and 8th, 2019.

Students are to be dropped off in the DROP OFF ZONE at 601 N. Mildred. There they will be greeted and assisted by staff. This not only eases congestion, but also fosters independence and confidence in the student. Please follow these guidelines to help speed up the process, as well as assure safety.

- Before entering the drop-off lane, have students collect all of their belongings from the car.

- Pull forward to the furthest drop-off point.
- Students unbuckle themselves and faculty member(s) assists them, if needed, onto the sidewalk. There will be one staff member available to walk the student(s) to the sidewalk and into 601 N. Mildred.
- Students should not exit a vehicle from the street side.
- **There is absolutely no passing in the carpool lane.** If your student is not ready to exit the vehicle when you pull up to an unloading site, we ask that you pull out and around to start the process again or park your vehicle to give respect to those families who are waiting.
- If parents need to enter the school, they should park in the designated parking area at 601 N. Mildred..

There is absolutely no parking, waiting, or leaving a car unattended in the DROP OFF ZONE. If your student is not ready when you arrive to pick them up, you have the option of either parking in an available parking spot OR exiting the carpool lane to re-enter by driving around the block.

Early Dismissal/Late Arrival: When an early dismissal or late arrival is necessary, please be sure to send written notice to the office that morning so that we have proper documentation in our records, as well as notify your child’s lead teacher. A parent or guardian must park in a designated parking space and come into the school to sign their child out or to drop them off through the office. Please do your best to schedule doctor and dentist appointments, family trips, or special events outside of school hours. Prompt, consistent attendance at school demonstrates your family’s commitment to and value for a rigorous, challenging, cooperative school environment. Late arrivals, early dismissal, and inconsistent attendance make it difficult for students to appropriately utilize work cycles and participate fully in the classroom community. Consistent failure of families to meet school drop-off/pick-up and attendance expectations can result in student’s decreased academic success and decreased positive social involvement. Families with consistent failure to meet school drop-off/pick-up and attendance expectations will be asked to meet with the Head of School to strategize positive changes in arrival, dismissal, and attendance.

Instruction and Assessment

Best practices in Montessori and STEAM education are student-centered. Instead of focusing on what the teacher should teach, curriculum emphasizes what children will *do* and *accomplish*. Montessori lessons and curricular activities are presented using the “Three-Period Lesson.” This process introduces new material to students and requires them to engage with the material using increasingly complex methods. The Three-Period Lesson, especially as children grow, integrates Bloom’s Taxonomy of Higher Level Thinking - encouraging critical thinking, analysis, and original design, experimentation, or invention.

Montessori Lessons	Bloom’s Ranking of Thinking Skills	Instructional Strategies/Learning experiences	Examples in Montessori Classroom
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1 st Period Lessons	Knowledge	<ul style="list-style-type: none"> -Individual, small, large group presentations -Demonstrations -Text reading -Reciting poems <p>Community-Based and STEAM Strategies:</p> <ul style="list-style-type: none"> -experiential education -narratives/guest speakers -field trips -field observations 	<ul style="list-style-type: none"> -Children’s House students copy teacher in placing number markers on 1st and 2nd bead chains -Elementary students trace landform outlines on paper and label -Middle School students learn to use field guides to classify plants in the classroom
2 nd Period Lessons	Comprehension, Application	<ul style="list-style-type: none"> -small group projects -peer coaching, students mentoring other students -models, sketches -reports -journals -learning logs -jigsaw <p>Community-Based and STEAM Strategies:</p> <ul style="list-style-type: none"> -field notebooks -interview questions -project planning and implementation -presentations to expert panels -design cycle 	<ul style="list-style-type: none"> -Children’s House students independently place number markers on 3rd-10th bead chains -Elementary students identify landforms on globes and continent maps -Middle School students use field guides to identify plants/trees around school
3 rd Period Lessons	Analysis, Synthesis, Evaluation	<ul style="list-style-type: none"> -individual presentations -research papers/posters -original works in creative arts and writing -Socratic seminars -inventions, designs -experimental research -service-projects -case-studies -debates <p>Community-Based and STEAM Strategies:</p> <ul style="list-style-type: none"> -reflection/evaluation of projects/impacts -design cycle (evaluation, redesign) -future project proposals 	<ul style="list-style-type: none"> -Children’s House students write numbers 1-100 on long strips of paper -Elementary students create games where cards using landform vocabulary direct game pieces to across a student-generated landform map -Middle School students create a field guide for their school with botanical range maps, background information about specific plants, labeled drawings

School Assessments: During the 2019-2020 school year, Colorado public school students grades 3-8 will take the online Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in Reading and Mathematics. Students will take the state-mandated assessment in the spring of 2020. In addition, students grade 4-8 will take the Colorado Measures for Academic Success (CMAS) tests in Social Studies (4th grade) and Science (5th grade). All of these state-mandated tests are completed online.

Kindergarten students, as well as students from 1-8, will take the STAR assessments as a benchmark. Lead teachers will use the data from the tests to determine and provide the appropriate lessons and assignments.

Kiva recognizes CMAS and the Colorado Growth Model Standard (CGMS) as cornerstones of accountability. We will utilize the CGMS data compiled by the Colorado Department of Education to examine CMAS data illustrating the growth percentile for each student and the median growth

percentile for the school. This will enable Kiva to better serve students by providing opportunities for challenge and support for all students.

Throughout the year, Montessori teachers are carefully assessing their students' development using a variety of methods and approaches. These assessments are ongoing and help teachers to structure students' individualized work plans and academic goals.

Internal Assessments: Kiva will use an online Montessori program to track students' progress through the Montessori curriculum as determined by the Montessori Foundation. This system helps teachers collect and organize data based on their observations, assessments, and mastery checklists. This program is also aligned to the Common Core State Standards in Mathematics and Language Arts. Our school will use Home Language Surveys to assess the instructional language needs of our students.

- **Teacher observations:** A critical component of the Montessori philosophy includes daily observations made by teachers in regards to students' work. These observations carefully consider students': coordination and fluency with the material, concentration levels, repetition of works, work choice order, and confidence with and understanding of the material. Observations are carefully recorded daily and studied longitudinally to monitor students' work habits, choices, and progress.
- **Teacher assessments:** Teachers keep records of specific lessons given, practiced, and mastered.
- **Daily and weekly work plans:** Each grade level has specific curriculum that designates the expectations for the types, duration, and amount of work students should complete throughout the year. Teachers transfer these expectations into students' weekly work plans that identify the lessons, follow up works, large projects, and other learning activities and expectations for the week. Students are then responsible for maintaining daily work plans which document their day-to-day progress on weekly goals. Teachers and students monitor their work at the end of the week, setting goals for upcoming weeks. These work plans are sent home on Fridays for parent collaboration and discussion. As students begin to add reflections and goals to their work plans, the plans are compiled in students' portfolios.
- **Mastery checklists** – Mastery checklists are created for each grade level and are used to quickly record which lessons at which levels students have mastered. They are used to help teachers monitor daily and weekly progress and set goals for student's individual weekly work plans. These can be monitored and updated through the online Montessori program.
- **Tests and quizzes** – Students are regularly tested on their math facts and spelling lists. Teachers and students monitor these results longitudinally and record progress in their portfolios.
- **Summer self-evaluation questionnaire and Initial Family Conference** – mid-summer, families will receive a self-evaluation in which they will reflect upon the skills and abilities students developed in the previous year. The self-evaluation will challenge students and parents to set goals for the coming year, identify areas where students need to strengthen their skills and identify any special interests or projects students wish to pursue in the upcoming year. In the few weeks before school starts, teachers will meet with students and parents to review this self-evaluation and develop an individual learning plan for each student.

