



The Montessori Elementary & Middle School A Public Charter School

Student/Parent Handbook 2024-2025 School Year

Governing Council Approved: 04/23/2024

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The handbook is a dynamic document and is being updated as needed. This Student/Parent Handbook and Student Behavior Policies are subject to review by the Governing Council at any time, at which time suggested amendments or additions submitted by administrators will be considered. This handbook states guidelines for implementing school policy as well as Student Rights and Responsibilities. It does not create any contractual rights. However, if the Governing Council deems necessary, these policies may be reviewed and revised more frequently. The current handbook is available online on our website year round. Hard copies are available upon request. Changes to the handbook during the school year will be indicated in [blue font](#).



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SECTION I- INTRODUCTION

I.1 INTRODUCTION

MISSION:

We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development. The Montessori Elementary & Middle School (TMEMS) offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, General Music, and Visual Arts. The mission of TMEMS is to encourage students in grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.

VISION:

To see children pass from one stage of independence and learning to yet a higher stage by means of special activities found within the Montessori and Suzuki Methods of education. These time-proven "Methods" were designed to fulfill the needs of children and the needs of the adults they are to become.

SCHOOL ACCREDITATION:

The Montessori Elementary & Middle School is accredited as a public charter school by the New Mexico Public Education Commission (PEC).

CONTACT INFORMATION

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GENERAL INFORMATION

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THE MONTESSORI PHILOSOPHY

TMEMS follows the Montessori method and philosophy of education. This method is child centered, and an individualized way of assisting children to develop their individual abilities and potentials. This method was possibly the first that was founded on the concept of educating the “whole child.” The method provides social, emotional, and physical, as well as cognitive development. Montessori children are often described as self-directed, courteous, and joyful with a love for learning.

We employ state certified teachers trained in the Montessori method. Our professional staff is dedicated to providing a warm, loving, academically enriched environment that fosters the development and growth of happy well-adjusted children.

DR. MARIA MONTESSORI

The Montessori method is a result of the experience and discoveries of Dr. Maria Montessori (1870-1952). Upon graduation as the first woman medical doctor in Italy, Dr. Montessori became interested in the education and training of special needs children.

Doctor Montessori's career began with a group of disadvantaged children in 1907 when she opened her famous Casa dei Bambini. Through her observations of and work with the children, she discovered their remarkable, almost effortless ability to absorb knowledge from their surroundings. Children teach themselves! This simple and profound truth inspired Dr. Montessori's lifelong pursuit of educational reform, curriculum development, methodology, psychology, teaching and teacher training, all based on her dedication to further the self-creating process of the child.

Dr. Montessori designed materials and techniques that allowed her children to work in areas previously considered beyond their capacity. Dr. Montessori's great triumph came when these children took state examinations along with other children, and her children excelled in the exam results.

Today, after almost 75 years of international application, the Montessori method thrives in the United States with more than 3,000 schools established since 1957.



SCHOOL PHILOSOPHY

In our school, we emphasize the child's growth and development as a total person. This implies a constant awareness that each child is developing physically, emotionally and socially, as well as intellectually. This awareness allows children to take the lead in the learning process based on the unique needs of each child's particular stage of development.

Montessori teachers are trained to recognize and respond to these stages of development. This implies the structuring of both curriculum content and classroom environment so as to enhance the child's discovery of the world. The curriculum is sequenced to expose children to all subject areas, firing imagination and providing skills to enable children to pursue all interest areas.

The curriculum is designed to respond to the child's mental appetite, providing freedom to choose and emphasize creativity, imagination and active involvement in learning. For this to occur, children must acquire the necessary basic skills, as these are the tools essential to continued development. Teachers function as a facilitator and consultant who stimulate the child's interests and curiosity within a prepared environment.

The classroom is structured to stimulate the child's enthusiasm for new ideas and new skills, and to provide them with the opportunity to use these new skills and to apply their new ideas. The Montessori material is the key: It is the child who opens the door. The materials do not give all the answers, but awaken interest and give the possibility of finding solutions.

SCHOOL OBJECTIVES

The learning materials in a Montessori school have been designed to provide a wide variety of learning experiences geared to the developmental needs of children. The activities involve handling and manipulating materials. This work has proven intensely fascinating and absorbing for children. When engaged in well-structured tasks, the students experience a deep inner satisfaction, which leaves them with an overall positive attitude toward learning and school. Our objectives include:

- Assisting parents in the physical, emotional, social, and cognitive development of their child.
- Helping the child develop a positive attitude toward school.
- Fostering in the child curiosity, imagination, and creative intelligence.
- Helping each child develop self-confidence as an independent learner.
- Helping the child develop socially.
- Fostering inner security and a sense of order in the child.
- Assisting each child in building a habit of concentration.
- Helping children become global citizens of the world.
- Developing habits of initiative and persistence.



I.2 DEFINITIONS

For the purposes of the Code of Conduct, the following definitions apply:

- “GC” means the Governing Council of TMEMS.
- “Parent” means the parent, guardian, or person in parental relationship to a student.
- “TMEMS” means The Montessori Elementary and Middle School, a public charter school.
- “School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the school, at the public bus stops located around the school property, on a school bus, parked around the perimeter of the TMEMS school building, and in or at any school function, whether on school grounds or off.
- “School function” means any school-sponsored or school-affiliated event or activity, whether held on School property or elsewhere.

I.3 SCHOOL GOVERNING COUNCIL

The Governing Council members are responsible for ensuring that the academic program of TMEMS is successful, that the school’s program and operation are faithful to the terms of its charter, and that the school is a viable organization. The purpose of the Governing Council is to set the general direction and policy of the school, not manage it on a daily basis.

I.4 SCHOOL CALENDAR AND HOURS

Hours of Operation

Monday through Friday

Elementary:

Drop off: 8:15am-8:40am

Pick up: 2:50pm-3:05pm

Mid School:

Drop off: 8:15am-8:35am

Pick up: 3:10pm-3:25pm

School office hours are from 8:00 am to 4:00 pm. Please feel free to call regarding any topic, question, or concern you may have that is not included in this handbook. However, teachers will NOT be called to the telephone before or during class time. Messages will be given to the teacher. Emergency calls will be handled immediately by office staff.

Calendar

The current calendar, for this academic year, is located in the appendix of this handbook.

Teacher and Paraprofessional Qualifications:

Parents can request information regarding the qualifications of TMEMS’ staff by contacting the school administration at any time.



I.5 ACADEMICS

The Elementary Program-

The elementary school child occupies what Maria Montessori called the “first and second plane of development.” Children at these stages are in a period of rapid intellectual growth as they develop the ability for rational thinking. Children want to know the how and why of things. Through exploration and experimentation, they discover the quantities and facts of the world. Self-education is the mode through which the elementary children learn most effectively. The teacher’s role is to provide and support children in this all-important endeavor.

Dr. Montessori developed what she called the “cosmic curriculum” for this educational level. In the cosmic curriculum, children discover the history of the world and of the human race, and in this process, begin to define their own place in the life of humankind and of nature. Sequentially, all things are naturally related to the creation of the universe and our earth. We encourage children to begin asking questions. Children pursue and research historical, scientific, artistic, and cultural interests. Information is gleaned from a rich variety of literature, experiments, art projects, tapes, films, and community field trips.

During the elementary years, children explore the academic world in increasing depth through the related disciplines of mathematics, reading, penmanship, creative writing, research methods, art, music, science, botany, zoology, anatomy, history, geography, social/cultural studies, drama, and physical education; all is taught as parts and contributions to the whole. Multi-age classrooms and a spirit of cooperation rather than competition, allow children to grow emotionally and intellectually at their own pace.

The Montessori elementary programs offer individualized instruction and evaluation. Students are grouped in a multi-age setting, ages 4-6, 6-9, 9-11, or our middle School 6,7, & 8 grades, to allow for cognitive development without competition. Teachers evaluate the students’ work on an on-going basis and four times per year, issue a progress report to the parents. Parent-teacher conferences detail the progress of the student in each subject area, as well as noting social and emotional growth. Three times per year, students take a short cycle assessment on Renaissance. If progress monitoring is required, this assessment is completed more frequently. Each spring, students in grades 3-8 take NMPED state required assessments in Math, ELA, and Science.

Early Indicators for Success-

- Maria Montessori devoted her life to developing an educational method consisting of sound child development practices and developmentally appropriate activities. The Montessori Elementary & Middle School is modeled upon this dual system and we build our school policies from this base. We emphasize the importance of balance among the intellectual, social-emotional and physical needs of the child.
- The mixed age grouping, which is a cornerstone of the Montessori method, allows ample time for the teachers to address the development of the complete child within each



developmental stage. These stages are referred to as the 4-6 (Pre-k -Kindergarten), 6-9 (first – third grade), 9-11 (fourth and fifth grade), and mid school the 11-15 (sixth – eighth grade) levels at TMEMS/TMMS. It is important to realize that there is an overlap within these levels, and that each level may be beneficial for a child for three or even four years.

SPECIFIC INDICATORS FOR SUCCESS:

4-6 Pre-K- Kindergarten Level

1. The kindergarten child must be no younger than five years old on or before September 1 of the school year. (This is a state statute for Public Schools and no exceptions are granted.)
2. The child must be capable of attending to a given task for a specific time period. (Time varies with task).
3. The child must demonstrate self-motivation and self-control.
4. The child's maturity and emotional development are appropriate for 4-6 kindergarten classrooms.

6-9 Lower Elementary Level (1st, 2nd & 3rd years):

1. The child must be no younger than six years old on or before September 1 of the school year to enter 1st grade. (This is a state statute for Public Schools and no exceptions are granted.)
2. The child must have completed a full year of kindergarten. Students who seek entrance into first grade who have no kindergarten experience or who attended kindergarten in non-public, non-accredited, non-recognized, or home schools shall be evaluated for proper placement. The age-eligible student shall be placed in first grade pending proper placement as determined by the classroom teacher.
3. The child must be capable of attending to a given task for a specific time period. (Time varies with task).
4. The child must demonstrate self-motivation and self control.
5. The child's maturity and emotional development are appropriate for first grade or above.

9-11 Upper Elementary Level (4th & 5th years):

1. The child must be no younger than nine years old.
2. The child must be capable of attending to a given task for a specific time period. (Time varies with task).
3. The child must demonstrate self-motivation and self-control.
4. The child's maturity and emotional development are appropriate for fourth grade or above.

Middle School Level (6th, 7th & 8th years):

1. The child must be no younger than eleven years old.



2. The child must be capable of attending to a given task for a specific time period. (Time varies with task).
3. The child must demonstrate self-motivation and self control.
4. The child's maturity and emotional development are appropriate for sixth grade and above.

CURRICULUM OVERVIEW

Four to Six Year Old or 4-6, Pre-k, & Kindergarten Curriculum - Designed around the interests of the young elementary child, the 4-6, Pre-k & Kindergarten program offers a consistent, dependable routine with large blocks of uninterrupted work time. The Kindergarten 4-6 classroom schedule encourages the child's spontaneous activity and fosters development of the creative process, integrated personality and a strong sense of self. The curriculum includes materials and encourages activities that promote practical life activities, sensory-motor experiences, literacy, language arts, numeracy, creative arts, science and geography. Each activity or exercise in the 4-6, Pre-k, & Kindergarten curriculum is structured to provide purpose, procedure, closure and opportunity for success.

Six to Nine Year Old Curriculum - Designed around the broad interests of the elementary child, the six to nine year old program offers an enriched and exciting integrated curriculum that is sequential and cumulative. Language and math are core subjects that are integrated throughout the entire program, and all subject areas are presented in complement to each other. Great lessons involving the Timeline of Life, geography, zoology and botany are presented to stir the imagination as they unveil the concept of order in the universe. The program goals are to develop within the child a sense of self worth, respect for others, and a quest for knowledge.

Nine to Eleven Year Old Curriculum - Building on the six to nine year old curriculum and philosophy, the nine to eleven year old class extends academic and social concepts to higher levels of abstraction and sophistication. Children enjoy working with square root, beginning algebraic concepts, and plane and solid geometry. Word functions, sentence diagramming, and clause and phrase analysis are just part of the integrated whole language approach. Great books and novel reading make language and reading skills fascinating. Early humans and great civilizations are a continuation of Time Line studies. Beginning chemistry is explored in relation to the origin of the universe. Drama, music, and performance opportunities enrich the curriculum in the nine to twelve year old classroom.

Middle School Curriculum – The driving questions behind the adolescent plane of development is-How does this help me understand the world and my place in it? All TMMS Curriculum is designed around principles of inquiry and reflection, emphasizing a hands-on approach that fosters real-world connections. Our student-centered, self-directed learning models support not only academic growth but also social-emotional development. Language Arts and Math classes are dynamically grouped to ensure equitable instruction for all students. Additionally, we



prioritize cross-curricular writing in order to enhance disciplinary literacy, preparing students for success in a diverse range of subjects.

Major Points of the Montessori Method-

- It is based on observations of the true nature of the child.
- Its application is universal. The results can be successfully achieved in any country, and with any racial, social, cultural, or economic group.
- It reveals the small child as a lover of work.
- In his/her work, the child shows spontaneous discipline. This discipline originates within him/her and is not imposed from without. This discipline is real, as contrasted with structured discipline of rewards and punishments prevalent under other methods.
- It provides suitable activities based on vital urges of the child at each stage of development. Each stage is successfully mastered before the next is attained.
- It offers the child a maximum of spontaneity in choice of physical and mental activity. Nevertheless, the child reaches the same or higher levels of scholastic attainment as under the old system than other methods.
- Each child works at his/her own pace. The quick are not held back, nor are the slow pressured. There is much opportunity for group work and the child spontaneously offers help with work they have mastered to those children who have not.
- It enables the teacher to guide each child individually in each subject according to his/her own individual requirements.
- It allows the child to grow in biological independence by respecting his/her needs and removing undue influence of the adult. It allows the child a large measure of liberty based on respect for the rights of others. This liberty is not a permissive license, but forms the basis of self discipline.
- It does away with competition as a major motivation for learning. The child competes with himself/herself. It presents endless opportunities for mutual work and help, which are joyfully given and received.
- The child works from his/her own free choice. This choice is preceded by knowledge and is thus a real choice.
- The Montessori Method develops the whole personality of the child, not merely his/her intellectual faculties, but also his/her power, deliberation, initiative and independent choice, with their emotional complements. By living as a member of a real social community, the child is trained in those fundamental social qualities that form the basis of good citizenship.

Achievement-

Students are expected to achieve academically. They are expected to:

- Strive to fulfill their academic potential – which includes successful completion of the Suzuki Program in grades 2-5.
- Actively participate in the educational process.
- Actively participate in community activities.



Music Program-

TMEMS has a strong arts component in the curriculum that includes the mandatory Suzuki String Program for our 2nd-5th grades and optional programs for our middle school students. The Suzuki Method necessitates and is based upon the parent's participation in their child's learning process. TMEMS Parents are encouraged to attend Parent Instrument Classes throughout the school year. This ensures that you will be able to help your child practice at home. It is also a great way to understand the correlation between the Montessori Method and Suzuki Education Philosophy.

Citizenship-

Students are expected to be good citizens. Students are expected to:

- Model and promote the pillars of Character Counts or other Montessori curriculum character models.
- Respect authority, property, and the rights of others.
- Avoid confrontation and any activity that has the potential to cause a verbal or physical conflict.
- Maintain standards of integrity and responsibility.
- Maintain a safe school environment.
- Report any/all information related to campus safety, problems (fights, weapons, or drugs on campus).

Homework-

Parents should help students establish a positive, quiet atmosphere, where their child can read, write at a table and finish their assignments. Students who are not completing class work are expected to complete their assignments as homework. Part of the required curriculum at TMEMS is that each child participates in the Suzuki Music Program from grades 2 through 5. If a student keeps current with their daily work assignments, homework usually only entails practice in reading, music and support for spelling, math facts, etc. Middle School students have nightly homework.

Cultural and Linguistic Responsivity and Inclusivity-

TMEMS values all students and families and their cultural and linguistic backgrounds. Administration and teachers welcome feedback and input from students and families in order to ensure the school, its curriculum, and its policies are reflective of all our school community members. TMEMS is dedicated to equity for all students and stakeholders, and we promote cultural and linguistic and inclusivity in all school events, classrooms, spaces, and interactions. No discrimination or prejudice will be tolerated, and all students and families should feel represented and valued in the school community at all times. Additionally, TMEMS has an active Equity Council composed of many members of the school and surrounding community that works to improve and inform the equity practices of the school. For information about the Equity Council, contact Piper Curry (pcurry@tmesnm.com).



Special Needs and English Language Learners-

TMEMS provides special education and English Language Learner (ELL) services for students in accordance with state and federal special education laws, and the Individuals with Disabilities Education Act (IDEA). Special education records are maintained in accordance with state and federal laws, Individual Education Plans (IEPs) are reviewed annually, professional development is provided for teaching staff, and teachers are supported in making appropriate modifications to curriculum and instruction. Promotional criteria may be modified in isolated circumstances.

State Testing Requirements-

All TMEMS students are required to participate in the NMPED mandated assessments for their appropriate grade level each year. The table below outlines the required standards-based assessments administered each year at TMEMS. There is no cost to students for any state-mandated assessments.

Assessment	Content area	Applicable grade	Time(s) of year
Istation	Language Arts and Math	K-2	Early fall, winter, spring
NM-ASR	Science	5, 8	Spring
NM-MSSA	Language Arts and Math	3-8	Late spring
ACCESS	English Language Development	K-12 English learners	Early spring
RENAISSANCE (Short Cycle)	Early Literacy, Language Arts, and Math	K-8	Fall, Winter, Spring, and as needed for intervention



SECTION II: STUDENT RESPONSIBILITIES AND ACCOUNTABILITY

II.1 STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights-

Educational Opportunity

A free public school education shall be available to every school-aged person, and each student who enrolls has an equal responsibility not to deny this right to any other student. TMEMS affords all students equal educational opportunities.

