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“To provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society.”

Keep watching as Denver Public Schools continues to challenge itself, reform and grow.

Denver Public Schools Website: www.dpsk12.org
School closures are posted on the DPS website.

The following valuable information is located at www.dpsk12.org/parents

- Take an online test
- Lunch and breakfast menus
- School calendars
- Bell times
- Graduation dates
- Graduation requirements
- List of schools
- Locate your neighborhood schools
- Transportation
- Important phone numbers
- Procedures for inclement weather
- Emergency procedures

General Information

E-mail: Info@dpsk12.org Phone: 720-423-3200 Fax: 720-423-3611
Write: 1860 Lincoln St., Denver, CO 80203

Media Relations

E-mail: communications_office@dpsk12.org Phone: 720-423-3414 Fax: 720-423-3318
Write: 1860 Lincoln St., Room 806, Denver, CO 80203

Human Resources

E-mail: connect_humanresources@dpsk12.org Fax: 720-423-2505
Write: 1860 Lincoln St., Denver, CO 80203, Attn: Human Resources





WELCOME TO ACADEMIA ANA MARIE SANDOVAL FROM MAPAS PTO!

We have collaborated to produce this Parent Handbook because there were times we felt a little lost our first days, weeks and months at Academia Sandoval and we would like to make your transition into the Sandoval Community a little easier. We have designed this binder to provide you with critical information, limit some information so as to not overwhelm you and give you a place to add Sandoval information later. We hope that you find this useful, and we welcome any feedback to improve future versions of the handbook.

MAPAS (Maestros y Padres de Sandoval) PTO is Sandoval's parent teacher organization. MAPAS PTO provides a forum for all members of the Sandoval community to communicate and coordinate ideas, issues and events; to strengthen collaborative community relationships; and to coordinate activities that support the programs at Academia Ana Marie Sandoval. As a parent, guardian, teacher, administrator or staff member, you are a member of MAPAS PTO!

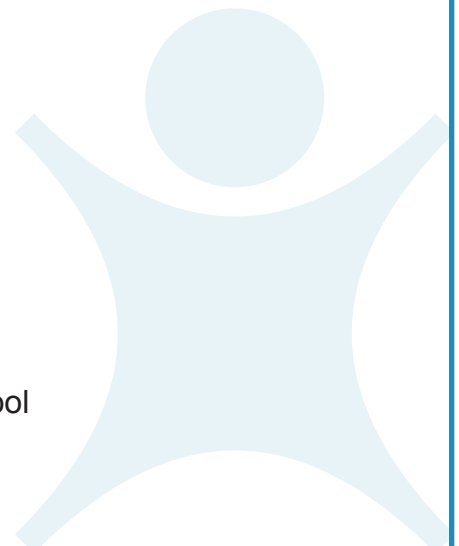
In this binder you will find the following:

Academia Ana Marie Sandoval Section:

- Welcome to Sandoval from the Principal
- Welcome to Sandoval from MAPAS PTO
- Maps of the school
- Registration and Enrollment Procedures
- Pick-up and drop-off procedures
- Attendance
- Community Agreement for Behavioral Support Systems
- Health and Safety at Sandoval
- Sandoval contacts
- Glossary
- About Dr. Maria Montessori: her life and work
- The Montessori Method
- Dual Language Education within the Montessori Classroom
- Tradition Education vs. Montessori Education

Your Classroom Section:

- Phase-in Process
- Your Classroom
- Your First Day
- Other information you should know about the first few weeks of school
- A Typical Day for Your Primary Student
- Helping Kids at Home
- Credits and Appreciation



Registration and Enrollment Procedures

Registration Verification Required

All students planning to continue enrollment are required to submit verification registration prior to the new school year beginning. This is available early August. The dates will be provided by our school secretary via U.S. mail and email blast.

Paper verification forms will be available in August, a letter will be sent home via U.S. postal mail. You must be registered in Parent Portal to submit an online verification registration application here is what to do:

1. Pick up an account creation form in the front office OR go to <https://myportal.dpsk12.org> and click on "Getting Started" to request your account.
2. If you have already sent in your form or made the request online,
 - a. Login to your email account, you should have an email from the DPS Portal Team asking you to click a link to activate your account.
 - b. Once this link has been clicked, you will receive another email from the DPS Portal Team with your username and password. If you do not receive this email, check your "spam or filters". If you still do not have this email, please contact us and we will provide your username and reset your password OR the Parent Portal Hotline 720-423-3163 (press 2).
 - c. If you have your username and password but haven't logged into the portal, please do. Once you register your security questions and your account creation process will be complete.

If you do not have access to a computer with internet or would like computer access, please visit our school atrium to access the Parent Portal Kiosk during regular school hours.

****You must verify registration every year to ensure all information is updated and accurate for all students.***





PICK-UP AND DROP-OFF PROCEDURES

The library will open at 8:30 a.m. for parents/guardians who would like to read with their child before the 8:50 a.m. start.

Children who Ride the Bus: School supervision will only be provided for children who ride the bus to school. The primary students (three, four, and five year olds) will be taken into the library until the start of school. Children in grades first through sixth who ride the bus will be taken to the playground. Students who do not ride the bus to school may arrive on the playground at 8:35 a.m. when supervision is available.

Breakfast: Breakfast at Sandoval is here! We are thrilled to have a time for our community to begin the day together. Breakfast will be served from 8:10-8:40 a.m. every day. The best part is that it's FREE to all students! So parents, bring your coffee and join us for this daily community gathering where we will welcome the day with our kids.

Important information:

- Parents are welcome to purchase breakfast.
- Our Community Liaison, Ericka Soto, will be available to serve you Tuesdays through Fridays during breakfast
- We will have very limited staff to clean-up after breakfast so please help with busing tables and keeping the environment clean for students at lunch time.

If you are not joining your child for breakfast, please do not drop them off until 8:30 a.m.; they will not be supervised until that time. Just to be clear; this is not a morning day-care service. Thanks for your cooperation in helping to keep your child safe.

Drop-off Upper and Lower Elementary Students: There will be Playground Supervision from 8:35-8:50 a.m. for lower elementary and upper elementary children ONLY.

Drop-off Primary (ECE-Kindergarten): Primary classroom gates will open at 8:45-8:55 a.m. Parents may choose to walk their child to the outside gate (north side gates off primary wing for rooms 140 and 142 and south side gates for rooms 141, 143, 147, 149) or may use the carline at the front of the building where the teacher/parent volunteer will exit the child from the vehicle while another teacher/parent volunteer has the clipboard for the parent to sign the child in. **CARLINE IS FOR STUDENTS IN CLASSROOMS 141, 143, 147, AND 149 ONLY.** Entrance and exit areas to the parking lot are clearly marked. In addition "No Parking" signs are posted.

Pick-Up Primary: Parents will pick up their students by signing their child out then proceeding to the gate by your classroom. There is no carline for pickup. Parents are always required to sign children in and out.



PICK-UP AND DROP-OFF PROCEDURES

General Pick-Up Procedures: When students leave the classroom during the school day, they will be signed-out by the adult in charge and then signed-in again upon returning. Students who leave during the instructional day must be signed-out by the parent/guardian in the classroom and in the Main Office as well. If you must pick up your child before the class session is over, we ask that you notify us ahead of time, if possible. Please respect the children and their work when entering the classroom and allow time for your child to complete his/her cycle of activity by returning work to its proper place. Have your child check his/her cubby for belongings, handouts, etc.

Children who ride the bus home are supervised by a teacher and paraprofessionals until the buses leave. If your child will be picked up, at the end of the day children will be dismissed in the front of the school. The exception is rooms 146 and 148 which will dismiss at their back door on the north side of the building. Students who haven't been picked up at the end of the school day, will be taken to the Main Office to wait for their ride. The Main Office will make every attempt to contact the parent, guardian or other individual authorized to pick-up the child. Children will be released to a parent or guardian only, unless the parent or guardian has authorized other individuals on the Emergency Contact Form on file in the Main Office. This must be done in writing. If Main Office personnel are not able to locate an authorized person to come for the child, and a reasonable amount of time has passed, Child Protective Services will be notified. If you authorize your child (grades 1-6 only) to walk home, you must notify the classroom teacher in writing.