- **Self-assessment** – In order to develop reflective, responsible, self-disciplined learners who understand their own skills, needs, and abilities, students will use journals and specific lessons to reflect upon their work and use project-specific rubrics to assess it.
- **Peer teaching** – The multi-age classrooms in a Montessori school foster a collaborative, mentoring environment where older students are provided the opportunity to help younger students with challenging work. This allows teachers to observe the older students’ understanding and ability to translate that knowledge to a younger student. These interactions are carefully observed by teachers.
- **Portfolios** – Portfolio collections allow students to monitor, reflect upon, and assess their work. Students select pieces that demonstrate their process of discoveries and creations, not just the product. Portfolios are tools for looking at growth and skill development throughout the school year and encourage student responsibility, engagement, and ownership in their collections.
- **Research projects and oral presentations** – Research projects require many skills students develop in a Montessori classroom and allow teachers to assess student’s ability to select a topic of interest, read for content, draft, revise, edit, publish, and present their project to an audience.
- **Project rubrics** – Thematic unit projects and presentations will be scored using standards-based project rubrics. These will include student self-assessments and be part of student portfolios.
- **Parent Conferences** – At least twice a year, in November and March, and additionally as requested, parent-teacher-child conferences will be held. These important conversations allow students to share their work, reflect upon progress, set goals, and identify areas they need to strengthen.
- **Critical Indicators:** Montessori educators have developed 10 “Critical Indicators” that demonstrate student’s healthy and normal development in a Montessori classroom. They believe these personal, social, and emotional skills are foundational skills for learning and should be considered strong indicators for a program’s and a student’s success:
 - a positive attitude toward school
 - inner security/sense of order
 - pride in physical environment
 - curiosity
 - habit of concentration
 - initiative/persistence
 - ability to decide
 - sense of independence/self-confidence
 - self-discipline
 - sense of responsibility to others
 - ability to complete a cycle of activity
 - respect for the earth
 - sense of academic accountability

Longitudinal Data: In order to monitor students’ progress over longer time periods, Kiva will collect, manage, and analyze a number of data points to compile a comprehensive collection of student information. This effort will allow us to continuously adapt our curriculum, teaching strategies,

assessment methods, and content delivery to guide students' development and success. Data to be collected will include but not be limited to the following:

- Family demographics
- Time at the school
- Attendance record
- Behavior record
- Student portfolios
- Assessment record (PARCC, CMAS, STAR, Montessori Compass, other Montessori assessments)
- Summer self-evaluation questionnaires

Communicating Progress with Parents

Weekly Work Plans: Students grades 1-8th will organize their lessons, assignments, and school work using a weekly work plan. These teacher-designed work plans allow teachers to assign specific lessons and learning activities based on CO Academic Standards. Depending on the time of year, skill level and responsibility of the student, students may have some role in structuring their weekly work plans. Students are responsible for completing work plans during the school week. Freedom and choice - important elements of a Montessori education - are privileges earned by completing required assignments in a timely manner. **Weekly work plans will go home with students every Friday and must be returned, signed by a parent, on Monday morning.** Any incomplete work will be sent home with the work plan for students to complete with parent support over the weekend. Families who consistently fail to return signed; completed work plans to school on Monday will have an Rtl meeting scheduled with their Lead Teacher and the Head of School to strategize cooperative family-school partnerships.

Parent-Teacher Conferences: Mentioned previously.

Special Conferences and Support: Our teachers extend to parents a standing invitation to conference as needed. Please contact your child's teacher with any questions regarding your child's development and education. Our teachers will gladly meet with you. If you have a specific challenge or concern and would like to request a more formal Rtl meeting, contact your student's Lead Teacher.

Elementary Progress Reports: Student Progress Reports are sent home twice a year, in January and June. Progress reports outline the student's achievement and skill development in areas based on standards for their grade level.

Middle School Progress Reports: Progress reports are issued at the end of each six week thematic cycle with a report card issued at the end of each semester (January and June). Progress Reports and Report Cards use the traditional A – F grading scale. Additionally, a minimum of two student-parent teacher conferences are held each year to foster a partnership in supporting each student's achievement.

School Newsletter: The all-school newsletter will be sent home weekly. This newsletter will discuss whole-school progress towards goals, upcoming events, and special programs.

Classroom Newsletters: Each classroom will send home a bi-monthly newsletter from the Lead Teacher and Assistant detailing classroom progress towards goals, upcoming projects, and studies.

Parent Education Nights: Kiva will host a number of Parent Education Nights throughout the school year. Organized by the PTO and the school administration, the parent nights explore a number of different topics.

Feedback for Excellence Form: These forms are available at the front entrance of the school and will periodically be included in the monthly newsletter. Please use these forms to share thoughts and ideas to help us reach beyond – into the horizon of excellence.

Health and Wellness

Our school is deeply committed to the health and wellness of our students, staff, and school community. This commitment is demonstrated by our careful procedures and policies related to food and nutrition. **Please read carefully.** Also, please carefully read our procedures for Birthday Celebrations as we would like to eliminate sugary sweets and treats in the school environment. It is critical that any food allergies are written down on your child's Emergency Card. All children with food allergies should have a Student Health Plan in place.

Birthday Celebrations: At our school, we love to recognize and celebrate life's milestones with each student and incorporate such celebrations into the classroom day. However, celebrations cannot disturb the regular structure and flow of the school day. Parents must consult with their child's teacher in advance of planning a birthday celebration. Please save cookies, cakes, candy, popsicles, chips, juice and other snacks for your family's private celebrations. Instead of celebrating with food on birthdays, our school has elected to celebrate through activity or academics. Birthdays are a great time for children to bring their favorite storybooks to share with their classmates or to celebrate their birthday with additional recess or SPARK / PE time. Please discuss with your child's Lead Teacher.

Snacks: Snacks are not provided at the Kiva. Classrooms may allow children to take a snack out of their lunch if they are hungry during the day, but this will be determined by each classroom teacher. Appropriate snacks include fresh fruits and vegetables.

Students are required to bring a box lunch or may purchase lunch through our RE-1 school lunch program. Please provide a healthy and nutritious lunch for your child; save sugary treats and drinks for home. **Children will be asked to keep soda pop, cookies, candy, or other desserts in their lunchboxes to eat at home, after school.** If your child would like a hot lunch, you may send food in insulated thermos-type containers, or hot lunches may be purchased through the RE-1 lunch program.