Expression and Association-

Students are protected in the exercise of the constitutional rights of free speech, press and assembly.

Privacy-

Students have a limited right to privacy while at school. All students should understand that school property is subject to scrutiny at any time and that they should have no expectations of privacy with respect to school-supplied lockers, cubbies, materials, desks, etc.

Responsibilities-

Student

Every student is responsible for helping maintain a safe, orderly and educationally efficient learning environment.

Students are expected to:

- Attend school every day and be on time for every class.
- Resolve differences with others in a positive, non-violent way.
- Remain drug, alcohol and tobacco free.
- Follow the school dress code.
- Care for school property and the property of others.
- Respect fellow students and all school staff members.
- Comply with the standards of behavior for your classrooms and your school.
- Properly use and protect classroom materials.

Parent/Guardian

School officials are partners with parents in the process of educating our children. Every parent, guardian and family member of the school community shares in the responsibility for educating children in a safe and productive environment. You share in this responsibility when you:

- Get your students to school on time every day. Punctuality and good attendance are family responsibilities.
- Provide a suitable time and place for your child to study and practice at home.
- Make learning a priority.



- Maintain regular communication with your children’s teachers and the school staff.
- Stay informed of your child’s ongoing scholastic achievement and progress, and advocate for your child's learning needs.
- Understand TMEMS rules.
- Support the TMEMS staff in enforcing these rules.
- Support TMEMS as we maintain high standards of behavior for all students.
- Make sure that your child does not bring gum, candy, money, toys, trading cards or other non-essential school items onto school grounds. If the child feels they are something of educational interest, please discuss this with the teacher before bringing it into the classroom.
- Check your child in and out using the procedures prescribed by the attendance office.
- Pick up your child promptly at dismissal time. If possible, let your child know beforehand that they will be picked up at a different time than they usually expect. Students who are not picked up at dismissal time will be checked in to after-care.
- Make sure your child has an “a.m.” snack everyday.
- Assist your child in following the TMEMS Dress Code

II.2 RESTORATIVE BEHAVIOR APPROACH

Restorative behavioral approach is a transformative approach to resolving conflicts and addressing harm that emphasizes healing, empathy, and accountability. The Montessori Elementary and Middle School recognizes the power and value of restorative justice in creating a safe and inclusive learning environment. By incorporating this approach into their educational framework, the school aims to foster a strong sense of community, teach valuable life skills, and promote social and emotional development. Restorative justice allows students to actively engage in conflict resolution, encouraging them to take responsibility for their actions, repair harm, and build meaningful relationships. Through restorative practices such as peace table discussions, mediation, reflection, and dialogue, the Montessori school cultivates a culture of respect, understanding, and empathy, enabling students to grow into compassionate individuals who contribute positively to their community and the wider society.

II.3 SEARCH AND SEIZURE

Per 6.11.2.10 NMAC, TMEMS will act in accordance with state regulation in the conducting of student searches. Administrators [and/or their designee\(s\)](#) have the right to search a student’s person, backpack, locker (see middle school Locker Use Agreement in appendix), purse, wallet or other items in the student's possession if the administrator has reasonable suspicion that the student is in possession of anything that may violate the law, and/or policies or procedures of TMEMS. TMEMS staff will not, under any circumstances, conduct a “strip search” on any student.



Seizure of items. Illegal items, legal items which threaten the safety or security of others, and items which are used to disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when and if the administrative authority deems appropriate.

Notification of law enforcement authorities. Unless a local school board policy provides otherwise, an administrative authority shall have discretion to notify the local children's court attorney, district attorney or other law enforcement officers when a search discloses illegally possessed contraband material or evidence of some other crime or delinquent act.

II.4 PROHIBITED ITEMS

The Montessori Elementary and Middle School strictly prohibits the use, possession, sale, transfer, or distribution of alcohol, drugs, and illegal substances, as well as drug paraphernalia, on school grounds or at any school-related function or activity. New forms of drugs are constantly entering the world, making it nearly impossible to list everything that might be considered a drug. Therefore, TMEMS administration will determine if a substance is considered a drug. Generally, school personnel will define a drug as a substance that can cause behavior or mood altering effects on the body. This includes prescription drugs that are not prescribed for the student.

All prescribed or OTC medications are to be in the possession of the health assistant in the front office. Self administration of medications must be approved by administration with written medical direction and parental authorization as defined in the [TMEMS Non-Emergency Prescription Medication and Over the Counter Medication at School Policy #328](#), [TMEMS Carrying and Self Administering Albuterol Inhalers and Emergency Anaphylaxis Medication Policy #342](#), and [TMEMS Diabetes Management Policy #348](#). Violation of these policies will result in disciplinary action.

Smoking, vaping, and the possession of tobacco products are strictly prohibited on school property or at school functions, including the use, sale, transfer, or distribution of tobacco and smoking paraphernalia such as pipes and e-cigarettes. Students are also not allowed to possess tobacco or smoking paraphernalia. Violation of this policy will lead to disciplinary action, including potential long-term suspension from school. Appropriate law enforcement authorities may be notified.

No person, including students, is permitted to bring, possess, carry, or use any weapons, firearms, or dangerous objects on school property or at school functions. Students found to have knowingly brought a weapon to school may face expulsion for a minimum period of one year. The Principal may involve law enforcement authorities as necessary to address violations.



II.5 CORPORAL PUNISHMENT

Corporal Punishment is not legal in the State of New Mexico. The Montessori Elementary and Middle School (TMEMS) upholds a strict set of rules and disciplinary procedures. These procedures explicitly prohibit the use of corporal punishment, which includes any physical handling of a student as a form of punishment. Instead, the school employs a transparent system of expectations and consequences, such as loss of privileges, community service, suspensions, and expulsions.

It is important to note that teachers and school staff are strictly forbidden from administering corporal punishment. However, the prohibition of corporal punishment does not prevent the reasonable use of physical force in certain situations:

- Ensuring self-defense against physical harm.
- Safeguarding another student, teacher, or individual from physical harm.
- Protecting school property or the property of others.
- Preventing a student from causing harm to themselves.

If any student believes that a staff member has violated the Code by using physical force, they are required to report the incident promptly to the Executive Director. A thorough investigation will be immediately initiated, and a comprehensive written report will be prepared upon the conclusion of the investigation.

II.6 STUDENT CONDUCT

In order to promote safety and maintain a positive school environment, the Montessori Elementary and Middle School adopts a restorative approach to address inappropriate behavior. Students who engage in the following actions may be issued a responsible thinking form, incident reflection form, or rubric. TMEMS administration will decide if student conduct is disruptive to the educational process and will make a determination as to the appropriate disciplinary action. It should be noted that not all forms of misconduct are explicitly listed, and the administration reserves the right to apply appropriate consequences for other behaviors as necessary.

The behaviors that can lead to disciplinary action include but are not limited to:

1. Committing criminal or delinquent acts.
2. Using or possessing prescription or nonprescription drugs, alcohol, tobacco products, or related paraphernalia.
3. Engaging in gang-related activities.
4. Engaging in sexual harassment.
5. Engaging in public displays of affection.



6. Unauthorized use of electronic devices outside designated areas and times.
7. Displaying disruptive conduct.
8. Refusing to identify oneself.
9. Refusing to cooperate with school personnel or showing insubordination.
10. Running in the hallways.
11. Littering.
12. Using profane, lewd, vulgar, obscene, threatening, or abusive language, gestures, or drawings.
13. Participating in gambling activities.
14. Having unexcused absences from classes or the school building.
15. Being tardy or failing to sign in at the main office when tardy.
16. Violating the computer usage policy.
17. Violating the school dress code policy.
18. Making threats of violence.
19. Making false accusations.
20. Engaging in defamation.
21. Engaging in any other behavior that goes against School Behavior expectations and is included on the Classroom or Aggressive Behavior Rubrics.
22. Failing to report to the main office as directed.
23. Failing to report serious offenses.
24. Acting disrespectfully towards students or staff.
25. Creating hazardous or offensive conditions.
26. Engaging in willful acts that disrupt the normal operation of the school.
27. Participating in fights or engaging in battery.
28. Loitering.
29. Trespassing.
30. Throwing objects or tipping over furniture.
31. Committing vandalism or destruction of property.
32. Stealing.
33. Participating in hazing activities.
34. Engaging in bullying, including cyberbullying.
35. Exhibiting racialized aggression (as defined herein).
36. Selling, using, or possessing obscene materials.
37. Engaging in sexual activity on school property.
38. Committing forgery.
39. Committing arson.
40. Inciting others.
41. Committing plagiarism.
42. Making verbal or physical threats through any forum.
43. Using racial or religious slurs.
44. Lying.
45. Engaging in indecent exposure.
46. Engaging in extortion, coercion, or blackmail.
47. Interfering with or intimidating school personnel.

The Montessori Elementary and Middle School (TMEMS) acknowledges the student's right to learn in a safe and inclusive environment, free from any form of harassment or discrimination. Any offensive behavior that unreasonably disrupts learning or creates a hostile or discriminatory atmosphere is considered unacceptable and hinders the educational process and the well-being of the TMEMS community. The school has a zero-tolerance policy towards sexual and other forms of harassment.

Sexual Harassment: Sexual harassment encompasses unwelcome sexual advances, requests for sexual favors, and verbal or physical acts of a sexual nature. Engaging in such conduct, whether it leads to



granting or denial of benefits, grades, employment, assistance, services, or fair treatment, is strictly prohibited. Additionally, any violations may result in a Title IX complaint and subsequent investigation.

Other Forms of Harassment: This includes any conduct that aims to create a hostile, intimidating, discriminatory, or offensive learning environment, significantly interfering with an individual's academic performance or adversely affecting their educational opportunities based on factors such as race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, sexual orientation, gender identity, protective hairstyles, cultural headdresses, or any other legally protected characteristic. Students must refrain from racial slurs, hate-related nicknames, bullying, and any form of name-calling or put-downs. Racialized aggression is expressly forbidden.

Strictly Prohibited: Harassing a staff member, fellow student, or any third party (e.g., visitor, volunteer, parent) is strictly forbidden at TMEMS. In all cases, immediate action will be taken by school personnel to safeguard the victim of alleged abuse. Any student found responsible for harassing a staff member, third party, or fellow student will face disciplinary measures as outlined in the Student/Parent Handbook and in accordance with the law.

Reporting Harassment or Discrimination: Any student who believes they have been subjected to discrimination or harassment, and any individual with knowledge of such conduct, should promptly report the incident to the Principal. TMEMS respects the privacy of complainants, the accused individuals, and witnesses to the fullest extent possible while ensuring a thorough investigation and appropriate disciplinary action, as well as compliance with any legal obligations regarding discovery or disclosure.

Investigation and Actions by TMEMS: To determine if the alleged conduct constitutes harassment, a comprehensive investigation will be conducted, considering the overall circumstances, nature of the conduct, and context in which it occurred. Any substantiated charge of harassment against a student, employee, visitor, vendor, or any individual on TMEMS premises will result in disciplinary action or other consequences. The disciplinary measures may include, but are not limited to, written warning, written reprimand, suspension, and/or expulsion, depending on the frequency, circumstances, and severity of the offense.

Retaliation: TMEMS will take disciplinary action against anyone who retaliates against individuals who report, testify, assist, or participate in any investigation, proceeding, or hearing related to harassment or discrimination complaints. Retaliation encompasses any form of intimidation, reprisal, or harassment.

Notification: The Executive Director or his/her designee is responsible for ensuring that all employees and students receive appropriate training on the implementation of the TMEMS Governing Council's policies on code of conduct. Additionally, students, employees, volunteers, and vendors will receive relevant information regarding the policy, including the designated person to contact for filing complaints or obtaining information, as outlined in the TMEMS Student Handbook.



II.7 ANTI-BULLYING, HARASSMENT, AND DISCRIMINATION

TMEMS takes all complaints regarding bullying, harassment and discrimination seriously. Any complaint regarding bullying, harassment and discrimination will promptly be investigated. Appropriate disciplinary action will be taken based upon the investigation. The Executive Director’s decision will be final unless disciplinary action results in a recommendation for long-term suspension or expulsion. If the complaint is filed against a staff member, the complaint will be thoroughly investigated, appropriate disciplinary action will be taken. The process for grievances is listed in III.11 and III.12 of this handbook. The Executive Director’s decision will be final unless disciplinary action results in termination or discharge. For the entire policy related to bullying, cyberbullying, harassment and discrimination, please refer to the TMEMS Governing Council’s Policy on Bullying, Cyberbullying, Harassment, Hazing, Violence, and Discrimination Prevention.

What is bullying?

Friendly Teasing	Hurtful Teasing	Peer Conflicts	Bullying
Equal power Neutral	Unequal power Sensitive topic	Equal power Occurs occasionally	Imbalance of power Occurs repeatedly
Purpose is to be playful	Purpose is to upset	Accidental	Intentional and serious
Joins relationships	Excludes	Negotiations and options	Seeks to gain power
Funny to both parties	Sarcastic	Withdrawing and options	Victim is vulnerable
		Relationship is valued	No remorse
		Effort to resolve	No effort to resolve
Friendly Teasing: One student comments to another student that he should turn his/her jersey inside out because his favorite team lost last night.	Hurtful Teasing: One girl comments to another girl that she looks chubby in the outfit she is wearing.	Peer Conflicts: Two students have a disagreement on the playground about which one will be the pitcher in kickball.	Bullying: One student repeatedly threatens another student that if he walks down a specific hallway he will get “beat up”. Another example is one student repeatedly calling another student a name regarding his sexual orientation.

II.8 GENERAL DISCIPLINARY PROCESS

The Montessori Approach to Student Behavior- The Montessori Elementary and Middle School uses a restorative approach to behavior.

Discipline versus Self Control- To discipline literally means “to educate” or “to train;” yet the phrase is most often given the meaning “to punish.” TMEMS seeks to minimize teacher imposed control by



facilitating the growth of self-discipline in the child. Dr. Maria Montessori believed that the only true discipline is "active" or "inner" discipline, which is developed by the child himself or herself as s/he works at interesting tasks at home or at school.

Freedom to Do What's Right- The ultimate goal of discipline is student self-control in preparation for a successful adult life. Within the Montessori philosophy of education is the concept of freedom within limitations. Dr. Montessori, when she was once abruptly confronted by an individual demanding to know about "all this freedom in your classrooms," is reported to have replied, "Children always have the freedom to do what is right. They never have the freedom to do what is wrong."

Making Appropriate Choices- This concept is indeed the guiding principle for discipline in a Montessori classroom. There are many choices that children can make that are right and appropriate. However, if they make a wrong choice, it will always have consequences that come with it. TMEMS is committed to creating an environment in which learning is a rewarding experience for students. TMEMS will create a learning zone where independence flourishes, where students are safe in all respects (i.e., free from inappropriate and abusive language and actions) and where distractions to learning and development are minimized for all students.

Clear Rules and Expectations- The school's ground rules are always communicated to students at the beginning of the year. Classroom rules are clearly posted in each room and the teaching staff and administration consistently and continually reinforce necessary adherence to these rules. The purpose of ground rules is to aid in the development of self-respect, respect for others and respect for the environment.

TMEMS is first and foremost a place for learning where the educational climate is strictly controlled to create the optimum environment for teachers to teach and students to learn. The following are principles and guidelines for student discipline at TMEMS.

Guiding Principles and Behavioral Expectations-

- Students share in the responsibility for making the school a safe, orderly and pleasant place in which education can take place effectively.
- Each student has the right to learn without interference from others. The school and classroom rules have been developed to protect that right.
- Parents and legal guardians understand that the School is expected to hold students accountable for behavior while at School and during School's sponsored activities.
- Students are expected to obey adults without argument or disrespect.
- TMEMS teachers and staff are expected to use a consistent, common sense approach to handling repetitive misconduct.
- Rules and appropriate behavior expectations posted in every classroom
- Behavior management includes positive guidance, redirection and clearly setting appropriate boundaries to foster the child's ability to become self-disciplined.
- Disciplinary consequences are clear and understandable, consistent, and made known to students in advance as well as when disciplinary measures are implemented.
- Staff members will guide the child to develop self-control and orderly conduct in his/her relationships with peers and adults.



- Staff members will show children positive alternatives rather than simply telling children "no."
- Good behavior will be rewarded by positive reinforcement and there will be no recourse to physical punishment or abusive language.
- Staff members will address the behavior or situation rather than labeling the child as "good" or "bad."
- The staff members will respond quickly and calmly to prevent children from hurting each other while demonstrating understanding of the children's needs and feelings.
- Children experience teachers and staff who are compassionate and who understand each child's limitations. As a result power struggles often occur less frequently.
- Children are allowed to appropriately express their feelings, i.e. anger, hurt, frustration, etc. Aggressive behavior, however, may require that the student is taken aside by the teacher or staff member to help the child express and learn appropriate ways to express his/her feelings. With younger children, a teacher assists by giving them the language to communicate their feelings.
- Teachers try to maintain a normal tone of voice when addressing children, even while disciplining. Consequently, children will usually listen to what is being said rather than the way it is being said. The children's natural instinct is to please and not to displease.

II.9 CONSEQUENCES (PENALTIES)

General Discipline:

Primary Levels of Consequences-

Montessori does not employ any discipline method that would be emotionally or physically harmful to the child. All discipline is a response to a specific negative behavior – i.e. does not label the child “good” or “bad,” and is age appropriate.

Examples of Discipline-

The following are examples of consequences for inappropriate behavior used by the school staff.

- Child sits slightly apart from the class where he/she may hear and observe the other children; this “reset time” enables the child to regain control of himself or herself. The teacher or aid has visual contact with the child at all times.
- When confrontation occurs, teacher and child or children “explore feelings” in a kind, positive manner.
 - Occasionally it becomes necessary to remove a child from class and place him under the supervision of another staff member.
- Teachers may contact a child's parent/guardian or have the student call his or her parent to advise of his or her misconduct in the presence of the teacher or other staff member.
- Responsible Thinking Forms (pre-k through grade 2), Incident Reflection Forms (grades 3 through 8), and Behavior Rubrics are used when a child's behavior is particularly disruptive. These are notices to the parent/guardian describing the child's misconduct.



