

# SOUTHERN UTE INDIAN MONTESSORI ACADEMY

~ HOME OF THE SUIMA EAGLES ~



## PARENT/STUDENT HANDBOOK



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FORMS CAN BE FOUND WITH THE SUIMA ADMINISTRATION ASSISTANT

## **MISSION STATEMENT**

The Southern Ute Indian Montessori Academy will provide a strong educational foundation to preserve and share the Southern Ute Indian culture within a Montessori environment.

## **VISION STATEMENT**

To provide an environment that creates future tribal and world leaders who appreciate and support their culture, family, and lifelong learning.

Welcome to the Southern Ute Indian Montessori Academy. Our school follows the Montessori philosophy.

### **Maria Montessori**

Dr. Montessori (1870-1952) was the first female medical doctor in the turn-of-the century Italy. Dr. Montessori was responsible for treating and caring for a group of low-income children in Rome. It was there that she founded the first “Casa De Bambini.” Through her deep respect for children and her outstanding skill of observation, she created a child-centered method of education. Today Montessori schools are highly regarded throughout the world.

The Montessori philosophy is based on the belief that children are inherently good and have the desire to learn. By providing an environment that meets the need of the “whole child,” student will joyfully and naturally involve themselves in their own education. In Maria Montessori’s Words:

*Education is not something a teacher does but is the natural process which develops spontaneously in the human being.*

*The education of even a small child, therefore, does not aim at preparing him for school, but for life.*

SUIMA offers children a carefully prepared environment, rich in learning materials and experiences blended with the Ute Language and Culture. The teacher acts as the facilitator in the learning process. Through careful observation and guidance, children are directed toward meaningful activity which helps them discover and develop their own interests and inabilities.

## **Parent Involvement**

### **Welcome!**

We welcome you, parents/guardians on our campus and encourage you to take an active role in participating in your child(ren)'s education.

SUIMA recognizes that the role of the parent/guardian is instrumental in developing values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of their ethical behaviors so that they can become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout our educational program and fosters qualities such as: honesty, respect for self, others and property.

Lessons of “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant and related consequences, is utilized.

### **Parents as Partners in Education**

Parents/guardians are encouraged to visit, volunteer, and participate as equal partners in the education of their child(ren). For security and safety reasons, however, all visitors must register in the office at the beginning of any visit, no matter how brief.

SUIMA procedures for parents/guardians being on campus during school hours are in effect for security and safety reasons.

In order to assist our parents/guardians in becoming full partners in the education of their children, teachers communicate with parents regularly through REMIND, newsletters, phone calls, e-mails, notes, and conferences.

We ask that parents/guardians ensure their child(ren)'s regular attendance and prompt arrival; establish a time for homework and review it regularly; support school policies, including dress code and behavior guidelines; and communicate regularly with their child(ren) and with the school.

### **Parents/Guardians as Models**

Parents/guardians have a tremendous impact on children's behavior. What they observe in adults becomes a standard of behavior.

**Behavior:** Parents/guardians at SUIMA are expected to model appropriate behavior. It is especially important that parents/guardians model the problem-solving process and that concerns are addressed with the classroom teacher and administration. At no time will adults at SUIMA interact with children other than their own in matters of behavior and/or discipline.

**Language:** Parents/guardians at SUIMA are expected to model the use of appropriate language everywhere students are present. This includes slogans, advertising, and sayings on clothing worn on campus.

### **Parent Advisory Group:**

The Parent Advisory Group's purpose is to collaborate with the director of Education and SUIMA Principal in developing and implementing the most effective educational program that is responsive to the cultural and academic needs of the SUIMA students.

The Parent Advisory Group (PAG) is a representative body of parents, SUIMA staff, administrators, and SUIMA school board members.

This group is empowered to make recommendations and decisions focused on school improvement, meeting once per month.

The Parent Advisory Group also hosts PAG Family Night, where families can meet, join in a potluck dinner and enjoy an activity that is based in Southern Ute culture.

Come be part of something fun and informative. For more information, contact the Administrative Assistant or Principal.