Student Expectations

Attendance: Consistent attendance is one of the greatest predictors of a student's ability to be successful in school. In addition, many important components of an adults work ethic are developed based on their childhood school attendance habits. As a preschool through 8th grade program, we depend on parents and guardians to support their students' attendance by getting them to school every day, on time, and prepared to learn. We are committed to providing a high-quality learning environment that provides children with all the tools necessary to be successful, life-long learners. Our age 3-14 program is not a day-care, to this end CH requires a minimum enrollment of four half days or three full days of enrollment. In order to reach the rigorous academic goals our school of choice has elected to meet, we must have every student attend school at least 95 percent of the school year.

We recognize that circumstances sometimes require a child to be absent from school. Consistent with the Colorado State Board of Education requirements, students can be excused for absences due to funerals, illness, injury, legal obligations, medical procedures, religious observations, and extenuating circumstances determined by the principal. The school must be notified of these absences no later than 24 hours following the beginning of the absence. For multiple day absences, parents must call the school daily. If the school does not receive the notification within this period of time, the school considers the absence unexcused.

Pre-Arranged Absences: Students requesting pre-arranged absences must have prior approval from the HOS or designee and the parents. This approval must occur at least three (3) days but not more than seven (7) days before the extended absence is to occur. In order for the absence to be excused, the parent must complete the *Pre-Arranged Absence Form* available from the front desk. Criteria taken into consideration when determining whether a pre-arranged absence will be approved/excused or denied/unexcused include:

- Whether the student has any unexcused absences,
- Whether the student has exceeded 4 absences in the semester or 7 or more absences for the school year, and
- Whether the student is in good academic standing.

Our guidelines for determining whether the pre-arranged absence will be approved/excused or denied/unexcused are as follows:

- If the student has no unexcused absences, 4 or fewer absences during the semester and fewer than 7 absences for the school year, the absence will be approved/excused.

If any one of the above criteria is NOT met, situations will be weighed on a case-by-case basis, taking all available information into consideration. Ultimately, the decision is based on what is in the best interest of the student's school success. The school is obligated to enforce the written district policy for makeup work. Both excused and unexcused absences are recorded in each student's permanent record.

Truancy: Colorado state law defines chronic truancy when a student misses four or more days in one month or ten or more days in one school year. When a student is absent or tardy more than five (5) days in a semester, parents will be contacted via letter. At eight (8) days of absence in a given

semester, a meeting will be required to help remedy the situation. Should a child's absences interfere with his/her educational process and be of an unexcused nature beyond the maximum allowed under compulsory attendance requirements (four (4) days in one month, or ten (10) days in a year), judicial proceedings will be initiated to enforce compulsory attendance. Kiva reserves the right to require a parent conference in order to augment the child's education through additional homework. In an instance of extended absence, Kiva may reserve the right to require a child to remain at his/her current curriculum level for a period of time before advancing to a higher level.

Participation: Participation in after school activities when a student has been absent for 50 percent or more of the school day may be denied in certain circumstances. The HOS or designee shall make final determinations when questions regarding participation eligibility arise.

Field Trips: Field trips are a valuable extension of your child's educational experience serving to enhance not only the curriculum but also your child's ability to act independently, responsibly, and respectfully in new situations. Participation in these events is expected. If you choose not to send your child on a field trip, he/she must be kept at home for the duration of the trip.

Positive School Behavior and Disciplinary Procedures:

Montessori education is based on empowering the students to make appropriate decisions about behavior in an atmosphere of mutual respect and trust.

Discipline is achieved through engaging in meaningful and purposeful work. When the child is engaged and concentrating on a task of his/her choice, he/she is actively developing inner discipline. The adults and children in the prepared environment create expectations for behavior based on the collective need for a safe and mutually respectful community. The ground rules and expectations of respect for self, respect for others, and respect for the environment, are set up to protect the individual's rights and to develop the classroom community's cohesion and order. A famous quote by Maria Montessori is, "The undisciplined child enters into discipline by working in the company of others; not by being told he is being naughty." Discipline is primarily seen as a learning experience and less as a punitive experience, if appropriately dealt with. Challenging behaviors offer a valuable, teachable opportunity for social/emotional growth.

To assist the process of developing an inner sense of guidance, all staff members are expected to handle discipline as a positive educational action from which the student will grow. If a student is unable to use self-control, he/she is to be removed from the group of students until able to rejoin the group in a positive manner.

Maria Montessori developed the concept of "normalization" to describe the process by which each student acquires certain characteristics that lead to success in the classroom and throughout life. A "normalized" student will love learning, be kind to others, develop concentration and good work habits, and become independent.

Our goal is to create and maintain an environment in which each student can successfully reach this level of normalization. Normalization of the classroom begins with the modeling of appropriate

behavior by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every classroom.

The teacher will:

1. Provide a structured Montessori environment in which a student feels secure and confident to choose his/her work within a limited range of appropriate possibilities.
2. Set behavioral expectations through classroom instruction, role modeling, and class meetings.
3. Post and discuss classroom rules.
4. Redirect a student and use conflict resolution techniques.
5. Work one-on-one with students who need additional guidance.
6. Refer student to Student Success Team (Rtl) to discuss ways to help him/her succeed in the classroom.

The Students will:

1. Be Safe, Respectful & Responsible at ALL times.
2. Respect yourself, others and our environment.
3. Demonstrate responsibility within our school.
4. Treat all classroom materials with great respect and care.
5. Keep school environment neat and clean at all times.
6. When in the classroom, be "engaged" in an activity/job at all times.
7. Work quietly in the classroom.
8. Use walking feet at all times except when on the playground.
9. Be quiet when walking on the sidewalks around the classrooms and offices.

A student's behavior becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture of the Kiva.

For the safety and well being of all individuals in the Kiva environment, the following are unacceptable behaviors:

1. Talking back and arguing.
2. Intentionally disrupting the learning environment.
3. Misuse of Kiva materials or playground equipment.
4. Intentionally not following directions in the classroom, in the lunch area or on the playground.
5. Encouraging others to misbehave.
6. Disrupting or impeding the work of others.
7. Showing rudeness or disrespect to others.
8. Repeatedly disrupting the learning environment and learning process of classmates.
9. Littering.

If a student exhibits unacceptable behavior, teachers will work with the students individually using strategies listed above. After repeated attempts at discussing the concern with the student, redirecting the student, using conflict resolution techniques or supporting the student in taking quiet alone time, if the behavior continues, the following disciplinary actions will be taken, according to the severity of the misbehavior:

1. The student will discuss the unacceptable behavior with the teacher and be given the Student Response Form to complete. The completed Student Response Form will be sent home for parent/guardian signature and returned to school the following day. Copies of the forms will be kept on file at the school. If the student is unwilling to complete the form at school, they will need to complete it with parental guidance when school is dismissed. Parents will be asked to share on the response form how the issue was discussed with their student. Parents will also be invited to schedule a meeting with their child's teacher to discuss the incident.
2. The student will be sent outside the immediate environment for a time out or be given a "community improvement" task to perform (litter pick-up, cleaning, etc.).
3. The student will be sent to the Head of School, who will discuss the behavior issue with the student and may opt to:
 1. Call the parent/guardian to discuss the issue with the student present, and/or
 2. Place the student in "in-school suspension" and he/she will not be allowed to return to class until the parent/guardian has spoken to the HOS; and/or
 3. A parent/guardian will be called to immediately remove the student from school for a specific length of time (Suspension) and conditions will be set for the student's re-admittance.