- Parent/Guardian conferences or referral to the Student Assistance Team (SAT) will be called for repeated behavior issues.

Behavior Rubrics-

The most common behaviors that result in issuance of a "Behavior Rubric" include but are not limited to:

- ◇Temper tantrums
- ◇Verbal abuse
- ◇Fighting
- ◇Disrespect/defiance
- ◇Profanity
- ◇Violation of class rules

Parent Responsibility (regarding Behavior Rubrics)

Parents/guardians are expected to sign and return the Behavior Rubric to the teacher or staff member issuing the Report or Rubric. Montessori educators have observed that the "Report or Rubric" generally requires no further action. In most instances, a class discussion of acceptable and unacceptable behavior reduces the need for parental conference or further consequences. However, it is recognized that parents are the child's first and most important educators. The Montessori Elementary Elementary & Middle School emphasizes the importance of the family in the child's development and seeks to create a partnership with parents/guardians. Such a partnership is a two-way, interactive process. Consequently, the primary intent of sending a "Behavior Rubric" to the parent/guardian is to keep the family informed of the child's conduct at school and to enlist support and reinforcement of good behavior.

Search of Person or Property-

- **Physical Searches** – Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched committed a crime or a breach of the disciplinary code.
- **Minimally Intrusive Searches** – Searches such as emptying of packets, searches of student backpacks, removal of hats, socks, and shoes may be conducted by any certified school employee.
- **More Intrusive Searches** – Searches such as pat downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.

Secondary Level of Consequences-

Although it is the philosophy and policy of TMEMS to exhaust disciplinary problems using the Primary Level of Consequences, if a student's behavior disrupts the learning environment such that neither he/she nor other students can learn, then TMEMS will consider using the following discipline measures to assist the student in learning positive behavior. Behavior contracts, referrals, short-term suspension, long-term suspension, or expulsion from school may be used, if previous methods are not effective or if the circumstances warrant. **Note: Access to and participation in public education is not absolute right; it may be taken away, temporarily or permanently, for violation of school rules.**



The administrative response to unacceptable behavior may vary as the Executive Director or Designee, usually in consultation with the child's teachers, decides whether to implement the following measures of discipline. Ultimately, it is the Executive Director or Designee's decision as to if and when to implement any of the following consequences.

- **Contracts-** Behavior contracts may be used if previous attempts to learn positive behavior have not been successful. Ideally parents, teachers and the student will be involved in drafting the terms of the contract. These contracts can focus on out of the classroom experiences and/or daily activities.
- **Suspensions-** A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension will include a range of responses from short-term suspension alternatives to long-term removals of one year or longer. Long-term suspensions are those suspensions for a period of ten days or longer.
 - **In School Suspension-** In School Suspension means suspending a student from one or more regular classes while requiring the student to spend the time in an alternate classroom or other designated area at the same school or elsewhere. In-school suspension may be imposed with or without further restrictions or student privileges. Any student who is placed in an in-school suspension, which exceeds ten school days must be provided with an instructional program that meets both local educational requirements and the Educational Standards for New Mexico Schools. Student privileges, however, may be restricted for longer than ten (10) days.
 - **Short-Term (temporary) Suspension-** Short-term suspension is removal of a student from school for any amount of time less than ten school days. In the event of a short-term suspension, a student will be given rudimentary due process. That is, he or she is not entitled to a formal due process hearing as described for long-term suspensions and expulsions. Rather, prior to the suspension, the student will be notified of the school rules he or she has violated, any "evidence" that the Executive Director or Designee has to support that the child broke the rules; and an oral summary or written statement of any witness(es) concerning the violation. The child will have the opportunity to respond and present whatever information she or he may have to rebut the accusation before the Executive Director or Designee decides on the length of the suspension.
 - **Long-Term Suspension-** Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester. A student must be given a rudimentary due process hearing as described in 'Short-Term Suspension' paragraph, above, prior to implementing a long-term suspension. In addition, a student is entitled to a formal due process hearing as described in Section III.13, below. If a formal due process hearing can be scheduled within 7 school days from the date the student was suspended, the Executive Director or Designee may implement the suspension immediately after the informal due process hearing. In no event, however, will a student's suspension last beyond the 10th day, if a formal due process hearing has been requested and not completed. Procedures for due process rights for students facing long-term suspension are defined in NMAC 6.11.2. Parents will receive a full



explanation of the hearing and all appeal rights, in writing, upon notification of a long-term suspension of their child.

- **Expulsion Generally-** Expulsion is the removal of a student from The Montessori Elementary & Middle School for a period exceeding one (1) semester. The student's position at the school will then be forfeited.
- **Notification-** Immediately upon the occurrence of a student's misconduct, that results in suspension he/she will be instructed to call his/her parent/guardian and report his/her misbehavior and ask his/her parent/guardian to pick him/her up from school for the rest of the day. In the event that the student refuses or is otherwise incapable of giving such notification, the Executive Director or Designee will call the parent or other authorized person to pick up the child from school. The Executive Director or Designee will provide a written notice concerning the suspension to be presented by the child on the day he or she is sent home from school. It shall be the child's responsibility to present the written notice to the parent/guardian. The Executive Director or Designee will keep in a student's record a copy of the notification for any suspension occurring during a school year. Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.
- **Referral for Legal Action-** The following acts by a student will be reported to law enforcement or other authorities.
 - Communication of intent to commit any illegal act or actual illegal action by a student will be forwarded to the appropriate authority or law enforcement agency.
 - New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises; the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department.

Bus Misconduct- These guidelines apply to students' conduct during field trips where school buses or transportation is provided. Teacher or administrator may select a different consequence in handling an incident. This depends on the seriousness of the infraction.

- **First Offense** – A warning to the student with a report to the parent/guardian will be issued. It is expected that the parent/guardian will help to prevent a recurrence.
- **Second Offense** – Disciplinary action will be taken at the discretion of the school administrator, depending on the seriousness of the infraction. It is recommended that the student be transported by his/her parent/guardian for the next field trip and the matter to be reported to the parent/guardian.
- **Third Offense** – Suspension of riding privileges may result for all future field trips depending on the severity of the infraction. There will be a parent/guardian conference.
- **Severe Disruption** – The following inappropriate and dangerous behavior may result in automatic suspension of transportation privileges:
 - Physical harm to other students
 - Physical harm to the driver and/or bus assistant
 - Physical damage to the bus



Severe Disruption of the Educational Process-

This list is not all-inclusive; whether there is an act of severe misconduct, specified herein or not, shall be at the sole discretion of TMEMS Executive Director or Designee, subject only to review using the Grievance Process. These types of behavior shall result in suspension. Examples of severe and unacceptable conduct for which suspension or expulsion will be imposed, unless in the sole discretion of the Executive Director or Designee such discipline is unwarranted under the circumstances, are as follows:

- Arson, Extortion, Assault/bullying, Acts of racism
- Assault, Battery/Fighting, Severe disruptive conduct
- Harassment – (gender, ethnic, race, sexual orientation, Racialized Aggression)
- Threats of any kind
- Bomb threat/false alarm
- Abusive, obscene or profane language
- Purposeful misuse or destruction of school materials
- Gang related activities
- Possession of a controlled substance
- Possession of drug paraphernalia
- Theft
- Use or possession of tobacco
- Defiance of directives from school personnel
- Vandalism
- Weapon possession/ weapon use/Threat of (or any object intended to do physical harm)
 - Weapon Possession
 - ◆ Possessing a weapon such as but not limited to a firearm, any type of gun, knife, club, firecracker, explosive, spiked wristband, chains, or other item that may cause or is intended to cause injury or death. This specifically includes “lookalike” guns and knives, such as toys. (Weapons covered by the Gun-Free Schools Act are defined under Firearm, Possession/Use.).
 - ◆ “Possession”, includes not only possession of one’s physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student’s backpack, locker, car, or elsewhere, if subject to the student’s custody and control.

Suspension of a student may result in restriction of privileges such as but not limited to field trips, special school events, and/or after-school activities. Any such restriction is at the discretion of the Executive Director or Designee.

TMEMS student discipline policies as outlined herein apply:

- * During regular school hours and/or on school property;
- * During transportation of students;
- * At times and places where appropriate school administrators and staff have jurisdiction including, but not limited to school-sponsored events, trips, field trips, athletic functions



and other school-related activities; and

* On the way to or from a school school-related event.

Additional sanctions may apply above and beyond the minimum mandatory consequences of this policy for violations which occur when the TMEMS Handbook is in force (i.e. on school property, during school time, or at school events). The Executive Director or Designee, any public school official or designated chaperone is authorized to take administrative action when a student's misconduct away from school during a school activity may have a detrimental effect on the other students, staff or on the orderly educational process. The Executive Director or Designee has the responsibility to take discretionary action any time the educational process is threatened with disruption. Nothing in the following is intended to prevent a staff member, teacher, Executive Director or Designee or other administrator from using his/her best judgment with respect to a particular situation.

II.10 DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Students with disabilities documented in a 504 or IEP are provided accommodations to support access to the curriculum. These students share the same rights and responsibilities as their peers, including due process rights under IDEA. Students with disabilities may be entitled to disciplinary consequences that meet individual needs outlined in an IEP (goals, accommodations, and/or a behavioral intervention plan) or 504. If an IEP or 504 does not outline specific needs, the student will be disciplined according to the standard school procedure.

When a student with an IEP has been removed from school for 10 cumulative days or 10 consecutive days within one school year, creating a pattern of conduct and removal requiring a change in placement, the student is entitled to a Manifestation Determination to determine if the behavior is a manifestation of the disability, if the IEP (and if appropriate-BIP) was followed, and if the IEP could be modified to better meet student needs. This meeting includes the student, parents, and relevant members of the IEP team. If the behavior is determined not to have been a manifestation of the student's disability, the student will be disciplined according to the standard school procedure.



SECTION III: GENERAL SCHOOL PROCESSES AND PROCEDURES (NOT POLICIES)

III.1 ATTENDANCE PROCESSES/PROCEDURES

Hours of Operation

Monday through Friday

Elementary:

Drop off: 8:15am-8:40am

Pick up: 2:50pm-3:05pm

Mid School:

Drop off: 8:15am-8:35am

Pick up: 3:10pm-3:25pm

Mandatory School Attendance-

The Attendance for Success Act requires that states, school districts, and schools be held accountable for ensuring that all students meet high academic standards. On time, daily attendance is a critical component of this educational process. New Mexico law dictates that:

- Students between the ages of five (5) and eighteen (18) years of age are mandated to attend public school, private school or a state institution.
- TMEMS reports habitual truants to the Children’s Court Liaison office and to the State of New Mexico.

Excused Absences-

In accordance with NMPED designated excused absences, a student five years and older (will be considered lawfully absent from school for any portion of the school day under the following conditions:

- Death in the immediate family.
- Illness of the student. A physician’s certificate may be required from the parent/guardian of a student continuously absent for illness.
- Hazardous weather conditions - weather conditions which would endanger the health or safety of the student when in transit to and from school.
- Observance of a religious holiday.
- State of emergency.
- Educational support – as structured in collaboration with the Lead Guide - such as PT, OT, etc.
- Other emergency or set of circumstances which, in the judgment of the Administration, constitutes a good and sufficient cause for absence from school.

TMEMS Attendance Improvement Plan-

Tier 1: Whole School Prevention-

Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism. The Montessori Elementary and Middle school creates a community that is inclusive and focused around the social and emotional health of our students. We identify possible



barriers for absenteeism and try to proactively address them. We reinforce and support participation and attendance, which reinforces intrinsic motivation, helping with absenteeism. We, as a school, emphasize the importance of attendance in relation to learning and success and never treat absenteeism as a punishment, but rather an opportunity to engage families and students to mitigate absenteeism.

TMEMS will utilize its attendance reporting system to track and alert students and parents on unexcused absences each day. This reporting system relies on timely and accurate attendance reporting from teachers and staff on a daily basis.

Tier 2: Individualized Prevention-

Individualized prevention includes targeted intervention strategies for individual students who are missing 5% or more but less than ten percent of classes or school days for any reason. Tier 2 provides individualized prevention and early intervention for students who are missing 5% or more of classes. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.

A TMEMS staff member will contact families when their child has a total number of excused and unexcused absences that equals 5% (approximately 9 days) of the total number of days their child has been enrolled in school for the year. When frequent absenteeism is noticed, teachers are the first to make contact with the family to assess possible reasons for the absenteeism and what support the family may need to ensure their student is able to attend school on a daily basis. These needs are reiterated to school administration and handled on a case-by-case basis.

Tier 3: Early Intervention-

Early intervention includes interventions for students who are considered chronically absent and missing ten percent or more but less than twenty percent of classes or school days for any reason.

After 10% (approximately 18 days) of excused or unexcused absences are reported, contact will be made and documented by our front office and/or attendance assistant to ensure students and families are successful with student attendance and improvement. If necessary, a referral to the Student Assistance Team will be made so one more layer of support is provided to the families to help mitigate absences with the students. In these meetings, frequent and ongoing communication and meetings will take place to ensure and promote attendance. Parents and students will be required to sign an attendance contract to confirm their understanding of the severity of the situation and the potential next steps should excessive absences continue.

Tier 4: Intensive Support-

Intensive support includes interventions for students who are considered excessively absent and missing twenty percent or more of classes or school days for any reason.



Tier 4 focuses on students who have not responded to previous interventions provided by the school.

When a student has accumulated 20% (approximately 36 days) of excused or unexcused absences, the Student Assistance Team in coordination with the Executive Director or designee, will diligently attempt to make contact with the family to ensure that any needs they may have to help their student attend school are addressed. These attempts may take place via phone call, email, or mailing. The school counselor will be included if necessary to ensure that multiple opportunities of support are being provided to the family. The school will require additional meetings with parents and students regarding continued excessive absences. If attendance rates do not improve, it may lead to referrals to CYFD or other appropriate authorities

NOTE: TMEMS' EXECUTIVE DIRECTOR OR DESIGNEE HAS THE DISCRETION TO MAKE ALLOWANCES FOR STUDENTS WHO ARE FACED WITH SERIOUS INJURY OR CHRONIC ILLNESS.

Withdrawal-

Withdrawal, as provided in NMSA 1978, § Section 22-8-2, may be considered by a school only after intervention efforts outlined in this policy have been exhausted or after ten (10) consecutive full-day absences. Students who are withdrawn based on absences will not be allowed to re-enroll at TMEMS until the beginning of the next school year. Students who are dis-enrolled based on expulsion are not eligible to return for at least one calendar year from the date of expulsion. Expelled students with severe offenses (Level III and above) are eligible for re-enrollment based on administrative discretion after the one-year period.

Admission of Expelled Students-

TMEMS has the discretion to disallow the admission of students who are currently expelled from another school or district. If students are unknowingly admitted without prior notice of current expulsion, said student may be withdrawn from TMEMS immediately.

Make Up Work-

Students are entitled to make up work for ALL absences – excused and unexcused. However, parents and students have the following responsibilities:

- The student must take responsibility for requesting make-up assignments.
- Teachers may need 24 hours from the time of the request to compile assignments.
- The student will have the opportunity to complete the work in a period of time equal to the number of days absent, unless other arrangements have been mutually agreed upon by the student and the teacher.

Student Drop off/Pick-up-

- Parents must not leave their children on TMEMS premises outside of the normal drop off or pick up times day without participation in the Before or After Care Services.
- School grounds are not supervised except during the school day.



- If extenuating circumstances prevent a family from picking up a student on time, the school should be notified and the student will be sent to the After Care Program.
- If students are dropped off early or not picked up promptly according to the 20 minute window, they will join the Before or Aftercare program and the parent/guardian will be accountable for all applicable fees.

Cancellation of School-

If it is necessary to cancel school unexpectedly for any reason during school hours, parents will be notified by the school staff. Please note scheduled school holidays as soon as possible. Working parents should be prepared for cancellations, as well as school holidays. Please check our website for up-to-date information.

III.2 ADMISSIONS AND REGISTRATION

We believe in providing an inclusive and fair admission process for all prospective students. To ensure transparency and equal opportunities, our school admits students through a lottery system.

The lottery process is designed to give every student an equal chance of securing a seat at TMEMS. While the lottery is randomized, certain groups are given priority if there are available seats. These groups include staff students and siblings of current students.

For detailed information about our lottery process, we encourage families to refer to the Governing Council Approved “Enrollment, Admission, and Lottery” Policy. This policy outlines the procedures, criteria, and guidelines that govern the admission process, providing families with a comprehensive understanding of how the lottery works.

At The Montessori Elementary and Middle School, we strive to create a nurturing and stimulating environment where students can flourish academically, emotionally, and socially. We value diversity, equity, and inclusion, and our lottery process reflects these principles. We look forward to welcoming all prospective students and their families as we embark on a journey of education and growth together.

III.3 PARENTAL CUSTODY

When parents are separated or divorced, it is recommended that the school have a current signed and certified court order defining custody and visitation rights. The school ***must*** have a court order if one parent is not allowed to pick up the student due to custody, visitation, or restraining orders. When parents share custody, i.e. have “joint custody,” each parent has the right to access and to receive copies of school records and information, to attend conferences, and to be informed about the student’s welfare, educational progress, and status.

The custodial parent is responsible for:

- providing a copy of the signed and certified court order to the school; and



- providing the school with any revisions/updates to the court order that affect custody, visitation, or student record-access rights.

The school is responsible to:

- maintain a copy of the relevant sections of the court order;
- inform appropriate school personnel of the provisions or restrictions in the court order; and
- abide by the provisions and/or restrictions ordered, and the non-custodial parent requests that are consistent with the order.