### **THE FIRST WEEK OF SCHOOL - procedure**

Starting school in a new environment can be fun and exciting to some students and a bit scary to others, as all students handle new situations differently. Please talk with your student about school and what it will be like before the term begins. There will also be an opportunity to visit the classroom and to meet the teachers/guides beforehand.

As you drop your student off, explain that you will be leaving and will be back at a certain time. When you bring your student to school, the staff will be there to make the transition as smooth as possible. Bear in mind, there might be some tears at first, but these usually dry within a short time of arrival. All families are encouraged to attend the Open House that occurs every August.

### **TEACHING STAFF - policy**

SUIMA is staffed according to the guidelines from the American Montessori Society. Each Infant room will have a 1:3 ratio or two guides to every six infants. Each Toddler classroom will have a 1:5 ratio or two guides to every ten children. Primary and Elementary classrooms will have two guides to each classroom.

"While Colorado law does not apply to the Tribe, SUIMA voluntarily follows the DEPARTMENT OF HUMAN SERVICES, under the CHILD CARE FACILITY LICENSING 12 CCR 2509-8 section 7.702.7 BUILDINGS AND FACILITIES, number 7.702.73"

SUIMA supports the professional development of the staff and therefore reserves up to five days of the school year for in-service, training, and education.

### **BEHAVIOR SUPPORT - policy**

When it is necessary or important for a child to receive a consequence for his/her behavior, behavior support actions will be in accordance with Montessori philosophy and sound child development practices. Such consequences will not include corporal punishment of any kind or any humiliating or frightening method of discipline.

Separation, when used as a consequence, will be brief and appropriate for the child's age, and within sight of an adult. There will always be an incident report \* filled out to document such events.

### **CONFIDENTIALITY OF STUDENTS BY PARENTS- policy**

According to our confidentiality policy parents or guardians will not be given academic or disciplinary information of students who are not their own. SUIMA may release a student's information only to those who are legally entitled to them under applicable law, including an enforceable court order, a written request from a parent/guardian, or a written request from an authorized agency. SUIMA expects the highest level of professionalism by staff, parents/guardians, and students regarding confidential information in our conversations and behavior.

### **CODE OF CONDUCT FOR PARENTS/GUARDIANS - policy**

The purpose of this code of conduct is to provide safe and supportive opportunities for parents, guardians, and staff connected to our school on and off campus. Behavior that takes place off school campus and is damaging to the welfare or safety of SUIMA students, parents, or staff, including behavior that creates a threat of physical or emotional harm will not be tolerated. If any parent, guardian, or staff portray' s such threatening or harmful behavior, it will be addressed by the SUIMA Administration and the Director of Education.

#### **Behavior that will not be tolerated:**

- Disruptive behavior that interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Threatening behavior, in any way, towards a staff, visitor, parent/guardian, or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Approaching someone else's child in order to discuss or chastise them because of the child's actions toward their child. (Such an approach may be an assault under the Tribe's Criminal Code and may result in criminal prosecution and penalties if convicted.)

**'Think before you post'** We ask that when using social media, whether public or private, do not fuel personal campaigns, post untrue comments or any complaints against the Tribe, Parent Advisory Group, SUIMA, school staff, parents, or children.

Thank you for abiding by this code in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit SUIMA.

### PARENT/GUARDIAN COMMUNICATION – policy

When using **REMIND** to send notices to families, it will **NOT** be used on the weekends or between the hours of 5:00 PM to 7:00 AM. Teachers/guides may also use emails, texts, written correspondence, phone calls, etc.

### PARENTAL CONCERNS - procedure

If a parent has a concern, they bring it up to the teacher/guide who will take care of the concern or direct the parent to the correct administrator.