After three response forms have been sent home that may show a pattern of behavior, the parents will be required to schedule and attend an RTI meeting focused on the student's behavior at school. The team will include the student's teacher, parent/guardian, school administrator, and depending on the situation, specialists from SJBOCES, the student, or other behavioral support specialists. At this meeting, specific time-sensitive goals, behavioral supports, and clear consequences for future action will be determined by the Rtl team. At the end of the meeting, a follow up meeting will be scheduled to monitor the implementation of the plan and the student's growth. ** Please note that not all response forms are equal in nature**

** At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone or email to discuss the student's behavior and work out a home/school plan for improvement. The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

Suspension/Expulsion Procedure: Kiva teachers, staff, and volunteers are required to document on an Incident Report or any behavior requiring disciplinary action. All witnesses are encouraged to document their concerns and all views will be respected and treated as valid. A copy of the Kiva guidelines for suspension and expulsion are available for review in the office. Additionally, all staff, students, parents, and volunteers must adhere to the State of Colorado Education Laws and federal guidelines concerning student behavior and discipline. Each student will be treated individually and with respect. Disciplinary action for a student with an Individual Education Plan with stated behavioral objectives will be handled in an appropriate manner.

Behaviors that require immediate suspension or possible expulsion hearings are as follows:

1. Swearing or using abusive sarcasm, directed at another student, staff member, or parent.
2. Intentional abuse and/or vandalism to school property.
3. Repeatedly disrupting the learning environment and learning process of classmates.
4. Leaving out the front of the school doors without adult supervision.

5. Bringing on campus any pornography, or explicit photography or written material.
6. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to, hitting, stabbing, poking, pushing, slapping, kicking.
7. Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disburse.
8. Stealing.
9. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming (emotionally or physically) another individual.
10. Bringing guns, knives, or any type of weapon used to intimidate or threaten another person.

Parent/Guardian's Role in Supporting Positive Behavior:

Modeling: A parent is the most important teacher in a child's life. Children observe and imitate the behavioral responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communication are especially valuable to young children who are still learning to establish their own self control.

Discussion: While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practice forgiveness can help a child build successful relationships.

Reinforcement: Montessori philosophy does not advocate external rewards for desired behavior, as this tends to reduce intrinsic motivation. However, acknowledging and praising positive behavior is always important and will help shape a child's behavior far better than criticism.

Teaching Values: Children's Kiva Montessori School is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. At Kiva we value:

1. Respect for ourselves, others, and the environment.
2. Honesty.
3. Courtesy and exceptional manners.
4. Empathy for others and respect for differences among people and cultures.
5. Accepting responsibility for personal decisions and actions.
6. Working cooperatively with others, which include: listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand.
7. Seeking one's share of the workload.
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole.
9. Pride in our school.

Student Code of Conduct:

- Students will be safe, respectful, and responsible at school in everything they do.

- Students will understand that our school is a place of work and productivity; they will contribute positively to our school community through respectful, productive behaviors at all times.
- Students will take responsibility for their own learning by following directions, setting appropriate goals, meeting challenges with a positive attitude, and reflecting honestly and productively on their work.
- Students will come to school ready to work, learn, and be a positive member of our school community.
- Students will not leave the buildings without an adult at ANY TIME.

Homework: Students enrolled at Kiva will receive regular homework assignments. This homework is considered a continuation of the classroom environment and serves to offer continuity and additional practice as well as build a strong work ethic within each student. The amount of such work varies according to the grade level and student. Special time should be set aside each evening to focus on such work. This time should offer limited distraction and be held as a positive time in which parent and student work cooperatively toward a common goal.

Kiva's expectation is that parents are active participants in their child's education and we ask that you become thoroughly aware of homework requirements and positively support your child's development of time management, due diligence, and other skills associated with a learning ethic. A parent's expressed and demonstrated value of education is a major determinant of a student's success in school. Please do not hesitate to speak with your child's teacher if you need further assistance.

Please do not consider your child's homework your work. The parent is present as a support to the child as well as to demonstrate a **clear value of schoolwork** shown by his/her presence. Allow your child to stretch and do as much as possible. Even incomplete work gives us clear messages of understanding. We need to know what your child can successfully accomplish without the continued involvement of an adult. As a student progresses through school, he/she will eventually be responsible for completing homework on his/her own with limited assistance from an adult.

Loss or Damage of School Materials: Students are expected to accept responsibility for books and other instructional materials. If such items are lost or damaged, the student will be charged the current replacement price, or if possible, be asked to repair the item.

Dress Code: Student's behavior at school is directly related to how they feel about themselves, including how they dress. Our school has high academic standards for all students and clothing should be appropriate and supportive of that effort. We expect students to adhere to the following code:

- Dress respectfully (no aggressive, destructive, and non-respectful writing on clothing).
- Avoid wearing baggy/saggy pants, clothing with holes, gang attire, and any revealing garments (exposed midribs or backs, tube, exposed or immodest under garments, halter, sheer, or strapless tops, shorts or skirts that are above the tip of the thumb when arms are relaxed at the side).

- Avoid wearing clothing that relates to television/movie media that displays acts of destruction or aggression.
- Begin the day cleanly groomed.
- Hats are worn outside or on the playground only. It may be appropriate on certain field trips and/or special occasions.
- Students should be dressed ready to participate fully in daily PE programming.

These guidelines are mandated for the mutual respect of all students, faculty, parents, and visitors to Kiva. If a student's dress or appearance is deemed to be disruptive, unsafe, immodest or unhealthy, the student will be asked to correct the situation immediately. The following actions will be taken:

- The student will be asked to contact his/her parents to resolve the situation by changing into appropriate clothing.
- The school will provide alternative clothing for the duration of the day (this usually means sweats and/or plain t-shirts).
- Inability to rectify the situation will result in the student being sent home. Refusal to do so may result in disciplinary action, up to and including suspension.

Additional Information on Clothing:

- Label everything! Regardless of your child's age, please write your child's first and last name on all belongings that come to school. Clothing for school should be comfortable and promote your child's independence.
- Students will always go outside for fresh air and exercise if the temperature is above 20 degrees and it is not raining. Please assume your child will go outside every day and provide all necessary clothing appropriate for the weather – boots, gloves, snow pants, hat, and coat. All outerwear should also be labeled. Kiva is not responsible for lost or damaged clothing.

Family Partnerships

Parent Expectations: Some of the most important principles upon which Kiva is founded are respect for others and personal responsibility. Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. As one of the most influential role models in a child's life, one of the best ways for a parent to teach is to lead by example. Accordingly, Kiva expects the behavior of each parent and responsible adult with children enrolled in our school to adhere to the standards of conduct set forth below:

- When visiting or volunteering at the school, parents should observe the rules of the school, including checking in at the office and wearing a visitors badge.
- Ours is a Colorado School of Choice committed to academic excellence, Montessori, STEAM, community-based education, and cultivating students' responsibility and independence. Families have made a deliberate choice to send their children to our school. Parents are partners of Kiva and expected to work together with the school to

support their children's academic, social, emotional, and physical wellness and success. Parents are expected to follow all school policies and procedures.