The school is not required to hold a separate conference for each parent. Please be sure that the school has appropriate contact information for both parents to ensure consistent communications. Unless prohibited by a certified court order, and **upon request**, the school will:

- send duplicate correspondence to the non-custodial parent or both custodial parents;
- arrange for review of school records by the non-custodial parents;
- keep non-custodial parents apprised of major school events.

III.4 WEATHER RELATED CHANGES

Inclement Weather Policy-

TMEMS adheres to APS decisions in regards to “Closed” or “Delays”. “School Closed” means no school, no childcare. “Two hour Delay” means classes start 2 hours later than normal.

School Delay = No Before Care available.

Early Dismissal = After Care will be available, unless it is an emergency (unplanned) dismissal not listed on the school calendar.

Please tune in to the following media outlets to get the most up to date information:

KOB FM: 93.3

KOB AM: 770

KOB TV: Channel 4

III.5 TARDY PROCESSES AND PROCEDURES

Tardy-

Parents are encouraged to have their children at school at least five minutes prior to the beginning of classes in order to put their things away, socialize, and be ready for class. If the child is late, the parent must escort the child to the office to sign in. The student will then be accompanied or sent to class by school personnel.

- School begins at 8:35am for Mid School and 8:40am for K-5. Parents will be contacted when a student has excessive tardies.
- Any student with excessive tardiness may be referred to appropriate CYFD authorities.
- Students who are signed out of school before the end of the instructional day must have written documentation of reason (see excused absences), or be subject to the same consequences as tardy.
- TMEMS recognizes there are occasional traffic circumstances that force tardiness on its population. In those unfortunate circumstances, the Executive Director or Designee may choose to waive the tardy policy.



III.6 EARLY DISMISSAL PROCESSES AND PROCEDURES

To ensure minimal interruptions to class, we urge families to schedule doctor and dentist appointments outside of school hours whenever feasible, thus preventing students from missing valuable class time. It is mandatory for parents to personally visit the school and sign their student out for early dismissal requests.

III.7 STUDENT DRESS CODE

TMES/TMMS/Casita: Please remember that the dress code applies to ALL of our students. Our TMMS students must also abide by their UNIFORM standards. Please read the Dress Code and familiarize yourself with it, as we will be enforcing it much more strictly this year!

The TMES/TMMS/Casita dress code is intended to create a safe, distraction free, non-competitive, commercial-free school atmosphere. In addition, the student attire described will facilitate comfort and ease of movement for students while completing school assignments that can vary from outside activities to laying or sitting on the classroom floor. Student dress and grooming is to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school.

Rationale

We believe that every student has genuine worth, based upon who he or she is and not merely what he or she wears. TMEMS desires to create an environment in which each student can develop those innate qualities, focus on learning, develop an awareness of others, develop character and good citizenship skills, and instill respect and self-discipline. Parents are asked to exercise control and good judgment over the clothing students wear to school and to support the school's Dress Code in any decisions made with regard to clothing.

Dress Code-Pre-K & Elementary

Acceptable tops

- Polo shirts, collared dress shirts, V or crew neck shirts and blouses.
- Jeans, pants, or other comfortable pants without holes are recommended.
- Shorts and skirts and dresses must be no shorter than fingertips when arms are placed at sides.
- Tank top straps should be 2 fingers wide, no halter tops.
- Clothing must be fitted appropriately so that the student's mid-section and undergarments are covered at all times
- It is recommended that shorts are worn under dresses or skirts for recess and P.E.
- Hats and sunglasses may be worn outside only (unless specified in a 504 or IEP plan).
- No costumes, unless approved by administration for specific occasions.



- Hoodies and Hats may be worn in the classroom and outdoors, but for safety and security purposes, must not be worn in the hallways. At any time, for safety reasons, teachers or staff may ask for the hoodie/hat to be removed.

Acceptable shoes

- Comfortable PLAIN athletic or dress shoes with rubber soles that are comfortable for physical education and recess; **NO ROLLERS, WHISTLES, SQUEAKS OR LIGHTS. NO FLIP FLOPS. NO HEELS.**

Acceptable Accessories

- **No body glitter.**
- Earrings should be small and safe for physical activities.
- Students are advised to wear sunscreen daily.

Casita and TMES Dress Code Infractions

A student whose clothing or appearance is a distraction to the learning environment of the classroom will be sent a reminder of the dress code and parents will be notified of what is out of dress code compliance. If repeat infractions of the dress code for Casita or TMES students occurs, parents may be asked to bring their student a change of clothing brought to the school before the child is permitted to return to class. Articles that are problematic may be confiscated by Executive Director or Designee or Teacher.

Dress Code-Middle School

All students at The Montessori Middle School (grades 6-8) are required to be in dress code throughout the school day and while on campus. The dress code for middle school students has one key component-All students must have an item of TMEMS apparel as the outer layer of clothing at all times while on campus. The dress code policy provides consistent security for all students while on campus; All students on campus must be readily identifiable as TMEMS students.

There are a large array of color and style options to fit all students' personalities and needs while still fostering the sense of community and adhering to the school's dress code. Additional dress-code tops can be ordered through the website: tmems.adituptees.com found on the school website in many colors and sizes.

Acceptable outer layer of clothing:

- T-shirts, V-neck shirts, raglan t-shirts, long sleeve t-shirts with the **permanent** school logo on the left chest **of a solid colored top.**
- Hoodies, zip-up sweaters, sweatshirts or other outer layers must have the **permanent** school logo on the upper left chest area.
- Any **solid** color



- Hoodies and Hats may be worn in the classroom (with permanent TMMS logo on the left chest area) and outdoors, but for safety and security purposes, must not be worn in the hallways. At any time, for safety reasons, teachers or staff may ask for the hoodie/hat to be removed.

Acceptable bottoms:

- Jeans, khakis, uniform style pants, cargo long pants, or capris
- Skirts, shorts, that are no shorter than two inches above knee
- All bottoms must be fitted appropriately at the waist

Footwear:

- Tennis shoes or other closed-toe shoes with a back-strap are acceptable
- NO flip flops, sandals or slides for safety of students during PE classes

PE attire: Comfortable clothing that allows freedom of movement is necessary for successful participation in Physical Education classes. On the days of Physical Education classes, students can change clothes before participation or come to school dressed for their Physical Education class.

- SOLID color plain t-shirt or tank top with TMEMS logo-tank top must have 2"-3" straps and not reveal undergarments or show excessive skin
- Athletic shoes only- NO hiking boots, flip flops or slides
- SOLID color, athletic sweatpants, shorts, joggers, running pants, yoga pants
 - Shorts must meet the minimum length requirement of two inches above knee

Dress Code Infractions-Middle School

All students at The Montessori Middle School (grades 6-8) are required to be in uniform throughout the school day. They not only have the responsibility to wear the correct uniform, they also have the responsibility to wear the uniform correctly.

Students' dress and appearance must be neat, clean and in good repair. All clothing should be sized appropriately. Shirts must be large enough that they cover the student's stomach. Pants and tops must fit so that undergarments do not show. Clothing should not be too baggy, excessively tight or revealing. No costumes, unless approved by administration for specific occasions.

Uniform violations require the student to phone home and sit outside the office to wait for appropriate clothing to be brought to them. Students will also have the option to purchase appropriate uniform clothing from the school supply. Frequent violations may result in the loss of privileges for "dress down" theme days.

Special Conditions and Exceptions-

If a student has a condition that requires an exception to the TMEMS dress code, please contact the school to schedule a meeting with the Executive Director or Designee so that an appropriate exception can be made. If a parent/guardian has a concern about the dress code or difficulty in



following any of its requirements, please contact the Executive Director or Designee to discuss the issue. Arrangements to accommodate concerns may be made at the discretion of the Executive Director or Designee.

Executive Director or Designee’s Discretion-

The responsibility to interpret and enforce the dress code/personal property policy rests with TMEMS’ administration.

Knowledge of Dress and Personal Property Code

Students and their parents/guardians have the responsibility to be aware of the school specific dress and personal property code and to conform to those requirements.

Personal Property Code-

Students are discouraged from bringing personal property to school except with the permission and consent of the classroom teacher for special activities. Personal property includes but is not limited to toys, make-up, jewelry, excess clothing, sports equipment, tools, pets, or any electronic devices, including cell phones or other communication devices.

- *Note:* TMEMS will not be responsible for loss or damage to personal property brought on school premises, and reserves the right to confiscate any personal property arriving at school that is disruptive to the learning environment.

III.8 GRADE CHANGES

Teachers are responsible for maintaining accurate records to justify the final grades given to students. Students are ultimately accountable for the grades they receive, assuming the teacher has been diligent and no mistakes have been made in calculating the grades. However, in cases where a change is necessary, the following conditions apply: changes can only be made if there is a clear mistake, clerical error, or misidentification made by the teacher. The teacher who assigned the grade has the authority to change it if there is a clear mistake, clerical error, or misidentification. Requests for grade changes on tests or assignments should be handled directly between the student and the teacher, with the teacher having the final say. The teacher must provide a documented justification for any changes made to the test or assignment grades.

Changes to course grades can be made by a teacher in cases where there is a clear mistake, clerical error, or misidentification of the student. Such changes must be brought to the attention of the Principal and require authorization and proper documentation from the teacher as outlined in the Governing Councils approved “Grade Changes” policy.

TMEMS will strictly follow FERPA regulations when implementing a grade change. The student's identity involved in the grade change request will never be publicly disclosed, and confidentiality will be maintained among personnel handling the request. All school personnel must adhere to FERPA requirements and regulations concerning student records and information.



This Grade Change Policy does not limit or remove the rights granted to parents under federal regulations 34 CFR Sections 300.618 through 300.621 of the Individuals with Disabilities Education Act and 34 CFR Sections 99.20 through 99.22 of FERPA, particularly regarding the amendment of a student's educational records.

III.9 ELEMENTARY AND MIDDLE SCHOOL RETENTION PROCESS AND PROCEDURES

In the Montessori Elementary and Middle School and per Section 22-2C-6 NMSA 1978 , teachers must inform the Principal by November 1 if they anticipate a student may need to repeat a grade due to significant educational progress deficiencies. The teacher will collaborate closely with the Principal, Assistant Principal, Student Assistance Team (SAT), and support personnel to create a special support program. By the end of the second grading period (December 31) of each school year, parents will be notified about the possibility of retention, and their involvement will be sought when initial concerns arise.

Retention of a student by the school will not occur unless documented remediation/intervention strategies are provided based on the school's remediation plan program and recommendations from the support staff, which will address the unique needs of the student.

If there is a proposal to retain a student, a conference will be scheduled involving the Principal or a designated representative, the teacher, Student Assistance Team (SAT), and parent. All relevant factors will be taken into consideration, including a review of records and the expression of different perspectives by interested parties.

In the Montessori Elementary and Middle School, retention may be considered for any student in grades K-8 who is not proficient in reading and/or math. If the school recommends retention and parents disagree, they will be granted a one-time waiver to exempt their child from retention. However, if the student fails to reach the appropriate grade level by the end of the following year, retention will become mandatory.

If a parent or guardian refuses to allow their child to be retained, they must sign a waiver acknowledging that the decision to promote the child goes against the specific advice and recommendation of the certified school instructor and the Principal. In the event of student retention, the Principal will complete a Retention of Student form, which will be filed in the student's cumulative folder.

Parents may request retention at any time throughout the school year by notifying the Student Assistance Team (SAT) chair or the Principal.

III.10 DISTANCE LEARNING



While TMEMS strives to provide a high-quality education for all students that uses and develops 21st century teaching and learning skills, TMEMS may use distance learning in our program in accordance to the Governing Council "Distance Learning " policy. Distance learning is a process used to provide instruction for credit when the student and primary instructor are not necessarily physically present at the same time and/or place.

III.11 PARENT CONCERN PROCEDURES AND STUDENT GRIEVANCE PROCEDURE TO ADDRESS STUDENT CONCERNS

Complaint/Grievance Procedure-

All complaints or disputes should be resolved by following the appropriate chain of command at the school. Please note that it is best to document your concerns in writing. One way to do that is to follow up with an email if the discussion was verbal.

- **Step One:** Contact the teacher (or other staff member) to see if the conflict can be resolved at this level.
- **Step Two:** If unable to resolve at Step One, contact the school and request to speak to the Principal or Assistant Principal. This can be a phone or in-person meeting.
- **Step Three:** If not resolved satisfactorily, contact the Executive Director. who may be able to intervene and generate a positive outcome.
- **Note:** The Executive Director's decision(s) will be final.
- **Executive Director or Designee /Parent/Student-** If any student or parent believes that disciplinary decisions made by TMEMS staff are not fair or reasonable, he or she may request a conference with the Executive Director or his/her Designee to present their concerns. Ultimately, the final decision for disciplinary consequences rests with the Executive Director or Designee.

Note: The only decisions, disciplinary or otherwise, that are appealable to the Governing Council are long-term suspension and expulsions.

III.12 GRIEVANCE PROCESSES/PROCEDURES TO ADDRESS NON-STUDENT CONCERNS

Inquiries or concerns regarding a staff member or program:

1. Initial inquiry - Inquiries or concerns from a community member, parent, or student regarding a specific TMEMS staff member or program (NOT A STUDENT) should first be directed to the staff member involved or responsible for such program. If a community member, parent, or student (hereinafter "community member") is not sure who is the responsible staff member, or if the community member has an inquiry or concern of a broad nature, the community member should contact the Principal for clarification on the steps to follow.



2. **Grievance Process-** If the community member feels the issue has not been satisfactorily handled at the individual staff member level, the issue may be referred to the Principal. After a meeting between the community member and the Principal or designee, the Principal or designee will prepare a written summary of the attempt to resolve the community member's concern of the matter not resolved. A copy will be promptly provided to the community member. If the community member feels the issue has not been satisfactorily resolved at Principal level the community member may take the issue to the Executive Director for further review.

III.13 PROCESS AND PROCEDURES FOR LONG-TERM HEARINGS AND EXPULSIONS AS DEFINED UNDER NMAC 6.11.2

Formal Hearing Procedure- The Collaborative Governing Council prescribes the formal hearing procedures for students recommended for long-term suspension or expulsion, which are intended to protect the student's rights to due process. The following procedures must be followed by the student and his/her representative as well as the school. Failure to follow the procedures may jeopardize a student's right to a hearing.

1. *Request for Hearing-* A student who has been recommended for long-term suspension or expulsion must notify the Executive Director or Designee by no later than 3 school days from the date the disciplinary action is taken that he or she is requesting a formal hearing. Notice of a request for hearing may be made by the student or his parent/guardian or representative.
2. *Representation-* The student may, at his/her own expense, choose to be represented by an attorney or other representative during any due process hearing. If a student chooses to be represented by an attorney at the hearing, he/she must notify the school within five (5) days of the scheduled date of hearing.
3. *Notice of Hearing-* Upon receipt of request for hearing or if a hearing is required (See, No. 6, below), the Executive Director or Designee will prepare and deliver to parents/legal guardians a written notice of the date, time and location of the hearing. The notice shall be made by personal delivery, certified mail return receipt requested or some other method that provides the school with evidence of the date and time of delivery.
4. *Date of Hearing-* The hearing shall be scheduled no sooner than five (5) and no later than ten (10) school days from the date of receipt of notice of hearing by the parents, unless a shorter or longer time frame is agreed to by both the school and the parents/guardians in writing.
5. *Evidence-* TMEMS and the student/parents/guardian or representative will exchange copies of any documents that will be used as evidence in support of their case at the hearing by at least two (2) working days in advance of the hearing.
6. *Waiver-* The parent/guardian may choose to waive the student's right to a hearing and accept the disciplinary consequences recommended by the Executive Director or Designee. Failure to request a hearing within three days shall constitute an acceptance of the discipline and waiver of a hearing unless an extension is agreed upon in writing prior to expiration of the three days and except in cases of expulsion.



7. *Expulsions*- Expulsion hearings cannot be waived.

Hearing Authority and Transcript-

1. *Hearing Officer.* An impartial hearing officer will be appointed by the Collaborative Governing Council or its designated representative.
2. *Transcript.* An audio recorded transcript of the proceeding shall be recorded and kept at TMEMS' office for a period of one year, after which the recording will be destroyed, except in cases of expulsion where records are kept for longer periods

Burden of Proof-

1. *Evidence.* The hearing is not a legal proceeding, and formal rules of evidence shall not govern the conduct of the hearing.
2. *Burden.* The burden of proving that the student violated a provision of the TMEMS Student Behavior Policies is on the school authorities.
3. *Witnesses.* The student or his/her representative shall have the right to call witnesses on his/her behalf and to question witnesses against him/her. TMEMS officials, its representative or attorney, shall also have the right to call witnesses and to question any witnesses who testify.

Decision of Hearing Authority-

1. *Decision-* The hearing officer shall decide first upon whether the information provided to him/her supports the Executive Director or Designee's recommended disciplinary action. If the information supports the Executive Director or Designee's actions, the hearing officer will then decide whether the discipline is appropriate or whether some lesser discipline should be administered. In no event, will the hearing officer's recommendations for discipline exceed that recommended by the Executive Director or Designee in the first instance.
2. *Additional Evidence-* The hearing officer may request additional evidence from the parties than presented during the hearing.
3. *Student's Response to Evidence-* The student shall have the right to comment upon the evidence orally and/or in writing. If the comments are written, they must be received by the hearing officer and school before the date and time of the hearing.
4. *Written Decision-* The hearing officer shall serve his/her written decision on the parties, stating his/her findings and conclusions, within five (5) school days after hearing the evidence.
5. *Effect of Decision-* The hearing officer decision shall take effect immediately upon notification of the parent/guardian and shall continue in force during any subsequent review. Notification (service) of the parent/guardian shall be deemed to be three days from the date the decision is mailed.

III.14 REPORTING VIOLATIONS OF REPEATED OR UNLAWFUL BEHAVIOR

Teachers in the Montessori Elementary and Middle School are required to inform the administration about any serious or persistent issues with student behavior and discipline. If there are instances of highly disruptive or unmanageable conduct, the teachers should promptly refer the matter to the



Administration. It is the responsibility of all teachers to immediately report any acts of violence by a student to the administration. The referring staff member should prepare a disciplinary referral as soon as possible.