### PARENTAL GRIEVANCE PROCESS – policy and procedure

These are the steps of the parent/guardian grievance process:

- **Step 1: Teacher/guide meeting.** The first step is for the parent/guardian to make an appointment with the teacher/guide (or others involved such as administrative staff or volunteer) to discuss and attempt to resolve the problem. The intent is for the parent/guardian and the teacher/guide to mutually resolve the problem. **If the parent/guardian does not show up to the initial meeting, the issue will be considered resolved.**
- **Step 2: Principal Meeting.** If after the first meeting, the parent/guardian is not satisfied with the resolution, a second meeting may be scheduled with the parent/guardian, teacher/guide, and Principal. The Principal will mediate unresolved issues by recommending specific action for the teacher/guide or the parent/guardian, or everyone. The Principal will determine if additional staff members are required and will include them in the meeting.
- **Step 3:** If steps 1 and 2 have been completed and the parent/guardian feels that his/her concerns have not been adequately addressed, then a grievance form\* should be completed by the parent/guardian and signed and dated by the parent/guardian, teacher/guide, Principal, and Director of Education.
- **Step 4:** If three separate grievances have been filed about the same situation, or at the discretion of the Director of Education, a grievance review between the parent/guardian, teacher/guide, and a Review Committee will be scheduled. The Review Committee includes the Executive Officer, the Director of Education and an uninvolved teacher/guide. The Review Committee shall recommend a solution to the Principal.

- The Director of Education will make the final administrative ruling based on a recommendation of the Review Committee.
- Nothing in these policies may be construed as a waiver of the Tribe's sovereign immunity.

**This process will take no longer than two weeks.**

### **ADMISSIONS, ENROLLMENT, and WITHDRAWAL – policy and procedure**

There will be two enrollment periods each year; August 1<sup>st</sup> - 10<sup>th</sup> and December 1<sup>st</sup> – 10<sup>th</sup>.

The Southern Ute Indian Montessori Academy (SUIMA) welcomes:

- Enrolled children of the Southern Ute Indian Tribe.
- First descendent children whose biological parent is an enrolled member of the Southern Ute Indian Tribe.
- Each year's enrollment preference is given to returning students and siblings.
- Children will be placed on a waiting list. Placement will be determined by the date the completed application is received.
- Families will be notified on or near the 11<sup>th</sup> day of the enrollment month regarding approval or denial of their child's acceptance into SUIMA.

A student entering SUIMA for the first time will initially be placed based on age and previous academic level. The age for Infants is 7-18 months, Toddlers is 18-36 months, Primary students is 3-6 years, Lower Elementary students 6-9 years, and Upper Elementary students 9-12 years. Permanent classroom placements will be determined based on assessment by SUIMA staff. SUIMA students transitioning to the next level must meet the age requirement by the first day of school.

### **APPLICATION PROCESS – policy and procedure**

All applications submitted to SUIMA will be screened for eligibility by the enrollment committee, which includes the Education Director, SUIMA Principal, Administration Assistant and may include the Coordinator of Specialized Services and Coordinator of Health, Nutrition and Safety. Submission of the following information must be received before a student will be considered for enrollment to attend SUIMA. No exceptions.

**Medical records must be current upon acceptance.**



1. Proof of Tribal enrollment/descendancy.
2. Immunization Records as applicable.
3. Parent/Guardian Consent Forms and Emergency Contact information for all enrollees.
4. Completed age appropriate physical examinations.
5. Parent/Guardian Commitment letter signed and witnessed by SUIMA/Education Department Administration staff.

The screening process will be divided into two steps.

- Step One
  - Preliminary Application Packet containing the following forms must be completed and turned into the Administration Office during one of the two Enrollment Periods (8/1-10 and 12/1-10):
    - Demographics page, Emergency Contact Information, Student Profile, Authorized Release of Information, Consent for Screenings, After School Application, ASP/Meal Withdrawal Authorization Form, and signed Parent/Guardian Commitment/Statement of Understanding.
- Step Two
  - A meeting with the parents/guardians and the Enrollment Committee (Principal, Curriculum Coordinator, Coordinator of Health, Nutrition and Safety, Coordinator of Special Education, and the Administrative Assistant) will be scheduled after the closing of the Enrollment Period. The meeting will consist of:
    - Review of the application and the Parent/Guardian Commitment.
    - Tour of SUIMA and potential classroom.
    - Any necessary assessments.

Parents/guardians will be informed of acceptance or denial at this meeting. If accepted, Secondary Packet will be provided.

- Secondary Packet will contain:
  - All Medical forms.
  - Video/Photo Release form.

ALL forms MUST be completed and turned into SUIMA Administration Office before student begins school.