LATE PICK-UP FEES

There is a \$1.00 per student fee for each minute a student is left at the school after 12:05 p.m. (for preschoolers); after 4:00 p.m. (for kindergarteners through 6th-graders). This fee is charged REGARDLESS of the reason for late pick up. We will call parents first, then emergency contacts if necessary. If a child is not picked up within 1 hour after dismissal time we are required to call Social Services.





ATTENDANCE

Regular attendance builds a sense of community and belonging in the classroom, establishes a routine, and is essential for academic success. It is critical to student learning and children need to be in school unless they are ill. Parents/guardians are asked to call the Attendance Line if their child(ren) will be absent; the number is **720-424-4384**. If the school is not notified, the office will make every effort to make contact. Please insure that phone and other information is regularly updated.

Student Attendance Policy

As stated in District guidelines an excused absence will be absence with permission of the parent/guardian and school principal. A detail of the Denver Public School Procedure is available in the District Handbook and by visiting:

http://www.dpsk12.org/cache/?https%3A%2F%2Fcommunicationssp.dpsk12.org%2FCDEnglish%2FJE-R_Student_Attendance_Absence_Truancy_English.pdf

Excused Absence

1. Temporary illness or injury (if a child has been ill for more than three consecutive days medical excuse may be required case by case)
2. Physical, mental, or emotional disability or condition (if a child has been ill for more than three consecutive days medical excuse may be required case by case)
3. An absence due to a religious observance
4. An absence due to a family death

If your child will be absent more than 10 consecutive days and is enrolled in the ECE program he or she is at risk of being dis-enrolled as this is a tuition based program and is not a required grade. Because we have a high demand and a waitlist we want to ensure a child given the opportunity is taking advantage and in attendance to achieve the maximum learning experience.

Tardy Policy

We understand that early mornings can be rather challenging for young children. In the best interest of the student and to assist with morning all Academia Sandoval students receive free breakfast starts at 8:05-8:30 a.m. 1st-6th grade students are supervised in the main playground effective 8:35-8:45 a.m. Students not in line or with the classroom teacher at 8:50 a.m. will be considered late or tardy. Any student arriving late will be required to receive a tardy slip accompanied by a parent/guardian the tardy form will need to be completed by parent/guardian and will be documented as part of the student's record.

Please be mindful and consider the importance to demonstrate early on punctuality and attendance reflecting on child's long-term learning and lifestyle habit. When your child arrives late he or she interrupts the class as a whole and his or her learning experience.

Authorized Individuals for Pick-Up/Drop-Off: Every year, the information for authorized individuals for pick-up needs to be updated.

School Hours:

- First year primary students are in school from 8:50 a.m. until 12:00 p.m.
 - Second- and third-year primary students are in school from 8:50 a.m. until 3:50 p.m.
- Kaleidoscope Corner: (<http://kaleidoscope.dpsk12.org>) Kaleidoscope Corner offers before- and after-school care to DPS students. Kaleidoscope Corner operates Monday-Friday and on certain break days with special programming. Please contact their main office for more information.

Address: Maria Mitchell School Building at 1350 E. 33rd Ave. Denver CO, 80205. Entrance to the main office is located on the NW corner facing Marion St. Enter through the secure doors of Mitchell school building. Go to Room 117, the KC main office. Phone number: 720-424-8291



SANDOVAL CONTACTS

Main Phone Line: (720) 424-4370

Attendance Line: (720) 424-4384

Principal: (720) 424-4376 / Assistant Principal: (720) 424-4389

Website: Sandoval.dpsk12.org

Kaleidoscope: (720) 424-4413 (classroom/voicemail); (720) 424-4441 (lunchroom)

Facebook: Academia Ana Marie Sandoval de lenguaje Dual Montessori

Sandoval Newsletter: Please sign up at the front desk

If you would like to have a conversation with your child's teacher, PICK-UP, DROP-OFF is usually not the best time. Please contact your teacher to set-up an appointment.

Contacts for Primary Teachers (email/phone)

- Mary Sunderland: mary_sunderland@dpsk12.org; (720) 424-4416
- Nubia Nelson: nubia_nelson@dpsk12.org; (720) 424-4414
- Estrella Carrasco Villadoma: estrella_carrascovilladoma@dpsk12.org; (720) 424-4411
- Paula Banuelos; paula_banuelos@dpsk12.org; (720) 424-4409
- Liliana Delfin; Liliana_Delfin@dpsk12.org; (720) 424-4410
- Jamie Richilano : Jamie_Richilano@dpsk12.org; (720) 424-4414



GLOSSARY

Primary – three & four-year-olds, kindergarten

Lower EI – 1st-3rd grades

Upper EI - 4th-6th grades

L1 – a student's first, or native, language

L2 – a student's second language

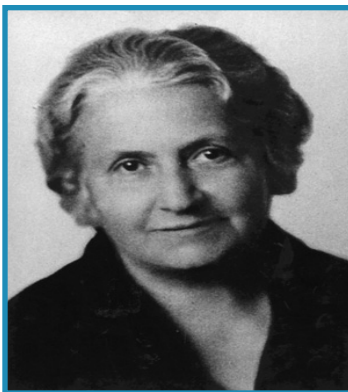
Paraprofessional, or **para** – teaching assistant in the classroom. At Sandoval we have one or more paraprofessionals in each classroom.

Practical Life – exercises that teach Primary students how to do everyday activities in a purposeful way

Sensorial – the materials in “Sensorial” enhance a child's ability to make judgments and comparisons. They also help the child create a mental framework in which to form analytical and abstract thought.



ABOUT DR. MARIA MONTESSORI: HER LIFE AND WORK



1870-1952

Dr. Maria Montessori was born on August 31st, 1870 in the town of Chiaravalle, Italy. Her father, Alessandro, was an accountant in the civil service, and her mother, Renilde Stoppani, was well educated and had a passion for reading. During her life, Dr. Maria Montessori lectured worldwide. As she grew older, she talked about her philosophy as her son Mario gave presentations. They became a very good team working together.

Maria Montessori came from a noble family in Italy. She has a very good relationship with her mother who supported her in all her projects and decisions. Maria's mother supported her even when her father disagreed with Maria regarding her career. Even though she did not have a good relationship with her dad; nothing stopped her from pursuing her dreams. Maria Montessori's personality was very spontaneous and she had a good sense of humor. Her Italian temper makes her very unique (Julia Maria, 1896). Upon her graduation, Montessori's father encouraged her to take up a career in teaching, one of the few occupations open to women at the time, but she was determined to enter medical school and become a doctor.

She was famous for political statements and once she began to speak, people stood and cheered for her. She also spoke about the woman and children's rights (Julia Maria, 1896).

Maria Montessori was definitely a woman ahead of her time. She was the first woman in Italy to graduate with a Doctoral degree in medicine and went through many trials and tribulation in order to reach such an achievement; for example the dissection of cadavers alone at night by candlelight. Women in those times weren't allowed to dissect cadavers alongside men.

Maria Montessori began her graduate studies of nervous mental diseases; it was a time when psychology was just beginning. During her studies she visited insane asylums. She observed a group of special needs children, who were throwing and playing with their food. Adults supervising the children complained that the children were like animals but Maria Montessori concluded that the children behaved like that because they had nothing else to do with their hands. The children like having materials to work/play with.

ABOUT DR. MARIA MONTESSORI: HER LIFE AND WORK

She noticed how poorly these children were treated, and how they were starved of experience. Dr. Maria Montessori's most important influences were two great French men: Itard and Seguin. They worked with mentally retarded children and wrote books about them.