- Understand that desks and offices are private spaces. Due to issues of confidentiality and out of professional respect, please do not look through items on desks or in mailboxes or enter an office without being invited. Notes to staff members should be given to the School's Front Office to deliver.
- If a parent feels that the actions of another student have infringed upon the rights of his or her child, under no circumstances shall the parent or guardian approach another student or that student's parent or guardian to discuss or chastise them. The parents may approach the classroom teacher to seek a peaceful resolution to the situation. If necessary, parents may also work with the HOS to resolve a concern.
- If a parent has questions or issues relating to the classroom or a class, they should first be addressed directly with the staff member in question. Parents are requested to set up a private meeting where their concerns can be discussed and the actions giving rise to such concern explained. Faculty will not hold discussions in the hallway or in public areas with respect to parent concerns.
- Please be mindful of the time and place of communication. Teachers are not available to address concerns at drop off, in the hallway, or outside of the classroom. Please make an appointment so the teacher can be present in both mind and body to address your concerns.
- All communications regarding issues with other parents or staff at the school or school events shall remain respectful and address the issues at hand. Yelling, taunting, threatening, or abusive behavior, cursing, foul language, or derogatory remarks are not acceptable means of communication. Parents are expected to resolve issues through calm dialogue between the parties directly involved while respecting the dignity of others.
- Parents shall protect the reputation and good name of people involved. Problems, differences of opinion and personality clashes are not resolved by involving other people in the disagreement or by taking sides in the argument. Problems should not be casually discussed with other parents in the school, but should be dealt with one on one with the person or persons whom the parent has an issue. Maintaining confidentiality is vital in creating and maintaining a respectful learning environment.
- It is easy for opinion to be mistaken for fact and rumors to be perpetrated by inaccurate information. Parents are expected to approach the relevant personnel within the school to verify the factual basis of a story should they have any questions. This approach can quickly and simply clarify the events in question and the intent involved and will minimize inaccurate information being passed throughout the community.
- Parents are expected and required to follow Kiva's conflict resolution policy in order to resolve an issue with a staff member at Kiva. This policy requires that the issue first be addressed with the staff member directly and an attempt be made to resolve the same. If the parent does not reach a satisfactory resolution, they shall proceed through the appropriate supervisory personnel, as necessary. A full copy of the policy can be obtained in the school office or on the school website in the Kiva Board of Directors Policy Manual.
- Respectful communication requires that we address questions and/or concerns with those who can adequately answer them. In most cases, this would be your child's teacher; however, know that the Head of School has an open door policy and will mediate

difficulties if direct discussion has not been successful. Further difficulties are handled through Kiva Communication Pathways policy, which are available in the administrative offices and on the school website.

- Refer to the chart below as a guide on whom to address with questions or concerns.

Professionalism and Privacy: As required by federal privacy laws, no student, parent, or visitor is allowed in the staff lounge, staff workroom, staff offices, or other staff private areas, including teacher/staff desk areas and work spaces in classrooms, offices, and other locations unless accompanied by the appropriate staff member.

Parent Initiated Communication: Personal relationship and direct communication are key elements in developing a positive partnership between home and school. In general please use this chart to guide your line of communication:

Educational Concerns & Classroom Discipline	1 st go to Lead Teacher	2 nd go to the Head of School
Bullying/Peer Conflict Resolution Concerns	1 st go to Lead Teacher	2 nd go to the Head of School
School-Wide Programs & Policy	1 st go to the Head of School	2 nd go to the Board of Directors
Faculty or Human Resource Issues	1 st go to the person directly involved	2 nd go to the Head of School
Facility, Safety & Security Issues	go to the Head of School	
Governing Policies & Procedures	1 st go to the Head of School	2 nd go to the Board of Directors
Before & Aftercare Issues	1 st go to the specific Program Director	2 nd go to the Head of School
Fundraising or Community Involvement Ideas or Issues	1 st go to the PTO	2 nd go to the Head of School

Parent Involvement Hours: Kiva recognizes the importance of cooperative family-school partnerships. We know that students whose parents are present, engaged, and participating in the school community are more successful academically, socially, and emotionally than those whose families are not engaged. In addition, as a public charter school and a non-profit preschool, our programs operate on limited budgets. Parent participation through volunteerism, fundraising, and to support that participation, Kiva strongly encourages parents to complete a minimum number of Parent Involvement Hours each school year. Parent Involvement Hours are 20 hours/year/family.

These hours can be fulfilled in the following ways:

- Classroom observation

- Classroom volunteerism
- School volunteerism
- Parent education nights
- School special events
- Parent-teacher conferences
- Fundraising projects (PTO)
- PTO or Board of Directors Membership
- New family mentorship program

Classroom Observation: Parent presence and participation at school is vital to your child's success. A simple way of expressing this value is to observe your child's classroom. We encourage parents to visit the classroom at least one time per year beginning in October. To visit a room, please check the class calendar or contact your child's teacher. We allow a maximum of two parents to be either visiting or volunteering in a class at a time.

Parent-Teacher Organization: Our school's PTO supports the academic, social, educational, and celebratory efforts of our school community. This group works on school fundraiser, parent-education nights, special programs, and volunteer coordination. Run by a volunteer group of officers, they meet monthly and all parents and teachers of our school are encouraged to attend (attendance counts for Parent Involvement hours). Many special events, school and classroom volunteerism efforts, and fundraising efforts are coordinated by the PTO.

Board Leadership: Opportunities for school leadership arise each year on the school's Board of Directors. The best way to get involved is to join one of the leadership committees. For more information regarding needs, roles, responsibilities, and meeting times, please see the Board of Directors link on the school's webpage.

Room Parent: This vital position directly supports the teacher in creating a link between school and home. There is typically one or two room parent(s) per classroom. For more information contact the PTO.

Parent Assistants: Within the classroom, this volunteered time is used to read with students, make materials, give unit related assessments, work on portfolios, and much more. Working directly with students requires training and this is offered two times each year. Consistent with Kiva policy, completion of training is required prior to assisting in the classroom. This practical training covers topics including school philosophy, classroom expectations, basic materials, as well as confidentiality. A refresher session is required every two (2) years. Watch the newsletter for sign-up information.

Traffic Management/Crossing Guards: These vitally important volunteers help ensure the safety of our children during our morning drop off and afternoon pick up times. Training is provided. Contact the Head of School for more information.

Parents as Resources: Many parents have great talents, interests, or are well traveled. Sharing these resources in our school expands the student's world and helps us to foster curiosity. Contact your classroom teachers or our Head of School.

Special Events: Various events are held periodically throughout the school year. They are typically school-wide, but sometimes relate to specific classrooms. Please read the school newsletter for a list of upcoming events and to find out how to get involved. Contact the PTO for more information.