### **STUDENT WITHDRAWAL – policy and procedure**

If a student leaves SUIMA during the school year, they will not be eligible for readmittance until the following academic year. If parents/guardians do not fill out an Official School Withdrawal Form within five working days, SUIMA staff will complete the withdrawal process.

If an age appropriate SUIMA student is transitioning to another school, an Official School Withdrawal Form must be completed the last week of school to be recognized at the SUIMA Transition Ceremony.

It is at the discretion of the Principal and Director of Education to withdraw a student if they are habitually truant and has been referred to the Truancy Team.

### **ATTENDANCE, (TARDINESS, ABSENCE, ARRIVAL AND DISMISSAL) - policy**

To reduce the incidents of truancy, SUIMA will notify parents/guardians in writing at the beginning of each school year of their obligation to ensure their student's attendance. Parents/guardians shall acknowledge their obligations in writing and provide their contact information during the student's registration through the parent contact.

At any age, regular attendance is an integral part of a student's educational and academic success. Students must attend school regularly to maintain quality academic success. Parents/guardians will be notified at the beginning of each year of their obligation to ensure student attendance. Furthermore, students are required to attend school every day according to Southern Ute Law, S.U.I.T.C. § 6-1-103(26)(a).

While Colorado law does not apply to the Tribe, SUIMA voluntarily follows the policy in Colorado's School Attendance Law of 1963, specifically Section 22-33-104, Compulsory Attendance states that generally *"every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years . . . shall attend public school . . ."* according to the applicable number of hours.

### **NOTIFICATION OF ABSENCES AND UNEXCUSED ABSENCES - procedure**

When a student is ill or must be absent from school, parents/guardians must call the SUIMA Administration office (970-563-0253) between 7:30 a.m. and 8:10 a.m. If no phone call was made, the Administrative Assistant will contact the parent/guardian to inquire about the absences. A note needs to accompany the student upon returning or it will be recorded as unexcused. If a parent/guardian hasn't contacted the school within 24 hours of an absence, the absence will be recorded as unexcused.

### **EXCUSED ABSENCES – policy and procedure**

SUIMA excuses absences due to temporary illness or injury, death in the family, and any other reason deemed acceptable by the teachers/guides and the Principal. SUIMA requires prior notice of an absence from the student's parent/guardian and additional verification, such as a physician's statement, when appropriate. If a parent/guardian is aware of an upcoming absence, a Prior Notice of Absence Form \* must be filled out with the Administrative Assistant. Prior knowledge and approval of an absence by the

student's parent/guardian or prior knowledge of an absence by any school employee shall not excuse the absence.

The following shall be considered excused absences:

- A student who is temporarily ill or injured. After three days of absences SUIMA may ask for a physician's statement.
- A student who is absent for an extended period due to physical, mental or emotional disability.
- A student who is suspended or expelled.
- Cultural activities.
- Acts of nature.
- Religious observances.
- Prearranged educational activities.

#### **Consequences for Unexcused Absences – policy and procedure**

- Days 1-2
  - Administrative Assistant will contact parent/guardian.
- Day 3
  - Administrative Assistant will contact the Health, Nutrition and Safety Coordinator and the Counselor to determine if any extenuating circumstances exist and will also attempt to contact the parent/guardian to schedule an in-person meeting.
- Day 4
  - If no contact with parents/guardians has occurred, Administrative Assistant may contact the Southern Ute Police Department's Community Resource Officer, who will contact the parent/guardian to obtain further information.
- Day 7 – consecutively or non-consecutively
  - Principal may contact the Southern Ute Police Department's Community Resource Officer and SUIT Social Services to make a referral.

Habitually Truant – under the state of Colorado law, a child who has four (4) or more unexcused absences in any month or ten (10) or more unexcused absences during the school year is considered "habitually truant."

"While Colorado law does not apply to the Tribe, SUIMA voluntarily follows Colorado Department of Education; [cde.state.co.us](http://cde.state.co.us); Section 22-33-107 (3)(a)(I) of the Colorado Revised Statute."