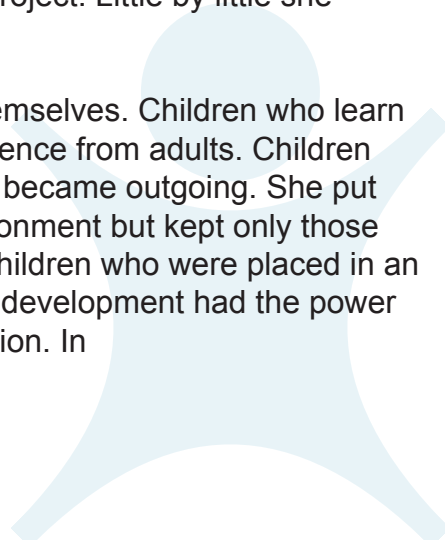
When Montessori read their work, she was so impressed by it that she actually translated word by word from French to Italian by hand. She then began experimenting with some of these researchers, ideas and some of their scientific materials like the pink tower, the red rods, the teen's boards and the brown stairs. In the beginning these materials were used for manipulative IQ tests. Dr. Maria Montessori used these materials with children with down syndrome and discovered that they did very well using those materials, so she started wondering what would happen if these materials were given to children of regular intelligence. For several years she wanted to study in order to better understand children, so she went back to school and studied psychology, anthropology and philosophy.

In 1904 she took up a post as a lecturer at the Pedagogic School of the University of Rome, where she stayed until 1908. In one lecture she told her students: "The subject of our study is humanity; our purpose is to become teachers. Now, what really makes a teacher is love for the human child; for it is love that transforms the social duty of the educator into the higher consciousness of a mission".

During the industrial revolution Maria Montessori had the opportunity to work closely with children in a poor urban district in San Lorenzo-Rome. Laborers would go to work every day while the children stayed at home. The children were living without any adult supervision and began vandalizing the tenements and making a mess of the new apartments built by the city government. The city government asked Dr. Maria Montessori to do something for those children and she seized the opportunity of working with children of normal intelligence. Bringing some of the educational materials she had developed at the Orthophrenic School, she established her first Casa dei Bambini or 'Children's House', January 6th, 1907.

Dr. Maria Montessori started with the idea of making small child size tables and chairs for the children, and taught them table manners. She led this educational project. Little by little she observed that the children made great progress.

They learned how to clean their environment, as well as care for themselves. Children who learn to take care of themselves develop a sense of dignity and independence from adults. Children who were once rough became peaceful and the ones that were shy became outgoing. She put many different activities and other materials into the children's environment but kept only those that engaged them. What Dr. Montessori came to realize was that children who were placed in an environment where activities were designed to support their natural development had the power to educate themselves. She was later to refer to this as auto-education. In



THE MONTESSORI METHOD

Dr. Maria Montessori applied scientific principles to education and described her methodology as an objective method because it comes from the observation of children and not from something that she thought of on her own. The child was always the object of her studies, in which she applied the idea of treating each child as an individual. In giving different kinds of materials she discovered what special things attract the children individually. Once the child is attracted through his senses he is able to be educated. This is the beginning of the scientific basis for teaching which is the education of the senses.

Dr. Maria Montessori believed that educators must have patience and perseverance and that the right path to guide each individual child may be different. We discover that path through observation. She also believed that perception is not only a physical sense but involves a mental power (Julia Maria, 1896). That's why today we ask

children to focus their attention and concentrate while they are working in the classroom. The mind concentrates on one sense more fully when the other senses are blocked out. Isolate – focused on one sense. In the Montessori classroom the adults help the children to develop by guiding them. The child is “helpless” in a sense but has great powers and energies inside. The adults have to let the child's requirements and needs guide them - Watch and see what the child will reveal to us.

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative interaction. In the Montessori classroom, children make creative choices in their learning while the classroom and the teacher offer age-appropriate activities to guide the process. Children work in groups as well as individually to discover and explore knowledge of the world and to develop toward their maximum potential (Maria Montessori, 1913).

Montessori classrooms are beautifully crafted environments, designed to meet the needs of children in a specific age range. Dr. Maria Montessori discovered that experiential learning in this type of classroom leads to a deeper understanding of language, mathematics, science, music, art, social interactions and much more.

All materials in a Montessori classroom support an aspect of child development, creating a match between the child's natural interests and the available activities. Children can learn through their own experience and at their own pace. They can respond at any moment to the natural curiosities that exist in all humans building a strong and solid foundation for life-long learning.

Important Concepts:

Absorbent Mind: Dr. Maria Montessori observed that young children learn in a unique way from prenatal life to about six years old. The absorbent mind is the image she created to describe this intense mental activity. Dr. Montessori said that the child learns by unconsciously taking in everything around him/her and actually constructs himself/herself. Using his/her senses, the child incarnates, or creates himself by absorbing his environment through his very act of living. The child does this easily and naturally, without thought or choice.

THE MONTESSORI METHOD

Sensitive Periods: Another of Dr. Montessori's contributions was the discovery of the sensitive periods. A child passes through special times in his life when he easily incorporates a particular ability into his schema if allowed to practice it exhaustively during this time.

The sensitive periods are critical to the child's self-development. He unconsciously knows that the time to learn a specific skill is now. The child's intensity reflects his need for that particular acquisition in order to live. However, once the period passes, he'll have to learn the skill with much more difficulty at a subsequent time. The child age's birth to six years old will pass through three significant sensitive periods; those for order, movement and language.

Prepared Environment: Montessori classrooms provide a prepared environment where children are free to respond to their natural tendency to work. The prepared environment offers the essential elements for optimal development. The key components comprise the children, teacher and physical surroundings including the specifically designed Montessori educational material. Some characteristics of the prepared environment will include:

- Beauty, order, reality, simplicity and accessibility.
- Children must be given freedom to work and move around within suitable guidelines that enable them to act as part of a social group
- Children should be provided with specifically designed materials which help them to explore their world and enable them to develop essential cognitive skills.
- Mixed age groups (eg. three to six, six to nine, nine to twelve) encourage all children to develop their personalities socially and intellectually at their own pace.

Normalization and Deviations: Normalization is a technical word borrowed from the field of anthropology. It means becoming a contributing member of society. Dr. Montessori used the term normalization to distinguish one of the processes that she saw in her work with the children. The process of normalization occurs when development is proceeding normally. She used the word normalization so that people would think that these qualities belonged to ALL children and was not something special just for a few. The normalized children possess a unique character and personality not recognized in young children (Absorbent Mind, P. 202). There are four characteristics that are signal that the process of normalization is happening: Love of work, concentration, Self-discipline, Sociability.

Dr. Montessori believed that there are two streams of energy within the child. The first is the physical energy of the body which is the muscular energy expanded in movement. The second kind of energy is mental energy which is energy of the intellect, reason and will. If these two streams of energy become separated, we find deviations from the normal. If outside conditions such as culture, world, family, society, etc. prevent this integration from the two forces occurring; mental energy and physical energy will continue to develop but will not be integrated. This results in unequal development and the hand moves aimlessly. Dr. Montessori says that the mind wanders far from reality. Language takes pleasure in itself and the body moves clumsily. These separate energies find nothing to satisfy them, and gives rise to a number of deviations and defective growth. This becomes a source of conflict and despair in the family and in the prepared environment (Absorbent Mind, page 203). The different types of deviations may be manifested and may express themselves in various ways i.e. lies, dependent child, possessive child, etc.

THE MONTESSORI METHOD

Freedom and Discipline: The child's interaction with the environment is most productive in terms of the individual's development when it is self-chosen and founded on individual interest. From the moment the child enters the class in the morning they are free to choose their activities for themselves. The child has the freedom to respond to the teacher within him and has access to materials in the environment that can satisfy each developmental need. Each child is given the freedom of time. He is free to work with an activity for as long as he chooses, free to repeat it as many times as he needs, or simply take his time. He is left undisturbed and finishes when the force that compelled her to concentrate for that time is satisfied. Long periods of concentration of this type are frequently observed in Montessori environments in children as young as 3 years old. Throughout the day in the Montessori classroom, there are daily uninterrupted work periods of 2-3 hours. During this time, the children receive individual or small group lessons. But lessons typically take only 10-20 minutes each. Much of the time is not tightly scheduled by adults. Rather, it is an opportunity for a child to choose certain activities (guided, of course, by the teacher, who has observed the child and tailored his curriculum to his needs). A child may choose to start with a challenging math problem while she's fresh in the morning. Another one may ease into the day by doing some independent reading.