Recording Hours: Upon volunteering, we ask that parents record their Parent Involvement hours in the office. Please remember that while 20 hours is the minimum expectation, most families contribute far more than the minimum. Please continue logging hours after you meet our target as this helps us to document our community support and increases grant opportunities. Please note that only volunteer efforts that take place at or that directly benefit our school count toward the Parent Involvement Hours. Please contact the HOS if you have questions or would like clarification. Families who are unable to volunteer are welcome to make a tax-deductible financial contribution to the school. Please contact the HOS for more information about that option.

Transportation: When transporting students to and from school, current Colorado Law requires that all children under 40 pounds be in a child safety seat. Additionally, as of August 1, 2010, Colorado law also requires that children who are over age 4 but under age 8 ride in a forward-facing car seat or a booster car seat, unless they are over 4'9" tall or weigh more than 80 pounds. Children who are not required to be in a car seat or booster seat, but are under 16 years old, must be buckled in a seat belt. Parents are required to provide these child safety seats, booster seats, or seat belt positioning devices for field trips when students will be transported in private vehicles. Older and larger students are required to wear seat belts.

Only staff members and parents who have a valid Colorado driver's license and proof of insurance may transport students. Your personal liability insurance covers children when you drive. The school's insurance covers any injuries at the field trip site or at the school. If you wish to help with field trips, please provide the office with a copy of your insurance policy card, driver's license, cell phone number, and complete Kiva Driver Authorization Form. **Please note that siblings and other children who are not enrolled in traveling class are not permitted to attend field trips regardless of their age.**

When accompanying a group of students on a field trip, please remember that all school policies and procedures remain in effect. For safety and equity reasons, we cannot allow field trip drivers to make unscheduled stops or purchase items for their own or any of the students in their care without prior permission from the supervising staff member. Any trips planned other than short-walking trips will be announced in advance. Signed permission slips must be returned before your child will be allowed to go on any field trip.

Carpools: Parents interested in carpooling options can view the carpool sign up in the office. Contact the PTO or Head of School for more information. A family directory is published by the

fall (written permission is required for inclusion). We hope this directory assists in scheduling carpools, emergency pickup, and childcare exchange. All members of a carpool must have a written release from their parent/guardian on the Emergency Card to show to whomever a student is to be released.

Health Plan

If an illness or emergency arises, we will contact you immediately and the following procedures will occur:

- Your student will be taken to the front office where he/she will remain until picked up.
- Parents need to pick up a sick student within one (1) hour after being informed of illness.

Exclusion/Inclusion Due to Illness: If your student is sick (see below), please do not bring him/her to school. With so many students, it is easy to transfer illnesses. If a sick student is dropped off, we will call you to pick him/her up immediately. We thank you for helping keep our community healthy by following these guidelines for students returning to school after an illness:

- **Bronchitis:** on antibiotics for 24 hours or more.
- **Chicken Pox:** when all lesions are crusted over (approximately one (1) week).
- **Colds:** no presence of yellow or green mucus, no elevated temperature (100°), sore throat, or severe cough.
- **Conjunctivitis (Pink Eye):** when discharge from eyes has stopped; for bacterial conjunctivitis, usually 24 hours after starting antibiotic eye drops.
- **Diarrhea:** free of symptom for 24 hours.
- **Fever:** free of symptom for 24 hours without medication.
- **Head Lice:** Student will not be excluded from school. Please read the following information provided on RE-1 website:
[https://www.cortez.k12.co.us/departments/files/Health%20&%20Nursing/All%20Documents/Head%20Lice%20info%20for%20families\[1\].pdf](https://www.cortez.k12.co.us/departments/files/Health%20&%20Nursing/All%20Documents/Head%20Lice%20info%20for%20families[1].pdf)
- **Strep Throat:** after treatment with antibiotics for at least 24 hours.
- **Vomiting:** free from symptom for 24 hours.
- **Inability to fully participate in school activities whether inside or outside.**

Daily Student Health Inspections: (CH) For the safety and protection of the children, each classroom will follow the recommendation of the Centers for Disease Control (CDC) in which classroom staff monitor students for the following:

- Severe coughing
- Difficulty breathing
- Yellowish skin or eyes
- Pinkeye (tears, redness of eyelid lining, irritation, swelling, discharge, etc.)
- Infected skin patches or a rash accompanied by a fever
- Feverish appearance
- Unusual behavior - crying more than usual, lethargy, generally feeling unwell

All students should have at least two emergency contacts listed on their emergency contact form. If a serious illness or emergency occurs and we are unable to reach you, we will contact

your personal physician, or if necessary, call an ambulance or paramedic. **Please keep your student's and family's contact information up to date!**

Emergency Medical Treatment: The school will maintain a parent's signed consent form agreeing to the provision for emergency medical treatment in case of accidental injury. Please keep us informed of current phone numbers of where you will be when your child is at school and changes of medical providers.

Health Consultant: Kiva's Health Consultant, Ms. Susan Ciccia reviews changes to health policies before implementation and makes monthly visits to the school. If you wish to contact our consultant, please see the office and arrangements can be made for you. The qualifications of a health consultant may include pediatrician, pediatric nurse practitioner, or an R.N. or Ph.D. who is experienced in pediatric health.

Reporting Communicable Illness: When students have been diagnosed with a communicable illness -- such as hepatitis, measles, mumps, meningitis, diphtheria, rubella, salmonella, tuberculosis, giardia, shigella, or chicken pox, Kiva must immediately notify the Health Department or the State Department of Public Health and Environment. Student's confidentiality will be maintained to the extent required by law.¹

Documentation: Kiva shall document that a student's parent or guardian was immediately notified following an event in which resulted in the death, injury, or illness of their child required professional medical attention.

Kiva, in accordance with National Standards,² shall notify The Colorado Department of Human Service, Early Learning Division and/or The Montezuma County Health Department within the next working day in the event of the following:

- Injury or illness that required medical attention.
- Reportable communicable diseases.
- Death.
- Any other significant event relating to health and safety (such as lost student, fire or other structural damage, work stoppage or closure).

Medications at School: No medication of any kind will be dispensed without a doctor's permission and can only be dispensed by those who are given delegation by parents and school administration.

Under no circumstances should ANY medication (including vitamins, cough drops, and herbal supplements) be sent with students in pockets, backpacks, or lunch boxes! This presents a serious health and safety hazard for other students, and they will be confiscated.

- A doctor must prescribe in writing any medication, both prescription and nonprescription, dispersed to your child while at school with the exception of acetaminophen. A school Medication Agreement must be completed by the student's physician, parents, and guardians.

¹ Safety Performance Standards for Child Care Centers Standard 8.063

² Safety Performance Standards for Child Care Centers Standard

- **Prescription medication** must remain in the original container bearing the original label that shows the prescription number, name of medication, date filled, physician's name, student's name, and directions for dosage.
- **Over the counter medication** must remain in its original package with label, uses, dosage instructions, and expiration date intact and clearly labeled with the student's name.
- An adult must pick up the medication directly from the school as it cannot be sent home with the student.
- All medication will be locked at school. The only exception to this rule is when all conditions outlined in the Colorado Schoolchildren's Asthma and Anaphylaxis Health Management Act of 2005 are met.