#### **TARDINESS/EARLY PICK UP – policy and procedure**

Students are expected to arrive at school on time. Late arrivals as well as early pick-ups are an interruption to those already engaged in learning activities and results in a loss of educational instruction. Arrivals after 8:10 a.m. must report to the SUIMA administrative office before going to the classroom. A parent/guardian must accompany the student into the office in order to sign in. Teachers/guides will not allow students to enter the

classroom without a tardy slip or pick-up slip from the office. Administrative staff must be aware of those who may be authorized to pick up a student based on the documentation submitted to SUIMA. SUIMA will comply with any court order prohibiting pick-up or contact, if SUIMA is provided a copy of the order.

Excessive tardiness (after 8:10 a.m.) as well as early pick-ups (prior to 3:00 p.m. Monday, Tuesday, Thursday, Friday and 1:30 p.m. Wednesday) are also subject to truancy.

#### **CONSEQUENCES FOR EXCESSIVE TARDINESS – policy and procedure**

- The twelfth tardy will result in a teleconference or an in-person meeting between the Principal, Coordinator of Health, Nutrition and Safety, and the parent/guardian.
- If a student has 16 tardies, SUIMA staff may notify the Southern Ute Police Department's Community Resource Officer.
- The sixteenth tardy in a month may result in notifying the Southern Ute Indian Social Services Department by the Principal, Health, Nutrition and Safety Coordinator, Southern Ute Indian Police Department's Community Resource Officer, or Director of Education.
  - 4 tardies = 1 absence
  - Half day absence = missing 3 hours (morning or afternoon)
  - 2 half-day absences = 1 absence

#### **ARRIVAL – policy**

**Students' arrival time is between 7:30AM and 8:10AM. The day begins at 8:10AM.**

- School arrival for **all levels**:
  - 7:30 a.m. – 8:10 a.m.
    - When dropping off an infant or toddler student in the classroom, please allow extra time.
  - 7:30 a.m. – 8:00 a.m.
    - Carline is available for Primary and Elementary students.

#### **DISMISSAL - policy**

- School dismissal for **all levels** Monday, Tuesday, Thursday, Friday:
  - 3:30 p.m.
- Early release Wednesdays for **all levels**: 2:00 p.m.

### SECURITY GATES - policy

The SUIMA security gates are put in place to help the school be a safe and secure environment so that the students can develop and learn in a caring school. There are four gates that are programmed to be open two times per day and during evening events. All other times, the gates will remain locked with entrance gained through the East Administration door.

- Security gate schedule:
  - 7:30 a.m. – 8:10 a.m. every morning.
  - 1:50 p.m. – 2:10 p.m. every Wednesday
  - 3:20 p.m. – 3:40 p.m. every M, T, Th, Friday afternoon.

### AUTHORIZED STUDENT PICK-UP – policy and procedure

To ensure student safety, only a parent/guardian, or an alternate authorized in writing and over the age of 16, may pick up a student from SUIMA. Authorized individuals who wish to pick up a student between 8:10 a.m. and 3:25 p.m. must sign the student out in the Administration Office and obtain a pick-up slip filled out by an administrative staff member. Students getting picked up after 3:30 may be signed out in the classroom. **No student will be released to an unauthorized person or to anyone suspected of being under the influence of drugs or alcohol.** Unless a parent has sole physical custody, either parent can pick-up their student. The parent with sole physical custody or some other similar order must provide SUIMA a copy of the order to be kept in the student's file. Until the parent provides SUIMA a copy of that order, either parent may pick-up their student.

Tardy and pick-up slips will be filled out by Administration Staff, who will then radio the classroom to inform teachers/guides that a student is being picked up. Teachers/guides will not allow parents/guardians to enter a classroom without a tardy or pick-up slip.

### CHILD CUSTODY AND INFORMATION SHARING – policy

When parents of enrolled children are divorced or not married, both parents have access to information about the child, unless SUIMA has been provided a copy of a court order naming one parent with sole custody of the child and exclusive responsibility of all educational decisions. In the absence of such an order, Parent/Teacher Conferences, progress information, and records will be shared with both parents.