Mixed age groupings: In the family, in the workplace and society as a whole we are in constant interaction with those who are older or younger. A mixed-age environment is an important feature of Montessori education. Since the children need different environments at different stages in their development, classes are mixed within bands, for example, 0-3, 3-6, 6-12, and 12-15 years old. The young child in each band is surrounded by role models a little more developed than himself. Similarly, the older child finds herself in a position of responsibility, and, by showing younger children what he knows, affirms to herself, more surely than any test, the extent of her/his learning. Cooperation replaces competition as the driving force within these mini-societies. The auto-education facilitated by the prepared environment means that each child is learning and developing at his own pace.

Montessori Materials: Dr. Montessori's observations of children and things that children enjoy and go to repeatedly led her to design a number of multisensory, sequential and self-correcting materials that facilitate the learning of skills that lead to learning of abstract ideas. Montessori materials are attractive to children and inviting to play with. The materials are self-correcting, meaning when a piece does not fit or is left over; the child is able to easily see his error. The child then corrects himself, learning to problem solve independently. Problem solving independently builds self-confidence and analytical thinking.





DUAL LANGUAGE EDUCATION WITHIN THE MONTESSORI CLASSROOM

Academia Sandoval's instruction modeled program is based on Dual Language Education philosophy. This program is integrated and contextualized within a bilingual English/Spanish program with the purpose and intention of an optimal bilingual experience/education. Dual Language education is intentionally applied effective to insure bilingual instruction within the Montessori curriculum to accomplish academic achievement.

Specialists in the field suggest that participation in bilingual instruction may narrow the achievement gap for English Language Learners students and their more English-proficient peers (Lopez & Tashakkori, 2004; Laija-Rodriguez, Ochoa, & Parker, 2006; Ryan, 2007). However, if there is not enough support in the bilingual educational system the overall performance will remain below the desired academic standards. Children can most easily acquire fluency in a second language by first acquiring fluency in their native language. Our goal is for children to maintain their primary language while learning a second language within our Montessori environment. The teacher instructs children in different subjects such as math, science, and social studies in their native language so that when learning in the second language the student has the knowledge necessary to compete with his peers in all other subject areas.

Research has shown that many of the skills learned within the native language can be transferred easily to the second language later (Laija-Rodriguez, Ochoa, & Parker 2006). However, in multilingual families children are exposed to many different languages at the same time. Therefore, our program is designed to help native and non-native English speakers become bilingual/biliterate. Dual Language program is focused around a variety of academic subjects that teach the student's second language with specially trained bilingual/bilateral teachers who understand the language and second language acquisition methodology. The role of the adult is very important and an essential part for the Dual Language Montessori academic curriculum. It also focuses on different native language literacy lessons to improve the student's writing and higher language skills in their first language. The native language lessons teach academic subject and the second-language lessons are content-based rather than grammar-based. Another purpose of the Dual Language program is that the students also learn all of their academic subjects in the second language (Lopez, & Tashakkori, 2004)

Academia Sandoval's program fosters an environment of multicultural exchange, acceptance and understanding. This serves to prevent and combat prejudice and racism. By creating an environment in which two languages and cultures are equally valued, the minority language and culture are assigned a status equal to that of the majority language and culture. Given the diversity of the student population, children seem uniquely equipped to meet this goal. Our Dual Language program conceptualizes non-English languages as a resource for English learners and as enrichment for English speakers. Thus, by valuing other languages, Dual Language programs give these languages and their speaker's greater prestige. Our full immersion program provides native language peers who can model the vernacular for both groups of students. By combining children from both of these groups in one classroom for two-way immersion instruction, all of them receive the added benefits of peer age-group native speaker models of the second language. It also allows the opportunity to form friends from different cultural backgrounds through daily interactions at school.

Students who have had the opportunity to become completely bilingual consistently outperform their monolingual peers on standardized tests (Gerena, 2011). Our Dual Language program has a vision of equality for all students that value the student's language and culture. Also, it has the same standard-based curriculum and all professional development needs are provided for the entire staff so that the philosophy and program goals are shared.

TRADITIONAL EDUCATION vs. MONTESSORI EDUCATION

The biggest difference between Montessori and traditional education is that Montessori environment allows learning without limits. Each child's education is tailored to his/her unique needs and interest. The Montessori child never has to wait for the rest of the class to move ahead or try to catch up if instruction moves too fast. The Montessori environment is equipped with many learning materials that any child can utilize in a school year.

In traditional schools, children often work on the same worksheets or texts at the same time, regardless of each student's skill level or interest. Even though smaller groups may work at different academic levels, the basic curriculum remains the same. The Montessori classroom is based on collaborative work between the student and the teacher. The Montessori teacher provides young children with fascinating and highly focused Montessori materials that target the interests of children at their precise stage of development.

In the Montessori environment, high academic expectations are discussed regularly by the student and the teacher. Together, they plan an exciting set of activities to accomplish the learning goals and evaluate past progress. Because social responsibility is key for developing a learning environment in which students work together and care for each other, it is a big part of the child's education in a Montessori setting. Respect for self, others, and the environment is encouraged from the very beginning of the Primary Program, all the way through the end of Elementary. Children become increasingly socially responsible as they progress through the Montessori experience. Such skills and attitudes will serve them well throughout their lifetime in managing interpersonal and professional relationships.

Children stay in the same classrooms with the same teacher in three-year cycles. These instructional groupings are based on developmental stages, rather than age or grade divisions. Children of different ages but similar developmental needs work independently and together; older children sometimes guide and help the younger ones who have first received instruction from a teacher. The consistency of having the same teacher for a three-year span is also beneficial because learning is continuous throughout the three-year cycle. In traditional schools, a child's learning can be stalled if, at the start of a new year, a new teacher has to figure out each student's developmental and academic standing. Montessori classrooms don't just move children through "grades." In the student, they build enthusiasm, self-awareness, and concern for others.



YOUR CLASSROOM

Supplies: During the first or second week of school, teachers of Primary students will be requesting a monetary contribution from families for school supplies. This is in lieu of having each child bring in their own school supplies. Teachers can buy exactly what is needed for the classroom in bulk and often this is tax exempt. Teachers will ask for additional items throughout the school year via the food prep bag (for example, fresh flowers for flower arranging or sponges for Practical Life). Teachers may also share a wish list throughout the year of items that need in the classroom. Additional monetary contributions are greatly appreciated to cover for families unable to contribute!

Snacks: Each morning, a family will provide a healthy snack to the classroom. Teachers or room parents will notify families of a snack schedule. The children will bring a snack bag or basket home the day before their snack is due. Each Friday, the teacher will send home a list and bag for the child who has “snack preparation” due on the following Monday. These items appear random but are necessary to promote the skills of order, coordination, concentration and independence in the classroom. The children will be using these items as learning activities.

Snacks are meant to nourish your children; it is not a “treat”. Healthy suggestions are fresh fruit and vegetables (children will often eat vegetables at school that they will not eat at home!), yogurt, cheese, meats, family favorites (eggrolls, pork buns, taquitos), tortilla roll ups, bagels and cream cheese, smoothies, or your child’s suggestion (children often know exactly what they would like to serve their friends). Highly processed foods, high sugar foods, juices are not recommended. Primary classrooms **DO NOT SERVE ANY PEANUT PRODUCTS**. Please notify the office and teacher if your child has any food allergy.

It is not necessary to supply individual pre-packaged items. One or two tubs of yogurt and whole fruits/vegetables are ideal. Part of having snack is learning about ecology, recycling, composting, and not being wasteful.

Homework: Homework is not assigned to Primary students. If a teacher sees that a child needs to work on a particular skill, suggestions may be made for some activities to be done at home. The homework for the parents is an expectation to read to their children every day and have conversations with their child to help with oral language development. Families can read up on activities the child can do at home that will promote the skills of order, coordination, concentration and independence. This can be as easy as allowing children to fold towels, washing dishes, or helping to prepare meals. Because children develop differently, the teacher may assign specific activities for homework to support your child to improve academically.