Student Health Plans: Parents of students with diagnosed, ongoing, or chronic health concerns requiring medication to be available and/or administered during school hours for more than fourteen (14) days, or any potentially life-threatening condition, such as severe food allergies, diabetes, asthma, or a history of anaphylaxis, shall work with the CHD or HOS and our consulting Nurse to develop a Student Health Plan. The Student Health Plan shall outline specific procedures to address the student's ongoing health needs and guide Kiva staff in providing for those needs.

Immunization Disclosure: The State of Colorado allows Personal, Religious, or Medical Exemptions for Immunization Requirements. Kiva, as required by state law, allows students who are exempt to attend school. This policy applies to all schools and care centers in the State of Colorado. A statement of "Exemption to Immunization Law" must be on file in the office and it is the parent's responsibility to provide documentation of the exemption requirements. In the event of an outbreak, exempted students may be subject to school exclusion and to quarantine.

Animals at School: Only classroom pets approved by the HOS may be present on school property. Personal pets should not be brought to school without pre-approval from both the classroom teacher and the HOS. For the safety of your pet and our students, please do not bring pets to the carpool lane. Even the gentlest animal can become unpredictable during these busy, crowded parts of the day.

Sun Protection: Kiva joins the American Cancer Society and the Colorado Department of Human Services in recommending the use of sunscreen (SPF 30 or higher) by all students. Sunscreen should be applied 30 minutes prior to sun exposure as a method of sun protection. Parents are asked to apply sunscreen on their child prior to their arrival at school. During the day, all students will be provided the opportunity to reapply sunscreen at appropriate times during the day.

[Emergency and Safety Plan](#)

Kiva follows the Re-1 School District policies for dealing with all emergencies and school closures. Staff is explicitly trained to handle emergency situations each year with clear lines of command to deal with hazardous or dangerous situations. In the event of an emergency at school, we will follow our emergency plan modeled after the Standard Response Protocol and

the National Incident Management System. While your first inclination as a parent understandably might be to call or come to the school, it might interfere with emergency agencies that are dealing with the situation. Instead of calling our coming to the school, we ask that you get information from the following sources: Montezuma County Sheriff's "Nixel" Site: <https://local.nixle.com/register/>. You may sign up for free alerts in the event of Lockout or other advisory alerts that affect our county. You can choose to receive a text message or voice recording. This site has the latest information on when protocols go into effect and when they are lifted. Parents will be alerted immediately if the building must be evacuated. Parents will not be informed during drills.

As soon as it is safely possible, we will notify parents of pertinent information. **It is vital that you notify the school of any changes in your contact information so that you receive these important communications.**

Entrance and Security: When school is in session, parents and visitors must enter using the main entrance and sign in at the front office with the Administrative Assistant or Head of School. All visitors and parents entering the school during school hours must wear a visitor badge. These will be available when you sign in. To assure safety and security, we have closed campuses.

Fire and/or Emergency Evacuation Plan: In the event of a fire or needed evacuation, the building alarm system will sound. Students will be escorted to designated areas away from harm's way. Lead staff will have cell phones and emergency cards to contact parents and guide them in retrieving their children. Students will walk to the Cortez Recreation Center. Staff will stay with their students until all have been picked up and we ask that parents come within one hour of contact time. Identification will be required from parents and must be presented to staff members in charge of each group. No student will be released without such identification. Note: if an emergency contact person picked up your child, it is that person's responsibility to contact parents. We ask that parents check the radio or television for updated information. Briefing parents about a situation will be shared on a systematic basis which does not allow staff to field incoming calls from parents during a time of crisis. Safety for students is of utmost importance during these times.

In-School Emergencies: Kiva has three different types of in-building emergency responses depending on the situation:

- **Lockout** means there is danger outside of the school and all students/staff/visitors must stay inside the building and no person may enter or leave the building. Activities resume as normal within the school.
- **Lockdown** means that there is danger inside of the school and all students/staff/visitors are required to stay within their classrooms, out of sight, silent, and away from windows.
- **Shelter in Place** means there is a danger requiring students/staff/visitors to follow specific directions in taking shelter. In the event of a tornado warning, all students will be escorted to the central hallways where we will play quiet games while awaiting an all clear sign from the radio or police.

Injured Student:

- **Minor injury or accident:** In the case of a minor scrape, cut, or bruising, the wound will be cleaned, iced (if necessary), bandaged, and of course given tender, loving care. If the student incurs an injury that requires further assistance, an Incident Report will be completed describing the accident and care given and parents are required to sign receipt of such form when picking up their child from school.
- **Major injury or accident:** After emergency first aid is given, all efforts will be made to reach parents first, then your emergency contacts. It is imperative that your child's Emergency Card is updated regularly to reflect any changes.

Supervision of Students: All classrooms take attendance upon entering the school on clipboards, again half-way through the school day, and re-checked after all transitions (to specials classes, lunch, recess, driving to and from field trips, etc.). Parents picking up students during the school day must sign them out through the front office. After-School staff will take attendance and track attendance throughout the after-school hours. All classrooms have attendance/emergency books that are taken as part of all emergency drills. These binders hold important health and contact information in the event of an actual emergency. Closing staff members hold responsibility for checking attendance sheets as well as checking every school area to assure that all students have been picked up before closing the school. Students not picked up and whose parent has not contacted the school will stay with the staff member in charge and notify police and/or social services after thirty (30) minutes.

Missing Student: In the event that a student is missing, either on school grounds or on a field trip, at least one (1) staff member will stay with the group and one (1) staff member will search for the missing student. Other steps are as follows:

- Report to the School Administration and do an immediate search of all areas of the school. If on a field trip, one teacher will retrace the steps of the group while another adult is to stay with the class.
- Phone the parent (guardian) or the emergency contacts (should we not be able to contact the parent/guardian) and alert them to the situation and circumstances surrounding the situation.
- Phone the police if parent/guardian or emergency contacts cannot be reached or the student has been missing for more than 10 minutes.

Kidnapped Student: The Teacher or Assistant will:

- Call another staff member for assistance.
- Get the description of the person and a license plate number.
- Let the student go if bodily harm or injury is imminent to the student or other students.
- Call the police immediately.
- Call the custodial parent(s) or authorized pick-up person immediately to inform them of the events and steps taken by the Kiva.

Safety and Recess: Student safety is of utmost concern to all Kiva staff. In an effort to support this, Kiva has specific toys and activities permitted during the recess period. **No personal toys are permitted on the school grounds.** This includes, but is not limited to skateboards, rollerblades, hockey sticks, electronic games, and cell phones. Kiva offers a variety of individual and group activities that promote fun, creativity, strength, agility, and endurance.

We are sure that each student will have ample opportunity to explore and expand their physical abilities during recess as well as during their daily PE periods.

Suspicious Activity: In the case of a stranger, and /or suspicious activity while students are on the playground, the staff may accompany the students into the building, lock the doors, and call the police. Should a stranger or suspicious activity enter or occur in the building, the police will be called immediately.

Fire, Weapons, Alcohol, Illegal Substances, and Tobacco: Possession or the use of fire, weapons of any kind, illegal substances, liquor, or tobacco products within the school building, school facilities, or on school grounds, or school buses is prohibited at all times. In addition, alcohol is prohibited at any school-related function at which children are present. When school-related functions where children are present are held in venues that have alcoholic beverage service available, such service must be closed during events at which the attendance of children is planned or expected.