Upon receiving the referral or while processing a suspension case, the administration will gather all relevant facts related to the incident and document them for future reference, if needed. TMEMS administration should notify the appropriate law enforcement agency in a timely manner regarding violations that are considered a crime and significantly impact the school's order or security.



SECTION IV: BUILDING SAFETY AND SECURITY

IV.1 PUBLIC CONDUCT ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

TMEMS welcomes the public to visit our campus. However, the safety of our students and staff is taken very seriously. We expect all visitors to check in with the office, as outlined below. Additionally, we ask that visitors abide by all State and Federal laws as well as the requests of TMEMS staff. Visitors may be asked to complete a background check based on the nature of their visit to TMEMS.

IV.2 VISITOR PROCESSES/PROCEDURES

Visitors and volunteers are allowed on campus to support the academic or operational functions of the school and must be approved in advance through the school office. Volunteer work, while appreciated and generous, is always optional. Under NO circumstance is volunteer work mandatory or a condition of enrollment for any student. No parent, guardian, employee, or student will be forced or required to volunteer, nor shall any individual receive retribution or punishment for a lack of volunteer work. All volunteer work is completely optional and may require a background check.

TMEMS welcomes volunteers from its community, families, and other stakeholders. Potential volunteers shall notify the school administration of his/her intent to volunteer and in what context. Upon successful completion of the background investigation, the volunteer may work with the school, following the rules and guidelines approved by administration. This includes monitoring of the volunteer's conduct on campus and when representing the school. Parents wishing to visit or help in a classroom must first complete a background check. Classroom visits then must be scheduled with the teacher. Appropriate documentation may be required for regular parent participants. Parents/Guardians need to be prepared to produce on request appropriate identification documentation before entering the school or picking up any student.

IV.3 FIRE SAFETY AND EVACUATION PROCESS

As part of the PED mandated Safe Schools Plan, TMEMS is required to have drill practice in preparation for various emergency situations such as but not limited to fire, inclement weather, medical emergency, school intruder, or school evacuation. The procedures specific to each drill are posted in each classroom at the school.

IV.4 SECURITY CAMERAS ON CAMPUS

To maintain a secure environment, we employ security cameras throughout our campus. By employing security cameras, we can effectively supervise student conduct, ensuring adherence to our school's behavioral expectations. This allows us to address any concerns promptly, providing valuable insights to facilitate positive student interactions and promote responsible behavior. Access to the camera feeds is strictly limited to authorized personnel, and the recorded footage is handled in accordance with applicable privacy laws and regulations.



SECTION V: GENERAL SCHOOL INFORMATION

V.1 STUDENT PHONE USE AND ELECTRONIC DEVICES

Cell Phone or Communication Device Policy-

Personal cell phones or communication devices for family contact may be at school only if stored in a student's backpack and kept off at school or during school functions. Any cell phone or communication device used during the school day will be confiscated, and returned directly to the parent/guardian at the end of the school day. See middle school cell phone policy and contract in the appendix of this handbook.

Administration Discretion: The responsibility to interpret and enforce the dress code/personal property policy rests with TMEMS' administration. Articles that are problematic may be confiscated by the Executive Director or Designee or Teacher.

Knowledge of Dress and Personal Property Code: Students and their parents/guardians have the responsibility to be aware of the school specific dress and personal property code and to conform to those requirements.

Note: TMEMS will not be responsible for loss or damage to personal property brought on school premises or out of the classroom experiences, and reserves the right to confiscate any personal property arriving at school that is disruptive to the learning environment.

V.2 ACCEPTABLE TECHNOLOGY USE PROCESSES/PROCEDURES

Internet and Technology Usage Agreement-

Use of the school's information technology resources, including, but not limited to, all computer hardware, software, databases, electronic messaging systems, communication equipment, computer networks, telecommunications circuits, and any information that is used by the school to support programs or operations that is generated by, transmitted within, or stored on any electronic media by students of The Montessori Elementary and Middle School, shall be in support of education and research that is aligned with the school's mission, vision, and core values.

The Internet is an unregulated, worldwide vehicle for communication and information, and because of this vast and rapidly changing environment, information available to staff and students is difficult to regulate and fully control. Though the school has mandatory web filtering and monitoring, it is not 100% effective.

When you and your student(s) consent to following this policy, you consent to the following:

- Students will use their school computer and school network technology for productive learning and research purposes, as guided by teachers and project requirements. Any other use of technology while in class or studying is not allowed.



- If approved by teachers as part of the curriculum, students participating in discussion forums (blogs, wikis, website, social media, etc.) will post threads and material that are on topic and appropriate.
- Students will not destroy, modify, or abuse the hardware or software in any way. Users shall report any suspected abuse, damage to equipment or tampering with files to the school IT staff.
- Students will not access or participate in social media or social networking during school hours.
- Students will not use the school computers or network account to engage in hostile communications with anyone (cyber-bullying, spreading rumors, inappropriate conduct or content, or excessive profanity).

Any behavior that disrespects, bullies, disparages, or intimidates teachers, staff, students, parents, or other TMEMS community members will not be tolerated. Any posts, artwork, memes, etc. that portray any of the above-mentioned parties in negative, offensive, or harassing ways will result in disciplinary consequences.
- Students will not use school computers, network, or email account to view, transmit, share, or exchange sexual content (photos, videos, or sexual harassment of another student).
- Students will keep confidential and protect all computer and internet passwords, access codes or logon information from disclosure to anyone.
- Students will respect the privacy of other students and staff and not try to access someone else's account. [Unauthorized use of others' passwords, access codes or other confidential account information may subject the user(s) to both civil and criminal liability.]
- Students will not attempt to bypass school Internet/web filters and restrictions such as GoGuardian, the school's network firewall, or other systems.
- Students will not attempt to hack into the school network, school resources, or external systems including websites, and will not engage in any attempt to disable or disrupt the school network in any way. ["Hacking" is defined as attempts to gain unauthorized access to confidential information or private directories maintained by the School or to circumvent privacy protections on internal files or non-public restricted files, accounts or directories of any external source. It is a violation of this Code of Conduct and may subject the user to civil or criminal liability.]
- Students are free to learn about application programming but shall not use it to create apps that violate any of the items outlined in this policy above.
- Will treat information created by others as the private property of the creator and respect copyrights. Software protected by copyright shall not be copied except as licensed and stipulated by the copyright owner.
- Will use the network in a way that does not disrupt its use by others. Students will not use the Internet for commercial purposes. [Transmission of commercial or personal advertisements, solicitations, promotions, destructive programs, or other unauthorized use unrelated to the district's mission, vision, or core values is prohibited.]
- Will not use personal computing devices or cell phones during instruction unless directed to by an instructor or administrator and will not access inappropriate sites or



use devices in a way that interferes with anyone's instruction, communication or safety.

- Will not use the system to access games. Use of computer time for game-playing shall be restricted solely to instances directed and monitored by teachers and to games that address educational goals.
- Will not reveal their full name, home address, telephone number, school address, or parents'/guardians' names, or those of any classmates on the Internet.
- Will not meet in person (in a secluded place or a private setting) anyone you or any of your classmates has met on the Internet. Users who are under the age of 18 shall not meet in person with anyone they have met on the Internet without their parents'/guardians' permission.

Note: State law prohibits the use of electronic communication facilities to send fraudulent, harassing, obscene, discriminatory, indecent, profane, intimidating, or other unlawful messages. See NMSA 1978, §30-45 1 et seq.

Consequences for Violations-

In addition to disciplinary sanctions which the school may impose upon students under the discipline matrix, the school reserves the right to remove a user's account and deny use and access of the information technology system or retain a personal digital/computing device if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct. Violations of law by students will be reported to law enforcement officials. The school, in this capacity, reserves the right to limit internet access, Google access, etc.

Parent Controls for Technology-

TMEMS relies on a variety of approaches to ensure students access internet content that is age appropriate, safe, and inline with academic goals. Firewall and internet content filters are used to block students from certain varieties of online content on the school network.

Real-time monitoring is done using software which allows our staff to see the students' screens online.

If any of our alert systems identify misuse of the technology outside of school hours, the school will notify parents of the incident. Students will not be subject to discipline unless the misuse is directed towards another student or staff member, continues into the school, or is in violation of bullying policies.

Note: Students who use their school Google account frequently for inappropriate activities or non-educational activity may lose access to a school issued Chromebook for a period of time as deemed appropriate by school administration.

Safeguards-

We know that safeguarding children from internet dangers is very important. However, because the above-mentioned safeguards only work on TMEMS accounts, or only on the school's network, parents



may be interested in options for personal gmail accounts and networks that are off-campus. Below are some options that can help families remain technology-safe off campus.

- a. Modem Controls- Many Cable Modems and DSL modems offer Content Filtering. The documentation that came with the modem should give details about how to configure.
- b. Google Services- Google Family Link is quickly gaining popularity with parents. [Click here to learn more.](#)
- c. Block Site- Another popular app is [Block Site.](#)
- d. Other Apps not mentioned- If you want to try an app, but are blocked from installing it, contact TMEMS front office or administration with the name of the app, and link to it in the Chrome Store.
- e. Smartphones- Most Smartphones have the ability to be used as a “hotspot”, allowing owners to share unfiltered internet service with others. It's important that parents consider the maturity of their child before equipping them with one of these devices. Also, consult the mobile phone carrier (ie T-Mobile, Verizon, etc) to learn about available options for content filtering and other limitations. *Note:* Smartphones and tablets may be blocked from connecting to the school WiFi, to reduce the impact on laptop wireless performance.
- f. Limit computer use to high visibility areas- With all the different technologies available for chaperoning internet service, there's few as good as a pair of human eyes. An example is to install Google Chrome on an old desktop computer and set it up in the living room of the house with the screen easily seen. The student can log onto Google.com with their TMEMS account and easily do their schoolwork.

V.3 HEALTH SERVICES

Health Requirement-

New Mexico State Law requires that all children be properly immunized. Please continue to provide the school with updated health information. The following forms, with specific information about each child **must be on file in the school office**, TMEMS required health forms and immunization records. Students will not be allowed to attend school unless they are fully immunized or exempted.

Contagious Illnesses- When you have verification of the fact that your child has a communicable disease, please call the school immediately so that we can inform other parents. Since school children are easily susceptible to communicable diseases, the school reserves the right to make judgment concerning the child's ability to participate in daily school activities. Please do not send your child to school when he/she is ill. *We will send sick children home when necessary.*

Symptoms- Sick children should not come to school. Students with a fever of 100 degrees or higher cannot come to school. The following is a list of symptoms to guide you in deciding whether your child should be sent to school. Please do not send your child to school on days if and when any of the following symptoms are present:

- Fever
- Rash



- Cough
- Discharge of discolored or profuse amounts of mucous from the nose
- Diarrhea
- Vomiting
- Sore throat
- Headache, body aches, general flu symptoms

If the children show any signs or symptoms of illness, they will be separated from the other children and allowed to rest. Parents are contacted to appraise the situation and pick them up from school. If parents cannot be reached, then emergency contact numbers will be called.

Emergency Release-

Each child is required to have an emergency release authorization form signed by the responsible parent through registration. In case of an accident at school, a parent is called immediately after first aid is given. If a parent cannot be reached, the school will call a doctor or another appropriate measure will be taken, as detailed on the emergency release form.

Medicine in School-

For more information, please refer to [Governing Council Policies #328, #342 and #348](#)

Each student who is administered prescription or [Over the Counter \(OTC\)](#) medication at school (including self-administered) shall have a [Provider Order and Medication Authorization Form](#) on file. The [nurse](#), health assistant and administration shall work with the parent/guardian to [implement the Provider Order and Medication Authorization Form](#) based on the student's Health Care Practitioner's medical orders for each student who receives medication at school. This [Provider Order and Medication Authorization Form](#) will be relevant for at school and out of the classroom experiences as required.

Please notify the [Nurse and/or Health Assistant](#) if medicine needs to be administered to your child. Complete a [Provider Order and Medication Authorization Form](#) available from the office, or on the [website](#), and include it with the medicine. A copy of [this form](#) is included in the appendix of this handbook. All medicine administered by the school must be sent in the **original**, labeled container indicating the name of the medication and the dose of the medication or dosing recommendations. NEVER send medication with the child to keep in their lunch box, school drawer, or cubby. There is a serious danger that the child or another child might take the medicine or an overdose.

The school (including its employees, officers, and agents) shall not be liable as a result of any injury arising from school staff administering medication, and the parent or guardian will indemnify and hold harmless the school (including its employees, officers and agents) against any claim arising out of the school's administration of medication.

Parent Responsibilities-

1. [Provider Order and Medication Authorization Form:](#)



The parent/guardian and a licensed health care practitioner with prescriptive rights must annually sign a [Provider Order and Medication Authorization Form](#) to administer prescription or Over the Counter (OTC) medications. In addition, the parent/guardian must provide a new [Provider Order and Medication Authorization Form](#) for each medication to be administered at school and each time changes occur in the medication or dosage. When discontinuing a medication, the parent/guardian must provide a written (or emailed) request for discontinuation of medication. The TMEMS School Nurse and Health Assistant shall review every Prescription and Non-Prescription form for compliance with the form's requirements.

2. Provision of Medication-

The parent/guardian must provide prescription and over-the counter medications directly to the school health assistant [alongside the Provider Order and Medication Authorization Form](#). A student is not permitted to transport prescription medications to school unless all requirements [and forms](#) for self-carrying and self-administration of medication have been met.

- a. For prescription medications, the parent/guardian must provide the school health assistant each medication in its own pharmacy-labeled container with the name of the medication, strength and current dosage, scheduled administration, name of the student and name of the prescribing health care practitioner [in conjunction with the Provider Order and Medication Authorization Form](#).
- b. For over-the-counter medications, the parent/guardian must provide the medication in the manufacturer's original packaging that contains the age/weight/dosage ratios and administering instructions [in conjunction with the Provider Order and Medication Authorization Form](#).

3. Administration of Medical Cannabis:

School personnel may not possess, store, or administer Medical Cannabis. Medical Cannabis cannot be stored in a School Setting. Medical cannabis may only be possessed and administered by the Primary Caregiver of a Qualified Student in accordance with state law, school policy and this regulation. A Qualified Student is not entitled to the implementation of the provisions of Section 22-33-5 NMSA 1978 and this rule, as well as the Lynn and Erin Compassionate Use Act and applicable department of health rules, outside of this state. Medical cannabis cannot be possessed or administered on a school bus. If a legal guardian believes that their child is a qualified student to receive medical cannabis, parents/guardians are responsible for contacting TMEMS administration to discuss implementation and completion of necessary paperwork and documentation.

4. Back-Up Medication:

The parent/guardian of a student who is allowed to self-carry and self-administer asthma medication and/or emergency anaphylaxis medication may provide the school with back-up medication that shall be kept in a location to which the student has immediate access in the event of an asthma or anaphylaxis emergency.



5. TMEMS reserves the right, in accordance with procedures established by the Governing Body and/or Head Administrator, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

School Responsibilities-

1. **Administration by the Health Assistant:**

The TMEMS [Nurse](#), Health Assistant, [or trained staff member](#) will administer prescription or OTC medications according to FDA labels [and the Provider Order and Medication Authorization Form](#). When administering such medication, the school [Nurse](#), Health Assistant, [or trained staff member](#) shall assess the student’s health status and disease process before and after the administration of the medication and to evaluate the student’s response to the drug or biologic agent.

If a student is either too young or incapable of administering his or her own medication even with assistance, arrangements shall be made with the school [Nurse](#), Health Assistant, [or trained staff member](#) to either administer the medication directly to the student or delegate the administration of medication.

Medication on Field Trips

1. If a student must receive medication while on a school-sponsored field trip, the parent/guardian shall notify the school [Nurse](#), Health Assistant, [or trained staff member](#) and the student’s teacher that the student will require medication during the field trip.
2. If a Qualified Student’s [Provider Order and Medication Authorization Form](#) requires administration of Medical Cannabis on in-state field trips or school sponsored-events, the Qualified Student’s Primary Caregiver must transport and administer such Medical Cannabis. Such transportation and administration may not disrupt the educational environment or cause other students to be exposed to Medical Cannabis. No student or Primary Caregiver may possess, use, distribute, sell or be under the influence of a cannabis product in a manner that is inconsistent with the provisions of state law, school policy and school regulation.

Health, Diabetes, and Section 504 Management Plans:

1. “Health Management Plan” (HMP) means a written plan that identifies the student’s health care needs and is developed by the school health assistant cooperatively with the student and parent or guardian based on the orders provided by the student’s health care practitioner.
2. An HMP shall be developed for students who require accommodations and health care during the school day. [Some examples may be a student with diabetes, asthma, anaphylaxis, or long standing medical conditions that may require daily medication or classroom accommodations to manage the health of the student.](#)
3. If the student has a Section 504 Plan or an Individualized Education Program (IEP), the HMP shall be reviewed by the Section 504 Committee or IEP Team and included as part of the IEP or Section 504 Plan.



4. In accordance with the request of a parent or guardian of a student with diabetes and the student's Diabetes Medical Management Plan, a school nurse or, in the absence of a school health assistant, Diabetes Care Personnel shall perform diabetes care functions that shall include, at a minimum:
 - a. Checking and recording the student's blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
 - b. Responding to blood glucose levels that are outside of the student's target range;
 - c. Administering glucagon and other emergency treatments as prescribed;
 - d. Administering insulin or assisting the student in administering insulin through the insulin delivery system that the student uses;
 - e. Providing oral diabetes medications; and
 - f. Following instructions regarding meals, snacks, and physical activity.

A school health assistant or at least one Diabetes Care Personnel shall be at each school where a student with diabetes is attending and shall be available to provide care to each student with diabetes during regular school hours and during all school-sponsored activities, trips, extended off site excursions and extracurricular activities in which the student with diabetes is a participant and on buses where the bus driver has not been trained in diabetes care and a student with diabetes is a passenger.