Classroom Observations: Observation opportunities and parent teacher conference sign up times will be available in the fall and spring. Teachers expect parents to attend classroom observations and parent teacher conferences twice a year, and an observation should be completed before attending a conference. The observation is an excellent chance to witness what happens during your child’s school day, how the Montessori classroom is set up, and how the classroom operates. It is truly amazing! The conference will give the parents a chance to ask questions, see what works their child is interested in and learn how their child is progressing.

Here is a sample of what you may receive from your child’s teacher prior to the observations.

“You will find a schedule where you can sign up for an observation in your child’s classroom hanging on the fence next to the sign-in sheets or via internet (sign-up genius).

Here are some guidelines that will (hopefully) make your observation simple and easy.



YOUR CLASSROOM

BEFORE YOUR OBSERVATION: Please have several conversations with your child explaining that you will be coming to watch her or him work. Let your child know that you are there to see what s/he likes to do. Please be sure and tell your child that you will be leaving and then RETURNING to pick h/h up at the normal dismissal time. Let your child know what day you will be observing and when (early, mid, or late morning or afternoon).

In order to create the least disruption possible to the children's work, only two adults may observe at the same time. If you want to observe and your spouse also wants to observe put your name in #1 and your spouse's name in #2 in the same time slot. (You must conduct your observation together, on the same day at the same time, otherwise it makes conferences too confusing because you may have each seen different things.)

If only one member of your family can observe, then just use one numbered slot. Another family may only need only one slot as well, and may share that time slot with you.

Please be on time. If you are late, your observation will still end on the hour or on the half hour.

Please come into the classroom (no need to knock) and make yourself comfortable in either the chair near the computer or the adult sized wooden chair in the middle of the room. I understand that it may feel more comfortable to you to sit with your spouse and talk about what you are watching, but I ask that you do not move chairs together and converse in an effort to keep the noise level down. Thank you for your understanding about this. Feel free to switch observations chairs with the other observer at any time, or to go outside when your child is working out of doors (Remember to look down when you walk!)

Please do not interrupt a child's work by asking questions. Write down your questions and we can go over them at conference time or via email or phone. Please feel free to have a conversation with any child who approaches you. Often children will ask why you have come, a simple response like "I've come to watch you work!" or something similar is usually enough to satisfy their curiosity.

Thank you for respecting your child's working environment."

Parent Teacher Conferences Parent Teacher Conferences are usually scheduled after parents have observed in the classroom to allow parents to ask pertinent questions. Sign-ups are similar to those of the observations and are usually 15 minutes long.

Tuesday Folders: Paper Communications from the School will be sent home through Monday Folders. Your child will receive these on Monday after school. The folder needs to be returned the following to get ready for the following week's communications. If there are siblings at the school, only one will receive the Monday folder. If Monday is a no contact day for students, Tuesday folders will be distributed on Wednesday.

Emergency Clothes/Extra Clothing: Please provide an extra set of clothing for your child. It can be placed in a zip lock bag with their name on it. Some teachers may require a show box to store these items. Extra clothing is not only used for toileting, but more often because there are so many water activities in the classroom. Children may spill water on themselves while learning to pour from a bucket; they may forget to pull up their sleeves when washing their snack dishes; they may get wet when cleaning up a paint project; or, they may have a toileting accident. Please remember to replace extra clothing as your child uses them and as the seasons change.

YOUR CLASSROOM

Holidays: Why aren't holidays celebrated at Sandoval?

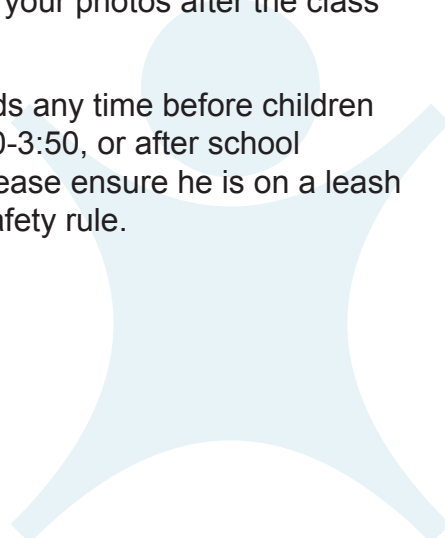
The first reason is: which holidays would we celebrate? Chanukah or Christmas? Halloween or Dia de los Muertos? At the inception of the school, it was decided that one holiday should not be deemed "more important" or recognized at the expense of another. Sandoval promotes a non-bias curriculum that celebrates peoples of the world throughout the year, during which times books may be read or discussions may occur about the traditions and beliefs of those peoples.

However, there are three celebration exceptions: the child's most important holiday, "The Birthday," which also serves as an introduction to history and the passage of time in Primary classrooms, "Friendship Day" (which replaces Valentine's Day) to emphasize how connected we are as a community through caring and respect and "Staff Appreciation Day" which gives parents and children an opportunity to recognize the Staff's dedication and commitment to the Sandoval Community.

Rather than use precious resources for cards or candies, the staff chooses to encourage Sandoval families to support Amigos, our fundraising organization. In addition, because of our rigorous Dual Language Montessori model, it is important to protect valuable teaching time. The goal was and is to help children learn how to focus on learning. At Sandoval, holidays are viewed through a cultural lens where children are encouraged to explore many different ways of celebrating important events in history and in our personal lives

Birthday Celebrations: We do not have parties at school for birthday celebrations. Instead, for your child's birthday we will offer a mini-lesson about the history of the child's life. This will be presented in a Time Line format. Therefore, one week before your child's birthday we ask that you send in a single photo for each year of his/her life, e.g. a photo of when your child was a baby, a photo of when s/he was one year old, two years old, etcetera. (Please mark the age on the back!) These photos will be utilized to develop a simple timeline of the child's life, which the class can enjoy for approximately one week after the birthday of your child. If possible, we ask that you send a small donation (a gift for the classroom) as a token of remembrance for your child's birthday. This can be a book, a basket, a tray for children's work, or another item that can be enjoyed by all children in the classroom. That day will also be your child's snack day. We will celebrate the history of your child's life at 11:00 for half-day students or at 3:00 for full-day students. The earth and the sun will be a part of the celebration. You are invited to attend and take photos/videos if you wish. We will send home the time line with your photos after the class has had a chance to enjoy it.

Dogs "A Man's best friend": Dogs are not allowed on school grounds any time before children start to arrive which is between, 8:35-8:50, during school hours, 8:50-3:50, or after school dismissal and pick-up time 3:50-4:10. If a dog is on the premises please ensure he is on a leash and accompanied by the owner at all times. Please adhere to this safety rule.



YOUR FIRST DAY

On your first day of school, you will probably experience mixed emotions: you will be proud that your “baby” is going off to school and wonder if your child will be “okay.” Will things go well? Will s/he cry or miss you, have playmates, listen to the teacher, make it to the bathroom in time? A Parent’s first day at school can be really stressful. The Primary Team would like to share a few words of advice to help you through your first day. Our intention is to help you support your child and feel welcomed into the Sandoval community. We sincerely hope you have a great first day of school!

Situation: Your child does not want to come in and you want to walk him to the classroom.

Reality: Your child is a sensitive creature, as are all children, and is unsure about this new situation s/he is in. S/he can feel your doubt too. Be confident that you are sending your child to a good place and that the teachers care about and will care for your child. It is most likely that your child does want to come to school but is hesitant about leaving you. Reassure your child, but be committed to the decision you have made about her attending school where there are experienced adults who will take good care of your child while you are apart.

Situation: You want to peak in the classroom window to see how things are going.

Reality: Tough it out and wait until you can contact your teacher after class. When your child sees you hanging around, it sends the message that you don’t trust the situation in which you have left him. It shows doubt, not love. It holds your child back from making a smoother transition into the classroom. Frankly, it makes her more upset to see you and not be able to go to you rather than having you simply leave.

Situation: Your child does not know what to expect.