Weather Guidelines

Outdoor Play and Work: At the Kiva, we know that there is significant benefit to students having the opportunity to spend time outdoors every day. Recess and playground time is built into the daily schedule for all students before or after lunch as well as for other various classroom-related activities including our SPARK PE program. Please send students to school with all clothing and gear to keep them comfortable during these times.

- If the actual temperature is 20 °F or higher, students will go outdoors unless it is raining or we are experiencing a significant snowstorm or other extreme weather conditions.
- We consult weather.com to get current temperature readings prior to playground time.
- Wind chill is not considered due to the great variance by location.
- Teachers determine for their own classroom whether their class will go outside or stay inside as well as whether outside time is shortened. This decision is for all students in the class – partial classrooms do not stay in.
- Dismissal will always occur outside in the carpool lane unless it is raining or there is a serious snow storm or tornado warning in effect.

School Closure: All Kiva programs will be closed if Re-1 schools close for weather or other emergency situations. If the District determines that the weather has deteriorated to the point that requires mid-day closure, we will do the same. In the event of a mid-day closure, parents will be notified by telephone of the early dismissal time and procedure. You can visit the district website to view delayed schedule or school closure information: www.cortez.k12.co.us

Tornado: In the event of a tornado, the classroom teacher or assistant teacher will escort the students to doorways and windowless rooms where they will lie down on the floor and cover their heads.

Reporting of Abuse and Neglect

Colorado law and Re-1 requires that any staff member of the Kiva who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who has observed the child being subjected to circumstances or conditions which could reasonably result in abuse or neglect, shall immediately report the same to the Colorado Department of Social Services or to local law enforcement.

A description of these policies is as follows.

- Each child is generally viewed each day for unusual cuts or bruises. If there is a question, another staff member will be asked to give their opinion. All comments will be documented, along with descriptions of unusual behavior and comments made by the child.

Reporting Abuse and Neglect by a Staff Member: All staff members at Kiva undergo fingerprinting and a background check by the Colorado Bureau of Investigation and/or FBI as a requirement that must be fulfilled prior to and as a condition of employment.

- If a staff member is suspected of child abuse, parents must personally contact the HOS regarding such concern.
- The staff member will automatically be suspended from entering or working at the school until the charge has been fully dropped with no charges pending.
- The staff member will be reported to the Department of Social Services. In addition, parents should immediately request assistance from:

Montezuma – Department of Social Services

Phone: (970) 565-3769

After Hours: Sheriff Office (970) 565-8441

109 West Main, Room 203

Cortez, CO 81321

Additional Guidelines

Telephones: Parents and guardians cannot call students during school hours, and students are not permitted to have cell phones in the classroom or on the playground. In the event of a family emergency, parents may contact the office and a message will be delivered to their student. Kiva's phones are not intended for personal use. Students are not permitted to use classroom telephones. Students may only use the front office phone under the supervision of school administration.

Cell Phones: In addition, our school is a cell phone-free zone in all areas accessible to students. This rule is for all members of our community and includes classrooms, hallways, playgrounds, and common areas. We request that all adults refrain from using cell phones within the school. Please end all cell phone calls before dropping off or picking up your child(ren).

Students who bring a cell phone to school MUST turn it off upon entering the building and must be kept in a safe and secure place. If a student is caught using his/her cell phone during school hours, it will be confiscated and returned to a parent at the end of the day

Holidays and Celebrations: Kiva is fortunate to have students of diverse racial, religious, and cultural backgrounds. We consider our school and community diversity an asset that provides valuable learning experiences. If parents wish to share their family's cultural traditions with their child's classrooms, we welcome those advance arrangements. As a public school, we do not subscribe to or promote any specific religious beliefs. We respect and value the many cultural traditions of our diverse community. Decisions regarding celebrations are made by teachers and administration based on a number of factors including, but not limited to, curricular relevance and developmental considerations. Parents will be informed about these celebrations and their role in curriculum throughout the school year.

In order to avoid hurt feelings and lost invitations, party invitations may not be brought to the school or distributed at school. Teachers cannot distribute invitations or provide contact information for students in the classroom. You are welcome to use the School Directory to help facilitate party plans.

Items from Home: No toys are allowed at school, even for sharing. This includes iPods, iPads, cell phones, and all other personal media devices. Their presence is distracting to our classroom environments and items are subject to confiscation until the end of the school day. If students would like to share an object of nature, something educational, or something created with their classmates, please check with the student's teacher first to ensure items are appropriate.

Lost and Found: It is important that valuable items be kept at home. We encourage student's to be responsible for their self, their outdoor clothing, and any other item they might bring to school. **We ask parents to check the lost and found weekly for items that belong to their child(ren).** Please claim only those items belonging to your family. Upon the last day of each month, all remaining items are donated to families in need. The lost and found is located in the Front Lobby.



This page must be signed and returned to the front desk by the first day of attendance.

2019 – 2020 Student and Parent Handbook Acknowledgement

*By my signature below, I confirm that I have reviewed or will review the Children's Kiva Montessori School **Student and Parent Handbook, 2019-2020**. I affirm my understanding of all parent and student expectations, including all policies and procedures as outlined therein, and agree to abide by them.*

I further commit to supporting the mission, vision, and philosophy of open and respectful communication between home and school as well as active participation in order to enhance the learning of all students enrolled at the Children's Kiva Montessori School. To that end I will endeavor to become an involved participant (working collaboratively with the student's teacher and supporting school sponsored activities) and in so doing build a school of excellence for all.

I also agree that I have read or will read and will comply with the rights, responsibilities, policies, and procedures as outlined in the Children's Kiva Montessori School Parent Code of Conduct and Communication Guidelines published in the Student and Parent Handbook.

Parent/Legal Guardian Printed Name

Date

Parent/Legal Guardian Signature

2019 – 2020 Conduct and Discipline Agreement

It is important for you and your student to read and discuss the rights, responsibilities, and consequences outlined in the Positive School Behavior and Disciplinary Procedures and in the Student Code of Conduct as written in the Student and Parent Handbook. After reviewing these sections with your student, please sign and return this page to the school office. If your student is enrolled in the Children’s House Program, we ask that parents discuss the appropriate sections with their student and sign as the parent/legal guardian that you have read and understand Kiva’s policies concerning conduct and discipline and return this page to the school office. We thank you and look forward to a safe, productive year.

Student Code of Conduct:

- *I will be safe, respectful, and responsible at school in everything I do.*
- *I understand that our school is a place of work and productivity; I will contribute positively to our school community through respectful, productive behaviors at all times.*
- *I will take responsibility for my own learning by following directions, setting appropriate goals, meeting challenges with a positive attitude, and reflecting honestly and productively on my work.*
- *I will come to school ready to work, learn, and be a positive member of our school community.*
- *I will NOT leave the school building or cross the street at any time without an adult with me.*

We have read and understand the expectations and consequences as outlined and agree to abide by them.

Student’s Printed Name and Signature

Date

Parent/Legal Guardian Signature

Date