Students with diabetes shall attend the school they would otherwise attend if they did not have diabetes. A student shall not be restricted from attending any school on the basis that the student has diabetes, that the school does not have a school nurse, or that the school does not have trained diabetes care personnel. A school shall not require or pressure parents or guardians to provide diabetes care for a student with diabetes at a school or school-related activities.

5. Self-assessment and self-administration of Diabetes, [Epinephrine](#), and [Albuterol](#) treatment medications:
 - a. [Diabetes \(Governing Council Policy #348\)](#):
 - i. Upon the written request of a parent or guardian of a student with diabetes and [a Student Self-Administration of Prescription Medication for Diabetes Form in conjunction with](#) the student's Diabetes Medical Management Plan [and a 504 Plan](#), a student with diabetes shall be permitted to:
 1. Perform blood glucose checks,
 2. Administer insulin through the insulin delivery system that the student uses;
 3. Treat hypoglycemia and hyperglycemia; and
 4. Otherwise attend to the care of the student's diabetes in the classroom, in any area of the school or school grounds.
 - ii. A student with diabetes shall be permitted to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions. If the student's parent or guardian or the student



requests, the student shall have access to a private area for performing diabetes care tasks. Students are allowed to self-carry and use equipment and supplies, for storage and disposal of sharps, for self-assessment and for self-administration of diabetes treatment medications that have been legally prescribed to the student by a licensed health care practitioner under the following conditions:

1. The Health Care Practitioner has prescribed the medication for use by the student during school hours.
2. The Health Care Practitioner has directed the instruction of the student in the correct and responsible use of the medication, and approved the student's ability to perform self-assessment and medication self-administration.
3. The student has demonstrated to the school health assistant the skill level and developmental level necessary to correctly store and use any equipment and supplies required to perform self-assessment and self-administration of such medication as prescribed by the Health Care Practitioner.
4. The school, with input from the parent/guardian and based on the student's Health Care Practitioner's medical orders, has formulated a written Health Management Plan for management of diabetes care for the student that includes but is not limited to the correct storage and disposal of sharps by the student, the performance of self-assessment procedures, and the self-administration of medication.
5. The parent/guardian has provided all required documentation to the school health assistant, including, but not limited to, a signed Diabetes Medical Management Plan.
6. The parent/guardian has provided a signed statement acknowledging that, notwithstanding any provision of state law to the contrary, the school (including its employees and agents) is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures, and the parent/guardian will indemnify and hold harmless the school, including its employees and agents, against any claim arising out of the performance of these procedures or storing and disposing of equipment and supplies to perform them.
7. The authorization is effective only for the school year for which it is granted and shall be renewed by the parent or guardian each subsequent school year; and
8. The student may lose these rights if, as determined by the school health assistant and the school administrator, endangerment to the student's person or other persons occurs through the misuse of equipment,



supplies, or medication or if the student's self-administration of medication is inconsistent with the prescribed dosage.

b. Epinephrine and Albuterol (Governing Council policy #342)

- i. Upon the written request of a parent or guardian of a student with Anaphylaxis or Asthma and an Authorization for Student to Self-Administer Prescription Medications for Anaphylaxis and Asthma Form in conjunction with the student's Asthma Action Plan or Emergency Allergy Action Plan, and a 504 Plan, a student with Anaphylaxis or Asthma shall be permitted to:
 1. Responsibly carry and self-administer their albuterol inhaler and/or emergency anaphylaxis medication as instructed by their health care provider.
 2. Must notify school personnel if they experience any difficulty in managing their asthma or using their inhaler or administering their emergency anaphylaxis medication.

V.4 CONFIDENTIALITY OF RECORDS

The Family Education Rights and Privacy Act of 1974 (FERPA) requires TMEMS to protect the privacy of student's education records. The school will not disclose any information from the student's permanent record except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent of a student under eighteen (18) years of age, or a student eighteen (18) years of age or older, is entitled to access the student's education records by submitting a written request to the Principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's annual FERPA notice, distributed at registration.

Student Records-

Student records kept by TMEMS will be open to review by authorized parent/guardians and will be treated in a confidential manner, as prescribed by TMEMS policy, New Mexico State Public Education Department Regulations and the Family Educational Records and Privacy Act (FERPA) of 1974. The act specifies rights to educational documents and a list will be provided upon request.

TMEMS Policy Regarding Records-

- Educational records are to be kept to an essential and relevant minimum.
- Access to records is limited to the entitled persons under FERPA regulations.
- Individuals have the right to challenge the contents of the records.
- If records contain information on more than one student, the right to inspect relates only to that portion of the records concerning the particular student in question.

TMEMS maintains the following education records directly related to students-

- Personal information records
- Major disciplinary records
- Academic records



- Attendance records
- Health records
- Progress records
- Standardized testing records

Publication of Student Information-

TMEMS does on occasion photograph, record, and or publish student/parent information in development of our student directory, annual yearbook, school website, school newsletters, local newspaper coverage, broadcast television features, signs/banners, and our Volunteer Database. The school assumes that the Parent Permission Form to release information filed as part of the enrollment packet is accurate. If you do not choose for any of this information to be released, please make sure your permission form is current in reflecting your wishes.

V.5 BEFORE & AFTER CARE

TMEMS provides a fee based before and after care program on both campuses. TMEMS administration reserves the right to take away the privilege of using before & after care for any reason.

V.6 TRANSPORTATION

Transportation is the responsibility of the parents/guardian. During the school day, children will not be released to an unauthorized person (i.e. not listed on the Emergency Release form). TMEMS strongly recommends parents try to develop carpools to reduce drop off /pickup congestion and fuel costs.

V.7 PARENT PARKING

Parents must follow the designated procedure for student drop-off and pick-up. Parent parking is available in the South parking lot near the main entrance. Pick-up procedures are available from the administrative office and on our website, www.tmesnm.com

V.8 FIELD TRIPS

Field Trips will be developed relative to the curriculum. Parents will be notified and asked to fill out a permission and release form for each child in advance. Appropriate transportation will be contracted. A Field Trip is a privilege that can be revoked by the Executive Director or Designee based on suspensions, discipline concerns or student safety.

V.9 MEALS AND SNACKS



Parents are expected to provide well-balanced, nutritional snacks and lunch for their student. All foods need to be sent to school ready to consume with minimal preparation. Lunch boxes and miscellaneous containers need to be appropriately labeled to prevent loss. The school does not have microwaves to heat food. Please try to provide snacks and lunches that follow Federal Child Health guidelines. More information is available at www.nutrition.gov.

Students may not bring soda, energy drinks, and coffee onto the school campus. Exceptions may be made for special events on campus or within classrooms (such as classroom parties or incentives) by obtaining permission in advance from the school administration. In the classrooms, students may have bottled water ONLY, so we encourage students to bring a reusable water bottle and make use of our bottle refill stations.

Birthdays Treats-

Please check with the teacher for classroom guidelines in advance of birthdays.

V.10 PARENT COMMUNICATIONS / CONFERENCES

Parent Observations- TMEMS respects parents/guardians desires to observe their child's class but must make every effort to avoid undue distractions to the educational process. It is requested that observation appointments be scheduled through the office pending the consent of the teacher in order to minimize classroom disruption.

Parent/Teacher Conferences- There are two parent conferences scheduled during the school year. In addition, the staff may request a conference with you to help them better understand your child and his/her development in the classroom.

Note: For situations which can not wait until conference time, please make an appointment to meet with the teacher concerning any particular problems you might be experiencing, whether it is related to home or school situations.

V.11 PARENT NIGHTS

Throughout the year, we host Parent Nights aimed at fostering family participation and deepening parent understanding of the Montessori philosophy and our school's practices. These events are designed to:

1. Enhance Understanding: Learn about Montessori principles, curriculum goals, and our unique approach.
2. Build Community: Connect with other families, teachers, and administrators to create a supportive network.
3. Empower Parents: Gain practical strategies to support your child's learning and development at home and at school.



Some Topics Covered: Montessori basics, supporting independence, extending learning at home, social-emotional skills, social media, and effective parent-teacher collaboration.

Parent and family feedback and suggestions are always welcome as we strive to create meaningful experiences for you and your child.



SECTION VI: PROTECTION OF STUDENT RIGHTS

VI.1 EQUAL EDUCATION OPPORTUNITY

TMEMS does not discriminate and prohibits discrimination against any individual on the basis of ethnic identity, religion, race, color, national origin, ancestry or place of birth, sex, gender identity or expression, perceived gender identity, sexual orientation, mental or physical disability, age or any other classification protect by applicable law in matters of admissions, employment, services in the educational programs, or in any program or activity of, or sponsored by, the school district.

Students are entitled to request that personal communication utilizes a preferred name or pronoun; however, all official school communications will utilize the student’s legal name. Although the school and staff will provide all reasonable accommodations for such preferences, it should be understood that staff are not required to follow such expectations without legal name change documentation on file with the school and may not have disciplinary or other actions taken against them for unintentional misuse. If a student feels targeted, harassed, or bullied in any way, they are encouraged to follow the protocol for reporting a complaint (see below).

VI.2 REPORTS OF DISCRIMINATION

TMEMS has adopted an internal procedure providing for prompt and equitable resolution of complaints alleging discrimination, harassment and/or retaliation in violation of federal, state or local civil rights laws, including those laws enforced by the U.S. Department of Education, Office of Civil Rights. For more information, please contact the Executive Director.

Any report will be addressed in accordance with the appropriate procedures as specified in IDEA, Section 504, ADA, Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, First Amendment, XIV Amendment, New Mexico Human Rights Act, or with the New Mexico Public Education Department Regulation 6 NMAC 1.4 and any amendments made to these regulations, which are incorporated within this policy statement.

VI.3 VIOLATION OF STUDENT RIGHTS

Students who believe that their rights have been violated should report their concerns to their parents, the Executive Director or Designee, or other appropriate school personnel. Thereafter, all concerns should be brought to the attention of the Executive Director or Designee. If the Executive Director or Designee is the alleged offender, then the complaint should be brought to the attention of the president of the Governing Council or his/her designee.

VI.4 DENIAL OF RIGHTS

Free public school education is a right guaranteed to a student. The courts have defined the basis on which the denial of that right is justified. This right may be denied in response to behaviors that



threaten the safety and security of the school population, are illegal, or have the potential to disrupt the educational process.

VI.5 TITLE IX

Title IX applies to all students enrolled at TMEMS. Any child that is subjected to sexual harassment or sexual assault shall be entitled to engage in the Title IX complaint process, investigation, and final decision regarding the complaint. If a violation of Title IX is determined, disciplinary action for the respondent(s) named in the complaint, will be determined and imposed. Supportive measures will be put into place for the complainant upon submission of the complaint. For a comprehensive overview of the Title IX process used to complete a complaint investigation and the final determination, please see the TMEMS Governing Council Title IX Policy.



SECTION VII: STUDENT SUPPORT INFORMATION

VII.1 STUDENT SUPPORT

TMEMS strives for early intervention strategies with family involvement to improve the academic and functional outcomes of students. When students are struggling with learning or behaviors that interfere with learning at TMEMS, we use the Multi Layered Systems of Supports (MLSS) that find and use strategies that will work with the student. We look at how students are making progress with the current instruction in the classroom to find more effective ways to help students make academic and functional progress at school. We also look at what may contribute to difficulties. Together with families, we work to develop interventions aimed at increasing the likelihood that students can be successful and maintain their placement in the general education setting.

Struggling students are identified through classroom, school-wide, and state-wide screening/testing processes as well as other means, such as teacher observation or parent concerns. Struggling students are brought before the Student Assistance Team (SAT) that will address problems and design and recommend interventions that will help to alleviate or resolve the situation prior to referral for a multidisciplinary evaluation. In many cases, the SAT is able to assist students who need interventions in order to succeed, but who are not necessarily disabled and therefore do not qualify for special education services or Section 504 accommodations. In other words, the SAT is a “support group” for the teachers, families, and students in need. If you have concerns about your student’s progress, please let the classroom teacher know. If the classroom teachers have concerns, they will bring them to your attention and determine if a SAT meeting is warranted.

VII.2 SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities by organizations receiving federal assistance. Included in the regulation is the requirement that handicapped students be provided with a "Free Appropriate Public Education" (FAPE). These regulations require identification, evaluation, provision of appropriate service, and procedural safeguards in all public schools. Individuals who have been determined to be with disabilities under Section 504 may or may not be disabled under special education (IDEA). Section 504 services could apply to any school age student who:

- has had a physical or mental impairment which substantially limits one or more major life activities and significantly affects the student’s access to education;
- has special health or medical needs identified by a medical practitioner;
- has been previously identified as having learning, behavioral, or other mental or physical impairments which meet the special education criteria, but do not require specialized instruction (modification of curriculum).



Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. Parents who have concerns or questions regarding 504 services should contact the student's teacher or the Principal.

VII.3 STUDENT/CHILD FIND

TMEMS has an affirmative, ongoing obligation to identify, locate, and evaluate all students with disabilities within the school community who either have or are suspected of having disabilities and need special education as a result of those disabilities. TMEMS personnel, a private or public agency or institution, or a parent may initiate a referral for a placement evaluation by contacting the Principal, SAT Chair, or by contacting the Special Education Director.

VII.4 EDUCATIONAL SERVICES FOR GIFTED STUDENTS

The TMEMS program provides critical challenges and ensures that all our students are motivated, interested, and encouraged to work at a challenging level. TMEMS strives to develop critical and creative thinking and methodological skills for independent and active learning. We are also committed to the pursuit of excellence. We strive to provide students with experiences in which they may excel by learning the value of work and commitment.

TMEMS is a school that utilizes a multi-age classroom based full-inclusion model; enrichment services are delivered through collaboration with the General Education teachers, teachers of the gifted, and the student. Enrichment [and accelerated](#) opportunities are provided through the various classroom opportunities and project choices embedded in all classes. Students can further develop their strengths and interests using activities through a variety of mediums (hands-on, web-based, etc.) and planned check-ins to monitor the progress and development of independent studies or challenge projects. TMEMS is a unique school; as we can differentiate through a wide range of development in the classroom. Depending on the student's areas of giftedness, much of their instruction can be provided in the classroom setting through student choice and the opportunities for all students to advance in their areas of interest. Students [in elementary classrooms](#) will be offered bi-weekly gifted seminar classes to participate in enrichment projects or additional enrichment opportunities. [Students in middle school classrooms will be placed in accelerated classes with enrichment opportunities.](#)

VII.5 ABUSE AND NEGLECT

If any member of TMEMS' staff suspects student abuse or neglect, appropriate authorities will be notified. The call and report will be made as soon as any sign of abuse is noticed. Any member of the staff can make the call, but all calls need to be discussed with the Principal prior to being made unless it is an emergency situation. Calls may remain anonymous. Signs of suspected abuse or neglect will be documented and sent to the Principal and appropriate state authority.

Student Interviews and Investigations by external parties-



Public schools are required by the Children’s Code, Section 32A-4-5 (C) NMSA 1978 and 8.10.3.11 NMAC to permit the Protective Services Division (PSD) worker to interview children involved in a PSD investigation without obtaining the permission of the parent or guardian. Also, per 8.10.3.12, if the PSD worker determines that notification could adversely affect the safety of the child or compromise the investigation, the worker may interview a child without prior notification to the parent, guardian, or custodian. In this situation, the PSD worker shall notify the parents, guardians or custodians of the interview within 24 hours.

VII.6 FERPA (FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents and guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” You may obtain a full copy of these rights from the school office. FERPA affords parents with certain rights with respect to the student’s education records. TMEMS provides the following notice regarding those rights:

1. Inspection- You may inspect and review your student’s education records within forty-five (45) days of the day TMEMS receives a written request for access. Parents of students should submit to the Principal or designee a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Amendment- You may request the amendment of your student’s education records if you believe they are inaccurate or misleading. To amend the record, the parent should write to the Principal and clearly identify the part of the record the parent wants changed, and specify why it is inaccurate or misleading. If TMEMS decides not to amend the record as requested by the parent or eligible student, TMEMS will notify the parent of the decision and advise the parent or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. Disclosure/Consent– A parent has the right to consent to disclosures of personally identifiable information contained in the student’s education records. Note that FERPA authorizes disclosure without the parent’s consent to school officials with legitimate educational interests. A “school official” is a person employed by TMEMS as an administrator, supervisor, instructor, or support staff member; a person serving on the Governing Board; a person or company with whom TMEMS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



4. Directory Information– The school may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Students or parents who would like to opt out of directory sharing should contact the school’s head administrator. Generally, the school must have written permission from the parent, guardian, or eligible student to release any information from a student's education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring;
 - c. Specified officials for audit or evaluation purposes;
 - d. Appropriate parties in connection with financial aid to a student;
 - e. Organizations conducting certain studies for or on behalf of the school;
 - f. Accrediting organizations;
 - g. To comply with a judicial order or lawfully-issued subpoena;
 - h. Appropriate officials in cases of health and safety emergencies; and
 - i. State and local authorities, within a juvenile justice system, pursuant to specific State law.
5. Health and disciplinary records and grades are confidential documents and will not be released without written consent, except to employees as needed to perform their duties or to other schools, as required by New Mexico law.
6. Complaint- You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by TMEMS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.
7. This listing in the TMEMS Parent/Student Handbook serves as the school’s annual notification of parents and eligible students of their rights under FERPA.
8. *Note:* By receiving this TMEMS Student Handbook, you acknowledge that you have received your annual notice of FERPA rights as required by federal law.

VII.7 TRANSFER OF STUDENT RECORDS

When a student withdraws to enroll in another school and records are officially requested by the new school, the following records (if applicable) shall be forwarded: continuous record of academic progress; health data sheet with health notes; special education records; 504 Plan; individual remediation plan; individual health plan/emergency plan; attendance reports; standardized test results/state testing results; indicator of grades and credits received from other schools; listing of disclosure and transfer of student records; and relevant legal documents and documentation of suspensions and expulsions.