Reality: Young children thrive on routine. Routines make life feel safe and predictable. Create a “Going to School Routine” before school starts. Talk to your child, over and over. “...We’re going to drive/walk to school in the morning. Then we will go to the gate where the children go in. I will give you a hug and a kiss goodbye and then you will shake the teacher’s hand and another teacher will take you to your classroom...” Be sure to remind your child you are coming back! It’s ok to start practicing this routine a several days before your child’s start date so s/he can watch how confidently the other children go in.

Situation: I am excited to see my child at pick up so I call him to the fence or gate.

Reality: Please be patient with your new teacher and allow her to invite your child to come to the gate. When a child is inside the gate, it is the teacher’s responsibility to supervise your child. When the child is outside of the gate it is your responsibility to supervise your child. When you attend after school events, or are in the building with your child, it is your responsibility to supervise your child at all times which includes asking your child to walk in the school, use a quiet voice and to make safe choices.

Situation: What else can I do to help get my child ready for school?

Reality: Three hours is an eternity for a young child, which is why we really encourage you to bring your child to another New Student Orientation that will be held in August. At the same time you are invited to a separate event, “Coffee and Kleenex”, while your child will spend an hour in the classroom getting acquainted with his new teachers and surroundings. This is a very important event for your child to attend. During the summer, you will receive a letter informing you of your child’s start date and the date of the orientation. We are looking forward to seeing you then!



OTHER INFORMATION YOU SHOULD KNOW ABOUT THE FIRST WEEKS OF SCHOOL

Situation: Parents are not allowed in the classroom for the first 6 weeks?!

Reality: In order for a child to succeed s/he should be given the greatest chance of succeeding, according to Montessori philosophy. To help your child in her transition from home life to school life, we support his success by not making him choose between listening to the teacher or listening to the parent while in the classroom. If both parent and teacher are giving instructions to the child, s/he will always choose to listen to the parent. Parents are well meaning but do not always give the correct information/instruction and sometimes unintentionally undermine the teacher. Until the child has acclimated to the Montessori environment, the classroom is the child's and the teacher's domain.

Situation: I want to volunteer (or just spend time) in my child's classroom.

Reality: Children need time to adjust and acclimate to new routines and expectations. Your child will be thrilled to show how much s/he has learned when you come in for your first observation in 6 weeks, after which time the classroom will be open to you. Let your teacher know that you are interested in volunteering. If your teacher does not give you an assignment right away, please remind her of your availability in November. The beginning of the year is a very busy time and teachers need a few moments to get organized before they can start to delegate work. Know that all teachers value your time and truly appreciate the support you offer.

Situation: I need to come into the classroom (to pick up my child early or for another reason).

Reality: Please go to the office first and obtain the proper paperwork. You are welcome to come into the classroom, but it is really important that your entrance is quiet and as inconspicuous as possible. Please come in and quietly close the door. An adult should come to greet you and help your child get ready for an early departure. Please allow enough time for your child to organize and put away his work before leaving the classroom.

A young child's concentration is a fragile thing and it is important to respect the effort it takes a child to concentrate. When you come into the environment in a loud or flamboyant manner, it creates an interruption and disperses concentration even if it seems to you that the classroom is chaotic or noisy already. The respect you show the children is greatly appreciated.

As your experience in Montessori education grows, you will acquire a deeper understanding of why certain things must be as they are. In the meantime, please know that your teacher appreciates and respects you and your child, welcomes you and is looking forward to creating a strong partnership together around your child's Montessori education. Please do not hesitate to contact your teacher with questions or concerns.

Sincerely,
The Primary Team



A TYPICAL DAY FOR YOUR PRIMARY STUDENT

From ACADEMIA ANA MARIE SANDOVAL DE LENGUAJE
DUAL MONTESSORI Teacher Assistant Handbook

The Primary Classroom: 3 to 6 years old. The Primary classroom is designed especially for the child and the entire environment is created to facilitate their learning process —The hand is the instrument of the mind...Maria Montessori. The Montessori curriculum, techniques and materials satisfy the natural tendency for this age child to learn by doing (working). Independence, coordination, order, self-discipline and concentration are developed.

Children work individually and cooperatively with materials that engage their curiosity. The children are given lessons by the lead teacher using the materials and then are free to explore and observe. An emphasis is placed on the process rather than the product of learning.

The aim is to develop a love of work and a joy of learning. The Montessori primary program includes activities for practical life, refinement of the senses, language and mathematics. Geography, history, physical science, and life science are presented to the child through various language and manipulative activities. Movement, music and art form part of the day-to-day activities.

Areas in the Primary Prepared Environment

Practical Life: Practical Life encompasses the activities of daily living which allow for a child to become independent in self-care and care of his/her school and home environment. The four distinct groups of practical life exercises include: Care of Self, Care of Environment, Control and Coordination of Movement, and Grace and Courtesy (development of Social Relations).

The Practical Life area of the classroom is filled with child-sized tools that work. Using these tools children will learn pouring, sweeping, scrubbing, buttoning and polishing, among other skills. In addition, they will learn to serve themselves snack and clean up after themselves. These activities are very meaningful to the young child, they are easily imitated and appeal to the child's will. Mastery of these skills furthers the development of greater physical skills, perfection of movement and concentration



A TYPICAL DAY FOR YOUR PRIMARY STUDENT

Sensorial: Sensorial exercises are those pertaining to the development of the five senses. Through experiences with sensorial materials, children will learn to comprehend and classify the world around them. Children in the Montessori classroom learn to order, classify and describe sensory impressions in relation to length, width, temperature, color, etc. Concepts such as length, height, shape and color are learned using attractive materials that are interactive and self-correcting in their design. These skills provide the foundation for speech, writing, mathematics and music.

Language: Language includes the development and refinement of oral language, written language, reading, grammar, creative dramatics and literature. The Montessori classroom is a language rich environment where children are encouraged to take part in verbal discussion through lessons, story-telling, sharing times and reading. Children build important pre-reading and pre-writing skills through the use of materials in the classroom including, hands on sandpaper letters where children begin their journey into the written word. Experiences with word building, reading and writing are introduced when the child is ready.

Math: In a Montessori classroom children are exposed to numbers and their meaning in a variety of concrete ways. Children learn mathematical concepts through the manipulation of materials such as rods, beads, spindles, cubes, cards, and counters. It is through the use of these concrete materials that abstract mathematical concepts and operations are attained. Maria Montessori taught that concepts are best learned through concrete manipulative experiences which bring together the mind and the senses.

The Montessori teacher prepares the environment with appropriate materials to achieve these goals. Children then are able to freely explore their environment, manipulate, and learn mathematical concepts.

Specials (only for 2nd, 3rd year students): Since 2nd and 3rd year students are in school all day, they have additional activities known as “Specials”. These consist of Library, Music, Physical Education/Dance, and Art. It is important to find out, for example, what days your child has Physical Education/Dance so that they wear appropriate footwear and clothes.



HELPING KIDS AT HOME

When children have projects or chores at home, they learn how to take care of their environment as well as care for themselves.

Children who learn to take care of themselves develop a sense of dignity and independence.

These projects at home support their natural development to educate themselves. At school, this is called “Practical Life” which is a Montessori Method. You will discover that your child is attracted to special things. Once a child is attracted through his senses, he is able to be educated.

Positive Phrasing: Whenever giving a child instruction, refrain from using the word “Don’t”. Children often tune out negative instruction but will respond to statements of request. Instead of saying “Don’t touch that”, say “Please leave that alone.”

Offering Choices: Not only offer children choices, provide them the opportunity to develop mentally. It allows them to take ownership of an activity or behavior. Allow children to make choices such as what kind of materials to have for a work cycle or which book to read.

Problem Solving Strategies: Telling a Child he is doing something wrong can often have a negative impact. If a child is completing an activity incorrectly or is not getting the desired results, explain the situation to the child and work together with solutions to fix the problem.

Some of the projects or chores at home can be:

- Setting the table
- Filling the dishwasher
- Drying the dishes
- Folding clothes
- Feeding pets

When doing these, reinforce the language, and expand their vocabulary by naming all the objects being used during the chore and this will later help them in reading.





HEALTH AND SAFETY AT SANDOVAL

Visitors: All Visitors (including parents) must sign in at the office and get a name tag to wear (it must be visible) when in the school

Sign in/out: Children will be released to a parent or guardian only, unless the parent or guardian has authorized other individuals on the Emergency Contact Form on file in the Main Office. This must be done in writing. Phone calls giving permission will not be acceptable.

Food Allergies: The child needs to bring a certified doctor's statement to the school verifying any food allergies. The statement will be kept on file. If your child is allergic to milk, the food service staff will provide juice as the beverage. If your child is allergic to other foods, items will be exchanged as availability allows. (From School Nurse: Food Allergies: Please complete a food allergy care plan with your child's physician and the school Nurse.)

Emergency Evacuation Procedures: The safety of your child and all children in our school, as well as the safety of the school staff and support personnel is very important to us. In order to maintain a safe environment for our children to study and learn, it is necessary that we practice our emergency and crisis response plans by having drills designed to exercise our procedures.

The students and staff of Sandoval will be practicing three primary emergency drills each year. They are "FIRE DRILLS", "LOCKDOWN DRILLS", and "SHELTER-IN-PLACE DRILLS". Each type of drill is explained below:

FIRE DRILLS

The school will conduct a "Fire Drill" each month that school is in session. This is a Fire Code requirement as well as a requirement by Denver Public Schools. We want each student to understand and be aware of the importance of this drill and not be afraid when the fire alarm is sounded. All students and staff must exit the building and go to their assigned fire drill assembly area that is safely located away from the building. If you happen to be at school during a fire drill please make sure to also move away from the building.

LOCKDOWN DRILLS

The school will conduct one "Lockdown Drill" each semester of the school year. This type of drill will secure the school building and safely shelter all students, staff and visitors inside the building.

The purpose of this drill is to keep the students safe from any danger outside or inside the building. During a "lockdown drill" all of the perimeter doors to the school building will be locked and will remain locked until the danger or issue outside or inside the building is removed. To enable everyone to remain safe, no one will be allowed to enter or leave the building until the authorities authorize such a release. If you see the sign on school doors indicating the building is "locked down" please go back to your car or safe location away from the building. Please do not call the school during this time. A gridlock of calls can and will interfere with emergency calls getting through to us with important instructions.



HEALTH AND SAFETY AT SANDOVAL

SHELTER-IN-PLACE DRILLS

The “Shelter-in-Place” drill will be conducted one time a semester each school year. The purpose of this drill is to be prepared to move to a safe location within the building in case of severe weather or tornados. Staff will take students to their assigned “shelter-in-place” area. Students will be instructed to kneel down to the floor, cover their heads, and hold this position silently until instructed to do otherwise.

Please talk to your children about the importance of these drills and inform them that these safety practice drills are done to help maintain our school as a safe place to learn and work. By practicing we will all know what to do and how to do it.

In case of an emergency please Do Not come to the school, stand near the building, call the school or call your student. Instead, call the District Communications Office 720-423-3414.

If you have any questions regarding any of these Safety Drills or other safety concerns, please feel free to contact me at 720-424-4370. You can also view more information at <http://ercm.dpsk12.org/resources-2/parent-information/>.

Emergency Evacuation Areas: During a Fire Drill or the need to evacuate the building for another reason, staff will take children to the designated areas on the south side of the playground. If it is necessary to leave the school grounds, staff will take children to the sidewalk areas on 34th street South of the school garden.

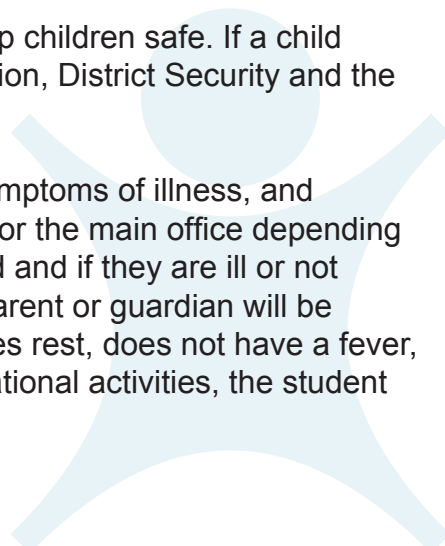
If it is necessary to evacuate the grounds, staff will take children to one of the following areas (location will depend on the situation and the area of danger):

- Bryant Webster Elementary School, 3635 Quivas St., 303-433-3336
- North High School, 2960 N. Speer Blvd., 720-423-2700
- Skinner Middle School, 3435 W. 40th Ave., 720-424-1420
- Career Education Center (CEC), 2650 Eliot St., 720-423-6600

Office personnel will have student information and parent contact information at the site.

Lost Children: We have numerous safety checklists in place to keep children safe. If a child cannot be located, the parent will be contacted immediately. In addition, District Security and the Denver Police will be alerted.

Nurse Availability: Students who either appear to be ill or report symptoms of illness, and students who are in need of first aid, will be sent to the health office or the main office depending on whether or not the Nurse is on duty. The student will be assessed and if they are ill or not feeling well enough to participate in educational opportunities, the parent or guardian will be called to take the child home. If the child improves with 15-30 minutes rest, does not have a fever, is not vomiting or having diarrhea, and is able to participate in educational activities, the student will be permitted to return to the classroom.





HEALTH AND SAFETY AT SANDOVAL

Immunization Records: Please submit a copy of your child's current immunization record annually. Each year a copy of the current immunization requirements as determined by the CDPHE are provided to parents during registration.

Illness: We encourage good health habits. If your child is ill, please keep him/her at home for a speedy recovery. Please keep your child at home if s/he

- has a temperature above 100.0
- has had an episode of diarrhea or vomiting in the last 24 hours
- has discharge from the eyes
- is waiting for the results from a throat culture

Injuries: If a child is injured and the parent or legal guardian or the person(s) listed on the child's emergency information cannot be notified and immediate medical care is indicated, the school will call 911. However, the Denver Public School will in no case accept financial responsibility for care. It is imperative that we have current phone numbers including at least two emergency contacts.

Medication: All medications, including prescriptions and over the counter medications (OTC), require a DPS medication agreement to be completed by the physician and parent, and must be reviewed and approved by the school nurse prior to medications being administered to your student. All medications must arrive in their original packaging and must be transported by a parent or designated adult and delivered to either the Nurse or the main office staff. Prescription medications must be in their original package with the pharmacy label. OTC medications must be brought in a brand new, unopened package. No expired medications will be accepted or administered. Please contact the Nurse directly for any questions regarding the medication policy. You may pick up a copy of the medication agreement form to take to your child's provider from the Nurse or the main office staff.

Sunscreen: Children will be going outside daily. Sunscreen (should you choose to use it) should be put on your child before s/he comes to school.





COMMUNITY AGREEMENT FOR STUDENT BEHAVIOR

Academia Sandoval's Vision Statement: As members of the Academia Ana Marie Sandoval de Lenguaje Dual Montessori School, our vision is to foster a community of lifelong learners guided by a love of learning and a desire to create a peaceful world.

Maria Montessori viewed education as the means for transforming the world into a place of peace. We aim to meet this goal by strengthening the student's ability to appreciate and empathize with the world and that it entails.

Academia Ana Marie Sandoval students are encouraged to be proactive and reasonable in the face of conflict. We intentionally teach self-advocacy skills that are non-violent and non-aggressive. We understand that these are learned skills that develop as children progress from pre-school through adulthood. To this end, children receive Grace and Courtesy lessons as well as instruction and support with peaceful conflict resolution and conflict resolution skills. Please note that peaceful resolution is not about getting one's way; it is rather speaking up about needs and listening to another's needs. It is also about finding a path towards co-existence and cooperation. There is give and take throughout life, and we support children in learning this fact as a part of a healthy process of getting along with others.