TMEMS may withhold release of a student’s records if the parent has an outstanding balance for unpaid fees.



VII.8 INSPECTION OF PUBLIC RECORDS ACT (IPRA)

Requests for information must be submitted in writing to the district records custodian (found on the [website](#)) who will make the information available during normal business hours, deny the request in writing, or acknowledge receipt of the request and provide an approximate date for the request to be granted or denied. A denied request can be appealed within thirty days by providing a written appeal to the school leader and may be further appealed. Some requests for records will be denied as permitted by law. There may be a nominal fee for copying records unless such charge would prevent access to records.

VII.9 ANTI-RACISM AND ANTI RACIAL AGGRESSION

TMEMS is in compliance with the Safe Schools for All Students Act. We believe that access to a safe and healthy school building and equitable learning community is a right for all students and staff.

Racialized aggression involving a student or school personnel is specifically prohibited at TMEMS. TMEMS has developed staff training and discipline policies in alignment with 2021 NM HB43. No school employee who in good faith reports any known or suspected violation of the school discipline policy or in good faith attempts to enforce the policy shall be held liable for any civil damages as a result of such report of the employee's efforts to enforce any part of the policy.

If anyone feels they have been a target or have witnessed school-based incidents of racism, injustice or discrimination against anyone, a report can be submitted to the New Mexico Public Education Department's Anti-Racism Anti-Oppression online form.

To report an incident:

Link and QR code to the online reporting form: <http://bit.ly/ARAOHotline>



Anti-Bullying-

All forms of bullying are prohibited at TMEMS. It is also prohibited to retaliate against anyone who reports or witnesses bullying. TMEMS has developed safe school and anti-bullying policies consistent with 6.12.7 NMAC.

VII.10 HOMELESS EDUCATION AND ASSISTANCE

Financial and other hardships can cause interruptions and obstacles for students and their education. This can include limited access to technology, food, shelter, resources, etc. TMEMS is committed to removing or decreasing these barriers for our students.



TMEMS shall comply with all state and federal regulations related to homeless youth, including the 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act, to ensure that no student is negatively impacted due to homelessness.

McKinney-Vento Act information for families can be found here:

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/Educational-Rights-Brochure-English.pdf>

To report a financial, housing, or other hardship, please email the school's McKinney-Vento Liaison.

Please call the school for contact information of the TMEMS McKinney-Vento Liaison (505) 796-0149.

Per 6.11.2.7 (BB) NMAC, a student experiencing homelessness means children and youth as defined by Section 725(2) of the federal McKinney-Vento Homeless Assistance Act, specifically children and youth who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- living in motels, hotels, RV parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters or abandoned in hospitals;
- have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because they are living in circumstances described above.

If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then they are eligible to receive services provided under the McKinney-Vento Act. Hardships from this can include transportation, apparel, documents, food, hygiene, residency requirements, etc.

The school shall designate a McKinney Vento / Homeless Liaison and shall also establish a means by which any student or stakeholder may report homelessness or other circumstances that are having an impact on a student or their family in order for the school to arrange for assistance and resources.

No student shall be prevented from enrollment or threatened with withdrawal or disenrollment due to the inability to access or obtain any student or educational records, including but not limited to birth certificate, shot records, and transcripts.

The school shall conduct an annual review of discipline policies taking into consideration issues related to the student's homelessness (e.g., change in residence or caregivers, transportation,



truancy, tardiness, trauma and toxic stress, mental and physical health issues, lack of basic needs like sleep, food, proper hygiene, etc.). The school shall commit to revising policies so that they do not disproportionately impact homeless students. The school will also commit to reviewing data and discipline records to identify patterns in punishment that could indicate an unfair bias against students experiencing homelessness. Per 6.11.2.9 (H) NMAC, removing students experiencing homelessness from school due to discipline reasons shall be used only as a last resort.

VII.11 COVID RELATED POLICIES

TMEMS will follow the public health orders and the guidance from the NM Public Education Department. This section will be updated accordingly.

Disclaimer-

If conflicting statements are found in this handbook and TMEMS Governing Council approved policies, approved policies will prevail. Corrections will be made as an addendum and added to the Student/Parent Handbook as soon as practicably possible. Notification of conflicting statements and any addendum correcting conflicting language will be disseminated through student/parent email and the school website.



SECTION VIII: APPENDIX

- VIII.1 2024-2025 School Calendar
- VIII.2 [Behavior Reflection Forms](#)
- VIII.3 [Behavior Rubrics](#)
- VIII.4 [Before and After Care Behavior Contract](#)
- VIII.5 Parent/Student Grievance Form
- VIII.6 Locker Use Form (Middle School)
- VIII.7 Cell Phone Use Policy and Contract (Middle School)
- VIII.8 [Provider Order and Medication Authorization Form](#)
- VIII.9 Title IX Complaint Form



VIII.1 2024-2025 SCHOOL CALENDAR

TMEMS Board Approved on 04/23/2024

August 2024

S	M	T	W	T	F	S
July	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2024 -2025 Calendar

July & August 2024
7/25 Staff Return
7/25-7/31 Teacher professional development- No school for students
7/31 Meet Teacher and Open House
8/1 Students First Full Day

September 2024
9/2 Labor Day No School or Child Care

October 2024
10/7-10/8 Parent Teacher Conferences- no in person school or childcare
10/8 Progress Reports sent home
10/9-10/10- Synchronous Learning Day- No In-Person School
10/11- Fall Break- No School or Child Care
10/14 Indigenous People Day- No School or Child Care

November 2024
11/05 Election Day- No School or Child Care
11/25-11/29 Thanksgiving Break- No School or Child Care

December 2024
12/20 Semester 1 Report Cards
12/23-12/31 Winter Break- No School or Child Care

January 2025
1/1 -1/3 Winter Break- No School or Child Care
1/6 Students Return
1/20 Martin Luther King Jr. Day- No School or Child Care

February 2025
2/17-President's Day- No School or Child Care
2/18 Student Led Conferences- No in person school or childcare

March 2025
3/14 Progress reports sent home
3/17 - 3/21 Spring Break- No School or Child Care

April 2025
4/17- Parent/Teacher Conferences and Asynchronous Learning Day- No in person school or childcare
4/17- TMEMS Gala (tentative)
4/18 Vernal Holiday- No school or childcare
4/21- Parent/Teacher Conferences and Asynchronous Learning Day- No in person school or Child Care

May 2025
5/26 Memorial Day No School or childcare
5/30 Semester 2 Report Cards
5/30 Last Day of School

School Start & End Times
Elementary Drop-Off: 8:15am -8:40am
Mid-School Drop-Off: 8:15am - 8:35am

Elementary Pick-Up: 2:50pm - 3:05pm
Mid-School Pick-Up: 3:10pm - 3:25pm

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Make-up snow days June 2nd & 3rd 2025

190 Instructional Days
194 Teacher Days
Mid-School Instructional Hours= 1256
K-5 Instructional Hours= 1171
Calendar & times are subject to change

- First and Last Day of Classes
- No School/No Childcare
- Parent/Teacher Conferences No School No Childcare
- Progress reports issued
- Full day teacher professional learning day No School No Childcare
- Early Dismissal 12:31
- Remote Learning Day- No in person school or Child Care

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Parent/Student Handbook 2024 – 2025



VIII.2 BEHAVIOR REFLECTION FORMS



Responsible Thinking Form
Kindergarten - 2nd Grade
The Montessori Elementary & Middle School

Dear Parent/Guardian,

You have received this form in regards to the below situation. Please read through the Responsible Thinking Form and then fill out the space provided for your feedback which is greatly appreciated. If you are at all unclear as to what happened, please feel free to email and we can set up a time to answer any questions you may have. Please return this form as soon as possible. Thank you for your support!

Sincerely,

Student Name:	Date:
Teacher:	Grade:

Student/Teacher Responses

What happened? (Draw or write your response.) *Teachers may help write for students if necessary.*

Is this okay to do? (Circle one)

Yes	No
-----	----

Why is this not okay to do? (Write your response.) *Teachers may help write for students if necessary.*



Responsible Thinking Form

Kindergarten - 2nd Grade

The Montessori Elementary & Middle School

What are my plans to do better next time? (Draw or write your response.) *Teachers may help write for students if necessary.*

Parent Response

Parent Feedback

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Please return the signed copy of this behavior rubric to your child's teacher as soon as possible.



Pensamiento Responsable
Kínder y 6-9
The Montessori Elementary & Middle School

Estimado Padre/Guardian,

Le escribimos para informarle de un incidente que ocurrió en la escuela. Lea los detalles de este Pensamiento Responsable y le invitamos a que incluya comentarios sobre lo ocurrido. Si algo no le queda claro sobre lo que ocurrió, y quiere tener una junta, por favor comuníquese lo más pronto posible vía correo electrónico. Gracias por su participación.

Atentamente,

Nombre del Estudiante:	Fecha:
Maestra/o:	Grado:

Comentarios del estudiante y maestra/o

¿Qué paso? (Dibuja lo que paso). *Si es necesario, la maestra/el maestro le podrá ayudar al estudiante.*

¿Está bien que esto haya pasado?	
Si	No

¿Por qué no esta bien? (Pon tus notas) *Si es necesario, la maestra/el maestro le podrá ayudar al estudiante.*

Por favor continúe a la segunda página



Pensamiento Responsable
Kinder y 6-9
The Montessori Elementary & Middle School

¿Qué es mi plan para tomar una decisión diferente la próxima vez? (Dibuja lo que paso).
Si es necesario, la maestra/ el maestro le podrá ayudar al estudiante.

Comentarios del Padre/Guardian

Por favor firme y regrese el Pensamiento Responsable lo más pronto posible.

Nombre (Padre/Guardian)	Firma (Padre/Guardian)	Fecha
Nombre (Estudiante)	Firma (Estudiante)	Fecha
Nombre (Maestra/o u Administración)	Firma (Maestra/o u Administración)	Fecha



Incident Reflection Form

3rd - 8th Grade

The Montessori Elementary & Middle School

Dear Parent/Guardian,

You have received this form in regards to the below situation. Please read through the Incident Reflection form and then fill out the space provided for your feedback, questions and concerns. Thank you for your continued support and returning this form promptly.

Sincerely,

Student Name:	Date:
Teacher:	Grade:

Student Response

What happened and what was my role in it?

Why was this not an appropriate choice? *How did this affect others?*



Incident Reflection Form

3rd - 8th Grade

The Montessori Elementary & Middle School

What rule was broken?

--

What would I do differently in the future? Do I need support identifying strategies that will help me deal with this in the future?

--

What am I going to do to make things right?

--

Parent Response

Parent Feedback

--

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Please return the signed copy of this Incident Reflection form to your child's teacher as soon as possible.



Reflexión de Incidente
Grados 3º - 8º
The Montessori Elementary & Middle School

Estimado Padre/Guardian,

Le escribimos para informarle de un incidente que ocurrió en la escuela. Por favor lea los detalles de lo ocurrido y le invitamos a que incluya sus comentarios, que anote preguntas y/o anote cualquier preocupación sobre el incidente. Agradecemos su apoyo y que firme y regrese este documento lo más pronto posible.

Atentamente,

Nombre del Estudiante:	Fecha:
Maestra/o:	Grado:

Respuestas del estudiante

¿Qué sucedió y como participe yo?

¿Por qué no es adecuada la decisión que tome? ¿Como afecta a otros?

¿Cuáles reglas quebré?

Por favor continúe a la segunda página

Incident Reflection Form – Spanish
3rd – 8th Grade
Updated 24-25 SY



Reflexión de Incidente
Grados 3^o - 8^o

The Montessori Elementary & Middle School

¿Qué hare diferente la próxima ves? ¿Necesito ayuda para identificar una estrategia que me ayude tomar una decisión diferente la próxima ves?

¿Qué voy a hacer para reparar el daño?

Preguntas y Comentarios del Padre/Guardian

Por favor firme y regrese el documento lo más pronto posible.

Nombre (Padre/Guardian)

Firma (Padre/Guardian)

Fecha

Nombre (Estudiante)

Firma (Estudiante)

Fecha

Nombre (Maestra/o u Administración)

Firma (Maestra/o u Administración)

Fecha

Incident Reflection Form - Spanish
3^o - 8^o Grade
Updated 24-25 SY



VIII.3 BEHAVIOR RUBRICS



Behavior Rubric

Kindergarten - 2nd Grade

The Montessori Elementary & Middle School

Student Name: _____		Homeroom Teacher: _____		
Day of the Week of Occurrence	Class/Time of Occurrence	Teacher/Staff Involved		
Classroom Behavior	First Time	Second Time	Third Time	Fourth Time
Level One: Disrespectful behavior to self, others or environment.	Conversation with the Teacher about incident, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Parent/Teacher communication, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Teacher completes Responsible Thinking Form and Behavior Rubric with student, A meeting is set up with teacher, student, parent, and admin to develop an individual behavior plan and possible in-school suspension.	Teacher completes Responsible Thinking Form and Behavior Rubric with student, Admin is notified and will be involved as needed. Suspensions will be given at the discretion of the admin.
Classroom Behavior	First Time	Second Time	Third Time	Fourth Time
Level Two: Escalating disrespectful behavior to self, others or environment.	Conversation with the Teacher about incident, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Parent/Teacher Communication, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Teacher completes Responsible Thinking Form and Behavior Rubric with student, A meeting is set up with teacher, student, parent, and admin to develop an individual behavior plan and possible in-school suspension.	Teacher completes Responsible Thinking Form and Behavior Rubric with student, Admin is notified and will be involved as needed. Suspensions will be given at the discretion of the admin.
Classroom Behavior	First Time	Second Time	Third Time	Fourth Time
Level Three: Unsafe behavior which puts self or others at risk	Conversation with the Teacher about incident, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Parent/Teacher Communication, Teacher completes Responsible Thinking Form and Behavior Rubric with student	Teacher completes Responsible Thinking Form and Behavior Rubric with student, A meeting is set up with teacher, student, parent, and admin to develop an individual behavior plan and possible in-school suspension.	Teacher completes Responsible Thinking Form and Behavior Rubric with student, Admin is notified and will be involved as needed. Suspensions will be given at the discretion of the admin.
Student Signature: _____		Date: _____		
Parent Signature: _____		Date: _____		
Teacher Signature: _____		Date: _____		
<i>*Please return the signed copy of this behavior rubric to your child's teacher as soon as possible.*</i>				

Revised 2024



Rúbrica de Comportamiento

Kinder – 2º Grado

The Montessori Elementary & Middle School

Nombre del estudiante:		Maestra/o de clase:		
Día de la semana de lo ocurrido:		Hora de lo ocurrido:		Personal Escolar:

Comportamiento en la Clase	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Primer Nivel: Falta de respeto hacia mismo, otros o a su alrededor.	Conversación entre el estudiante y la maestra/o. Maestra/o y el estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Comunicación entre maestra/o y padre/guardián. Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión dentro de la escuela.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión fuera de la escuela.
Segundo Nivel: Falta de respeto intensificada hacia mismo, otros o a su alrededor.	Conversación entre el estudiante y la maestra/o. Maestra/o y el estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Comunicación entre maestra/o y padre/guardián. Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión dentro de la escuela.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión fuera de la escuela.
Tercer Nivel: Comportamiento agresivo que pone en riesgo la seguridad de este y otros a su alrededor.	Conversación entre el estudiante y la maestra/o. Maestra/o y el estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Comunicación entre maestra/o y padre/guardián. Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión dentro de la escuela.	Maestra/o y estudiante juntos llenan el Pensamiento Responsable y la Rúbrica de Comportamiento. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Se pondrá un plan de comportamiento. Posiblemente, suspensión fuera de la escuela.

Por favor regrese el Pensamiento Responsable firmado lo más pronto posible.

_____	_____	_____
Nombre (Padre/Guardián) Firma (Padre/Guardián)		Fecha
_____	_____	_____
Nombre (Estudiante) Firma (Estudiante)		Fecha
_____	_____	_____
Nombre (Maestra/o u Administración) Firma (Maestra/o u Administración)		Fecha



Behavior Rubric

3rd - 8th Grade

The Montessori Elementary & Middle School

Student Name: _____		Homeroom Teacher: _____	
Day of the Week of Occurrence	Class/Time of Occurrence	Teacher/Staff Involved	

Classroom Behavior	First Time	Second Time	Third Time	Fourth Time
Level One: Clearly not following procedures; Disrespect of the environment; Words and expressions inappropriate for the school environment but not about a person; Out of dress code; Phone not turned off; Phone not in backpack or locker.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Community service.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Community service, and a meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent; possible suspension; Individual plan will be discussed at this time with student, parent, teacher, and admin.
Classroom Behavior Level Two: Rudeness or disrespect of staff or adult in charge; Disruptive of class; Leaving class without permission; Not being in designated class, activity, or area; Inappropriate display of affection; offensive words and expressions/swearing not about a person; Misuse of technology.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Community service.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Community service.	Staff or Admin calls parent and a meeting is set up with teacher, student, parent and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent and possible suspension. Individual plan will be further discussed and/or amended at this time with student, parent, teacher and admin.
Classroom Behavior Level Three: Unsafe behavior which puts self or others at risk; Leaving campus without permission; Cyberbullying; Serious disruptive behavior; Academic dishonesty; Vandalism.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Community service or possible suspension.	Staff or Admin calls parent; possible suspension. Individual plan will be discussed at a meeting with teacher, parents, and admin; Community service.	Staff or Admin calls parent and a meeting is set up with teacher, student, parent and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent and possible suspension. Individual plan will be further discussed and/or amended at this time with student, parent, teacher and admin.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Please return the signed copy of this behavior rubric to your child's teacher as soon as possible.



Rúbrica de Comportamiento en la Clase 3° - 8° Grado *The Montessori Elementary & Middle School*

Nombre del estudiante:		Maestra/o de clase:		
Día de la semana de lo ocurrido:		Hora de lo ocurrido:		Personal Escolar:
Comportamiento en la Clase	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Primer Nivel: Hechos que indican que no está poniendo atención. Falta de respeto al ambiente de clase o escuela. Uso de palabras o gestos no apropiados a la clase o escuela, aunque no necesariamente hacia una persona. Fuera de código de vestimenta. Teléfono celular no apagado o no guardado dentro de la mochila u armario.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Servicios a la comunidad.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Plan de comportamiento y/o suspensión dentro de la escuela.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual.
Comportamiento en la Clase	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Segundo Nivel: Comportamiento grosero o falta de respeto hacia adultos; Comportamiento disruptivo a la clase; Saliendo de clase sin permiso. Presentándose a clase/actividad o área no asignada. Muestra de afecto inapropiada, uso de palabras o expresiones ofensivas / Uso de palabras malas en general, no hacia una persona. Mal uso de tecnología.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Servicios a la comunidad.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Servicios a la comunidad.	Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual y/o suspensión.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. Llamada telefónica al padre/guardián, posible suspensión. Discusión entre padres/estudiante/maestra/o y administración para modificar el plan individual.
Comportamiento en la Clase	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Tercer Nivel: Comportamiento que pone en peligro al mismo o a otros. Salir sin permiso del campo escolar. Acoso cibernético; Comportamiento seriamente peligroso. Dishonestidad académica; Vandalismo.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Servicios a la comunidad y/o suspensión.	Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual. Servicios a la comunidad.	Llamada telefónica al padre/guardián para tener junta entre padres/estudiante/maestra/o y administración sobre un plan individual y/o suspensión.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual. Discusión entre padres/estudiante/maestra/o y administración para modificar el plan individual.

Por favor regrese el Pensamiento Responsable firmado lo más pronto posible.

Nombre (Padre/Guardián) Firma (Padre/Guardián)

Fecha

Nombre (Estudiante) Firma (Estudiante)

Fecha

Nombre (Maestra/o u Administración) Firma (Maestra/o u Administración)

Fecha



Behavior Rubric

3rd - 8th Grade

The Montessori Elementary & Middle School

Student Name: _____		Homeroom Teacher: _____		
Day of the Week of Occurrence	Class/Time of Occurrence	Teacher/Staff Involved		
Aggressive Behavior	First Time	Second Time	Third Time	Fourth Time
Level One: Aggressive acts such as teasing, insults, put-downs, rough housing, excluding someone, gossiping or spreading rumors; Bullying.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service; Meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent; possible suspension; Individual plan will be discussed at this time with student, parent, teacher, and admin.; Student writes an apology note to student/s involved; Community service.
Aggressive Behavior	First Time	Second Time	Third Time	Fourth Time
Level Two: Behavior that is intentionally hurtful such as obscene gestures, swearing at a person; Interfering with another's belongings; Aggressive rough housing; Ganging up; Acts that result in mild to moderate physical harm; Misuse of technology involving multiple people that causes harm; Cyberbullying.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service; Meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent; possible suspension; Individual plan will be discussed at this time with student, parent, teacher, and admin.; Student writes an apology note to student/s involved; Community service.
Aggressive Behavior	First Time	Second Time	Third Time	Fourth Time
Level Three: Aggressive acts that result or could have resulted in significant harm; Extreme disrespect of staff or adult in charge; Serious threats of violence and intimidation, Severe harassment, racism and racialized aggression; Unwanted physical touch; Sexual harassment; Theft; Retaliation for being reported; Fighting; Use or possession of prohibited/illegal substances, items, or paraphernalia; inappropriate use of technology either in or out of school that impacts the educational environment.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service; Meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service; Meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices. Form is to be signed by parent and returned to the teacher; Student writes an apology note to student/s involved; Community service; Meeting is set up with teacher, student, parent, and admin to possibly discuss an individual plan and/or suspension.	Student completes an Incident Reflection form explaining what happened and their choices; Staff or Admin calls parent; possible suspension; Individual plan will be discussed at this time with student, parent, teacher, and admin.; Student writes an apology note to student/s involved; Community service.
Student Signature: _____		Date: _____		
Parent Signature: _____		Date: _____		
Teacher Signature: _____		Date: _____		
<i>*Please return the signed copy of this behavior rubric to your child's teacher as soon as possible.*</i>				



Rúbrica de Comportamiento Agresivo

3° - 8° Grado

The Montessori Elementary & Middle School

Nombre del estudiante:		Maestra/o de clase:		
Día de la semana de lo ocurrido:	Hora de lo ocurrido:	Personal Escolar:		
Comportamiento Agresivo	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Primer Nivel: Actos agresivos o abusivos hacia personas, incluyendo, haciendo burla, insultando, excluyendo a otros, participando en chismes o rumores.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa. Servicios a la comunidad.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Plan de comportamiento y/o suspensión dentro de la escuela.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad.
Comportamiento Agresivo	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Segundo Nivel: Comportamiento que causa daño intencionalmente incluyendo, uso de gestos obscenos, uso de malas palabras, interfiriendo con pertenencias ajenas, acciones agresivas. Acciones resultando en daño físico, acoso cibernético que incluye a otras personas causando daño a otros.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa. El estudiante completará servicios a la comunidad.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Plan de comportamiento y/o suspensión dentro de la escuela.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad.
Comportamiento Agresivo	Primer Incidente	Segundo Incidente	Tercer Incidente	Cuarto Incidente
Tercer Nivel: Hechos agresivos con tendencia de tender resultados serios. Excesiva falta de respeto hacia adultos. Amenazas de violencia e intimidación hacia otros. Racismo e agresión basada en racismo. Contacto físico o palabras y conductas amenazantes. Contacto físico sin el consentimiento de la otra persona. Acoso sexual, robo, Actos de venganza después de ser reportado por mal comportamiento. Robo, peleando, uso o posesión de sustancias prohibidas/ilegales.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario para discutir un plan individual o/y suspensión.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta al estudiante afectado pidiendo una disculpa. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario para discutir un plan individual o/y suspensión.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. El formulario es firmado por el padre/guardián y es entregado al maestro. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad. Junta con el estudiante, padre/guardián, maestra/o y la administración, si es necesario. Plan de comportamiento y/o suspensión dentro de la escuela.	El estudiante llenara el formulario "Reflexión de Incidente" explicando lo que ocurrió reflexionando sobre decisiones tomadas. Llamada telefónica al padre/guardián, posible suspensión, discusión entre padres/estudiante/maestra/o y administración sobre un plan individual. El estudiante escribirá una carta pidiendo disculpa. Servicios a la comunidad.

Por favor regrese el Pensamiento Responsable firmado lo más pronto posible.

Nombre (Padre/Guardián) Firma (Padre/Guardián) Fecha

Nombre (Estudiante) Firma (Estudiante) Fecha

Nombre (Maestra/o u Administración) Firma (Maestra/o u Administración) Fecha



VIII.4 BEFORE AND AFTER CARE BEHAVIOR CONTRACT



Before and After Care
Behavior Contract
The Montessori Elementary & Middle School

Student Name: _____ Homeroom Teacher: _____
Table with 3 columns: Day of the Week of Occurrence, Time of Occurrence, Teacher/Staff Involved

Dear Parent/Guardian,

This behavior contract is to serve as a notification that your student has not made good choices while in the TMEMS Before or/and Aftercare program. As a result of past and current behavior incidents this school year, we have determined that they are not able to attend before or aftercare for the period of time that is dictated below.

- WARNING Behavior Contract: The next behavior incident that occurs will result in the below consequences.
First Behavior Contract: One week without being able to attend before and/or aftercare at TMEMS.
Second Behavior Contract: Two weeks without being able to attend before and/or aftercare at TMEMS.
Third Behavior Contract: The student will not be allowed to attend before and/or aftercare for the remainder of the year or as determined by TMEMS Administration and teachers.

Please sign and return this behavior contract to acknowledge that you received it and understand the agreement above.

Parent Name (Printed): _____ Date: _____

Parent Name (Signature): _____ Date: _____

Student Name (Printed): _____ Date: _____

Student Name (Signature): _____ Date: _____

Teacher/Administrator (Printed): _____ Date: _____

Teacher/Administrator (Signature): _____ Date: _____

Revised 2023



Cuidado Antes/Después del Día Escolar
Contrato de Comportamiento
The Montessori Elementary & Middle School

Nombre del estudiante:		
Maestra/o de clase:		
Día de la semana de lo ocurrido:	Hora de lo ocurrido:	Personal Escolar:

Estimado Padre/Guardian,

Por medio de este Contrato de Comportamiento le informamos de la consecuencia de la falta de decisión que el estudiante ha demostrado. Hemos considerado faltas anteriores junto con faltas durante este año escolar, y la consecuencia es la que sigue:

ADVERTENCIA

El próximo incidente resultara en las consecuencias más severas.

PRIMER CONTRATO DE COMPORTAMIENTO

Una semana - el estudiante no podrá asistir al programa Cuidado Antes/Después del Día Escolar.

Fecha que el estudiante puede regresar: _____

SEGUNDO CONTRATO DE COMPORTAMIENTO

Dos semanas - el estudiante no podrá asistir al programa Cuidado Antes/Después del Día Escolar.

Fecha que el estudiante puede regresar: _____

TERCER CONTRATO DE COMPORTAMIENTO

El estudiante no podrá asistir al programa Cuidado Antes/Después del Día Escolar lo que queda del año escolar o como determine su maestra/o u la administración de TMEMS.

Por favor indique que ha recibido y entiende la consecuencia indicada en este Contrato de Comportamiento y regréselo firmado lo más pronto posible.

_____	_____	_____
Nombre (Padre/Guardian)	Firma (Padre/Guardian)	Fecha
_____	_____	_____
Nombre (Estudiante)	Firma (Estudiante)	Fecha
_____	_____	_____
Nombre (Maestra/o u Administración)	Firma (Maestra/o u Administración)	Fecha



VIII.5 PARENT/STUDENT GRIEVANCE FORM

The Montessori Elementary School Parent/Student Conflict Resolution/Grievance Form

After thoughtful consideration and efforts at informal dialogue, and with the goal of reconciliation and maintenance of professional and productive working relationships, I hereby seek resolution of the following conflict/grievance:

Requester/Parent Name: _____ Date _____

Email: _____ Primary Phone # _____

Directions: Include time, location, names of witnesses, if any, names of parties in interest. Attach additional pages if necessary. Attach a copy of policy, procedure, or rule, if any, claimed to have been violated, misinterpreted, or inequitably applied. Attach any additional relevant documentation.

Submit one copy to the Executive Director. Keep one copy.

Date of incident causing grievance: _____

Describe the incident:

Names of other parties involved:

Describe policy, procedure, or rule, if any, claimed to have been violated, misinterpreted, or misapplied:

Informal steps taken to address the concern prior to filing the grievance.

Date of Informal Dialogue: _____

Names of parties engaging in informal dialogue:

Current relief/remedy sought:

Signature of requester/parent

Date



VIII.6 LOCKER USE AGREEMENT (MIDDLE SCHOOL)

LOCKER USE AGREEMENT

This agreement is valid during your time at The Montessori Middle School.

We understand and agree that the following conditions govern the use of school lockers.

1. Each student must maintain the assigned locker all school year. **Any change requires administrative approval and must go through the office.**
2. The lockers belong to the school district and students are permitted to use them as a convenience.
3. The school, its personnel, and the members of the school board assume no responsibility for items left in the lockers.
4. The student shall be totally responsible for the confidentiality of the locker combination.
5. The students and family members are responsible for sending a combination lock in to secure locker contents. Other locks will not be permitted. Lockers will not be issued without a lock on the locker door.
6. Students shall be responsible for keeping the locker clean (free of stickers, writing, etc.). Only masking tape can be used to attach material to the inside of the locker. No material is to be pasted or glued to the inside or outside surface. Lockers will be checked periodically for damage.
7. Students must remove all belongings from the locker on the last day of school; or as directed by school administration. Students are responsible to completely clean the locker. The school is not responsible for items left in the locker after the student leaves at the end of the school year.
8. Any locker may be searched by an administrator with reasonable cause. A second person shall function as a witness.

Name: _____
Last First

Parent: _____
Last First

Date: _____

We have read the conditions stated above and agree to follow them. We understand that failure to follow these rules could result in the loss of locker privileges.

Student Signature

Parent/Guardian Signature

Admin use only:

Grade locker is assigned: _____

Locker combination: _____

Notes:



VIII.7 CELL PHONE POLICY AND CONTRACT (MIDDLE SCHOOL)



The Montessori Elementary & Middle School Cell Phone Policy & Contract

Maintaining the integrity of the learning environment is the top priority

Students will be permitted to have cell phones on campus throughout the school day given the following conditions and consequences.

- Students **MUST** have their cell phones **turned off** during the school day and in either their **locker** or **backpack**.
- Cell phones will be **out of sight** during the school day and while on campus (inside and outside of classrooms).
- Cell phone charging is not allowed on campus.
- The only exception to the above policies is as follows: cell phones and tablets, used for instructional purposes will be permitted, with the teacher's explicit permission and supervision or with a medical exemption.

If a student is caught using a cell phone during class, in the halls, restroom, etc. the following consequences will apply:

- **First Infraction** – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator's office. Administrator will review this contract and cell phone will be returned to the student at the end of school day.
- **Second Infraction** – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator's office. Parents will be notified by school personnel. Administrator returns the cell phone to a parent at the end of the school day and reviews this contract. Behavior Rubric and Incident Reporting form will be filled out by staff member and student and will need to be signed and returned.
- **Third Infraction** – Confiscation of cell phone by teacher or school personnel. Cell phone will be sent to a school administrator's office. Parents will be notified by the school personnel. The cell phone will be returned to a parent at end of school day. Behavior Rubric and Incident Reporting form will be filled out by staff member and student and will need to be signed and returned. There will be a **revocation of cell phone privilege for the remainder of the school year**.

During times of testing and other student evaluations, teachers may request that students remove their cell phone from their possession reducing the possibility of compromised test security.



STUDENT CONTRACT

I, _____, have read and understand this cell phone policy and contract. I understand that possession of a cellular phone on school campus is a privilege, and that it may be revoked at any time by the administration for violating the school policy as outlined above. Furthermore, I understand that the school and its employees are in no way responsible for any theft or damage of my cell phone while on school grounds. The school is not obligated to investigate the loss or damage of any phone.

Student Name (Please print) _____

Student signature: _____ Date: _____

PARENT CONTRACT

I, _____, have read and understand this cell phone policy and contract. I understand that my child's possession of a cellular phone on school campus is a privilege, and that it may be revoked at any time by the administration for violating the school policy as outlined above. Furthermore, I understand that the school and its employees are in no way responsible for any theft or damage of my child's cell phone while on school grounds. The school is not obligated to investigate the loss or damage of any phone.

Parent/Guardian Name: (Please print)

Parent/Guardian Signature:

Date: _____



VIII.8 PROVIDER ORDER AND MEDICATION AUTHORIZATION FORM



**Medications
 Provider Order and Medication Authorization Form
 (Prescription or Over the Counter [OTC])**

Student Information

Student Name	Date of Birth	Grade/Teacher	School Year

Medication Information

I have examined this student for (diagnosis): _____ and have determined she/he requires medication during school hours.

Medication Name	Dose	Route (oral, inhalation, etc)	Time/Frequency of Administration	Start Date	End Date	Reason

Healthcare Provider Authorization

Provider Name: _____ Provider Phone Number: _____

Provider Signature: _____ Date: _____

PARENT/GUARDIAN STATEMENT (Please complete the appropriate statement below).

I, the undersigned parent/ guardian of _____, request that a school nurse or trained school employee who has been authorized by a school nurse to administer the above medication according to the provider's instructions. I agree to furnish the necessary prescribed medicine in the properly labeled container and to provide replacement medication as necessary. I agree to notify the school nurse immediately if the medication prescription is changed.

Implementation of these orders and care includes authorization to contact the healthcare provider to discuss this medication and the condition and elements of care needed for this condition. Without this authorization, these orders will not be implemented. Medication must be brought in the ORIGINAL LABELED container indicating the name of the medication and the dose of the medication or dosing recommendations. I/we understand that notwithstanding any provision of state law to the contrary, the school (including its employees, officers, and agents) shall not be liable as a result of any injury arising from school staff administering medication, and the parent or guardian will indemnify and hold harmless the school (including its employees, officers and agents) against any claim arising out of the school's administration of medication.

Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Work Phone(s): _____

I have reviewed the forgoing order from a licensed medical provider and agree that I, or a qualified and trained designee, is authorized to administer the medication.

School Nurse Signature: _____ Date: _____



VIII.9 TITLE IX COMPLAINT FORM



THE MONTESSORI ELEMENTARY AND MIDDLE SCHOOL

TITLE IX COMPLAINT FORM

Please complete this information and attach additional pages of information, if necessary. If you need assistance to complete this Complaint Form, you may contact the Title IX Coordinator, Alissa Sanchez.

STUDENT or EMPLOYEE NAME: _____
MAILING ADDRESS: _____
PHONE NUMBER: EMAIL ADDRESS: _____

NAME OF PERSON(S) RESPONSIBLE FOR CONDUCT YOU BELIEVE WAS SEXUAL HARASSMENT OR DISCRIMINATION BASED ON SEX: _____
To the best of your recollection provide the following information about the incident(s): DATE(S): _____

TIME(S): _____
PLACE(S)(this can include technology, e.g. email, social media): DETAILED DESCRIPTION OF CONDUCT: _____

NAMES AND CONTACT INFORMATION OF WITNESSES: _____

PLEASE ATTACH COPIES OF ANY DOCUMENTS, EMAILS, TEXT MESSAGES OR IMAGES TO SUPPORT YOUR COMPLAINT:

OTHER INFORMATION: _____

To the best of my knowledge and recollection the information above is true and correct. I understand that reporting false information about the person I have alleged committed the improper conduct, may have serious negative consequences for me and for the other person.

Signed by: _____ Date: _____

Updated June of 2023