Our goal is for our students to resolve conflicts peacefully and autonomously. As adults it is our responsibility to assist the child in revealing her or his true character and potential. The building blocks to making this happen in a Montessori environment comes through the process of normalization.

Normalization:

In Montessori education, the term "normalization" has a specialized meaning. "Normal" does not refer to what is considered to be "typical" or "average" or even "unusual". "Normalization" does not refer to a process of being forced to conform. Instead, Maria Montessori used the terms "normal" and "normalization" to describe a unique process she observed in child development.

The term normalization is a term borrowed from anthropology and means "becoming a contributing member of society" (Dr. Rita Shaefer Zener, 2006). For our context, normalization describes the process that occurs in the Montessori classroom, where young children (usually with short attention spans) learn to focus and concentrate for sustained periods of time, while deriving self-satisfaction from their work.



COMMUNITY AGREEMENT FOR STUDENT BEHAVIOR

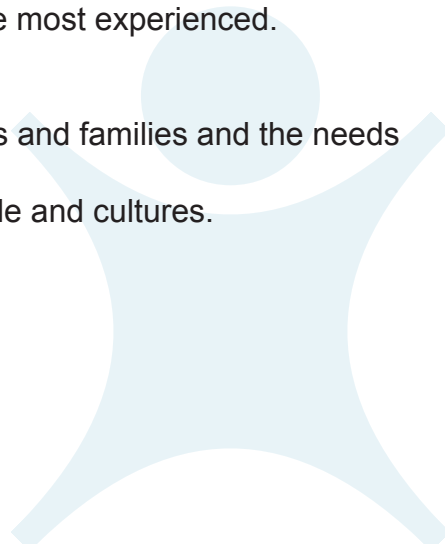
Dr. Montessori stated that there are four characteristics that show that normalization is happening:

- Love of work: The first characteristic of the process of normalization is love of work. Love of work includes the ability to choose work freely and to find serenity and joy in work. (The Absorbent Mind, p. 202)
- Concentration: To help such development, it is not enough to provide objects chosen at random, but we [teachers] have to organize a world of 'progressive interest'. (The Absorbent Mind, p. 206).
- Self-discipline: After concentration will come perseverance . . . It marks the beginning of yet another stage in character formation . . . It is the ability to carry through what he has begun. The children in our schools choose their work freely, and show this power unmistakably. They practice it daily for years. (The Absorbent Mind p. 217)
- Sociability: There is only one specimen of each object, and if a piece is in use when another child wants it, the latter—if he is normalized—will wait for it to be released. Important social qualities derive from this. The child comes to see that he must respect the work of others, not because someone has said he must, but because this is a reality that he meets in his daily experience. (The Absorbent Mind, p. 223).

The process of normalization happens organically in a classroom. For common areas that we share outside of the classroom, we have the following agreements that help us establish a peaceful environment for all.

At Academia Sandoval, we value the Three R's (Respect, Responsibility and Relationships):

- To remind of "Respect", we use the "R.O.S.E." acronym which stands for:
 - Respect of:
 - Others
 - Self
 - Environment
- Responsibility
 - Be accountable to R.O.S.E. expectations.
 - We are a community of lifelong learners from the least to the most experienced.
 - Being part of the solution.
- Relationships
 - Creating a balance between the needs of individual students and families and the needs of the school population as a whole.
 - Empathy for others and respect for differences among people and cultures.
 - Creating a culture of trust, caring and safety.





COMMUNITY AGREEMENT FOR STUDENT BEHAVIOR

Student Rights and Responsibilities

To have us all be on the same page, the following are “Student Rights and Responsibilities” that help guide our decision-making.

Student Rights

1. Students have the right to a safe and equitable education relevant to their needs and abilities.
2. Students have the right to be treated with respect by other students and school staff.
3. Students have the right to assemble and express themselves through speaking, writing, distributing, wearing or displaying symbols of ethnic, cultural, or political values such as buttons, badges, emblems, and armbands or through their mode of dress or grooming, except that the principal, or designee, may regulate expression, provided there is a factual basis for believing a specific form of expression by a specific student is causing or will cause substantial disruption or school activities or constitutes a health or safety hazard. Students shall also have the right to refrain from expressing themselves in these student-originated activities.
4. Students have the right to lodge a complaint or grievance with their principal, designee, or other appropriate administrator, if they feel their rights have been violated. If the subject of the complaint or grievance is the principal, the complaint or grievance shall be made to the supervising instructional superintendent and/or “Safe To Tell”.

Student Responsibilities

A responsibility is an obligation that I have because it allows for the rights of all to be enjoyed.

Some important responsibilities are:

1. I am responsible for respecting myself, others, and school property.
2. I am responsible for interacting directly and kindly towards others and working to consider the rights of others (students and teachers) in our school community.
3. I am responsible for coming to school prepared to learn.
4. I am responsible to work to the best of my ability.
5. I am responsible for seeking support from adults in my school if I have concerns, fears, or need help in any situation.
6. I am responsible for my actions.
7. I am responsible to work with others to make our school a wonderful place where everyone can learn.

Classroom Management

Classroom Management is the responsibility of the individual classroom teacher, and all classroom discipline is subject to the individual interpretation of events and best practices in accordance with their own classroom and students. Classroom management will vary, and a student’s interpretation of what constitutes an “offense”, is subject to individual teacher interpretation. In the event the behavior is more extreme, the School Leaders is available to consult with teachers as needed, and we may initiate procedures at varying points of the Denver Public Schools Discipline Ladder depending upon the situation (see attached.)



COMMUNITY AGREEMENT FOR STUDENT BEHAVIOR

Advocating for Your Child

If you or your child has a school-related question or problem, we want to help. Please contact the people or offices below in the order listed to get the support you need.

Issues affecting Your Child's Learning

1. Teacher
2. Principal or Assistant Principal
3. Office of Community Engagement, 720-423-3054

Discipline

1. Teacher
2. Principal or Assistant Principal
3. Office of Community Engagement, 720-423-3054

Bullying (per the Denver Public Schools Handbook for Families and Students)

What is Bullying?

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal, or electronic means, or by a physical act or gesture.

To protect students, Denver Public Schools, including Academia Sandoval, has several policies and procedures in place, listed below.

1. Bullying will not be tolerated in our school, buses, or during school activities such as sporting events.
2. Bullying is classified as harassment and may constitute a violation of civil rights when it is based on color, ethnicity, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.
3. Students who engage in bullying will face disciplinary action and, depending on the severity and pattern, may be suspended or expelled, or referred to law enforcement.
4. All schools have procedures for investigation and intervention of students engaged in bullying behavior, as well as procedures to prevent bullying.
5. All schools have programs to help students who bully. Program methods include using re-education of acceptable behavior, discussions, counseling and appropriate negative consequences.
6. All schools will support students who have been the victims of bullying. School psychologists and social workers are also available to assist students.

In addition, the teacher and/or School Leaders of Academia Sandoval commit to objectively assess each issue and situation between students through a professional lens once sufficient evidence from all perspectives has been gathered. Once the evidence has been thoroughly analyzed, we reserve the right to determine if a situation between students is one of conflict or bullying.



COMMUNITY AGREEMENT FOR STUDENT BEHAVIOR

Problem Solving Process

As student issues arise, Teachers and School Leaders at Academia Sandoval will process the series of events with all parties involved. We will engage in restorative conversations to establish peace and healthy boundaries between students. We will then inform parents of the issue and resolve through a phone call or face-to-face meeting during the pick-up time.

Addressing Parental Concerns

Academia Sandoval's staff and parents all want the best for all our children. Each individual student, family, teacher, classroom, has a unique set of interests, abilities, strengths, weaknesses, etc. which have an effect on the solving or addressing of problems, concerns or issues. Due to this, each resolution or plan will be highly specific to the given circumstances, and therefore, communication to the greater community does not serve the best interests of all our students. For these reasons, plans, problems, resolutions, issues or concerns, are expected to remain CONFIDENTIAL between parents, School Leaders, Teachers and Paraprofessionals.

Websites: www.dpsk12.org, [//www.montessori.edu/FAQ.html](http://www.montessori.edu/FAQ.html)

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