### **AFTER-SCHOOL PROGRAMS - policy**

All SUIMA students may participate in the after-school program that runs promptly from 3:30 p.m. to 5:30 p.m. on Monday, Tuesday, Thursday, and Friday as long as custodial parents/guardians are working or in college. Parents/guardians must show proof of employment or valid college schedule to qualify for the after-school program.

Parents/guardians will be charged a fee of \$4.00 per child per day for **ALL** age levels. If a child has not been picked up by 5:45 p.m. or if no proper arrangements for late **emergency** pick-up have been made, the staff will contact those listed on the student's emergency contact list. There will be a charge of \$1.00 per minute after 5:45 p.m. If no one can be reached, and the student has not been picked up by 6:00 p.m., the Southern Ute Police Department will be contacted. The after-school program will not be offered on Wednesdays. Both after-school programs will follow the SUIMA student: teacher ratio guidelines. SUIMA after-school charges are turned into the SUIT Finance Dept. at the end of every month.

### **SCHOOL CANCELLATION – policy and procedure**

In the event of bad weather or other emergencies affecting SUIMA, the decision to cancel classes for the day will be announced on the local radio station, KSUT. Please call the Tribe's Hotline at (970)-563-4800 for current information. SUIMA also uses Remind messaging system. All parents/guardians are encouraged to sign up for Remind.

SUIMA is required to remain in session for 172 days each year. SUIMA must make up cancellation days if the total number of days in session falls below the required number, which may be added at the end of the year or during holiday breaks, as determined by the Director of Education. Parents/guardians will receive adequate advanced notification as to when make-up days may be scheduled.

### **MEALS – policy and procedure**

Since nutrition plays a vital role in a student's health, mealtimes serve as an important time to establish healthy eating habits. A menu will be sent home each month. SUIMA staff is responsible for marking down when a child eats breakfast/ lunch provided from the school for billing purposes. SUIMA will provide an assortment of foods to encourage students to accept a greater variety of flavors and increase the nutritional value of meals at the following rates:

Breakfast - \$1.50

Lunch - \$2.75

Meal prices are based on the Ignacio School Districts current charges and are subject to change at any time in order to follow the ISD rate. SUIMA meal charges are turned into the SUIT Finance Dept. at the end of every month.

Breakfast will be provided to:

- Infants and Toddlers between 8:10 a.m. and 8:45 a.m. in their classrooms.
- Primary and Elementary students from 7:30 – 8:00 a.m. in the dining hall.

Lunch is provided to:

- Infants and Toddlers at 12:00 p.m. in their classrooms.
- Primary students at 12:00 p.m. in the dining hall.
- Elementary students at 12:00 p.m. in the dining hall.

A nutritious mid-morning snack will be provided to Infants, Toddlers, and Primary levels while at the elementary level snack will be offered upon request. An afternoon snack is provided to the after-school programs daily.

Special Diets: In order to accommodate special diet requests, including requests for milk substitutes such as soy, rice or almond milk, SUIMA will need a Medical Statement or Meal Modification form signed by parent/guardian and student's doctor. Without such documentation, SUIMA will not be able to accommodate special requests and parents/guardians will be responsible for providing alternate food or milk products for their student(s).

### **DRESS CODE FOR KINDERGARTEN AND ELEMENTARY - policy**

Students are expected to be dressed in a manner that is age appropriate.

- Pants and shorts must be worn at natural waistline.
- The bottom of shirts/tops must be below the waistline of skirts, pants, and shorts.
- Dresses and tops must have a minimum 1" wide strap.
- Dresses, skirts, and shorts must reach 1" below fingertips when arms are straight down.
- There should be no visible cleavage.
- Undergarments should not be visible at any time.

The following may NOT be worn:

- See through tops and blouses.
- Clothing or jewelry with lettering and/or pictures depicting inappropriate words, pictures, or any gang affiliations.

Students inappropriately dressed may be asked to call their parents/guardians so that appropriate clothing can be brought to school. If a parent/guardian or other family cannot be contacted, SUIMA may lend the student clothes that will suffice for the day.

### **CLOTHING FOR INFANTS, TODDLERS AND PRE-K - policy**

Parents are encouraged to dress students in comfortable, easy to manage clothing appropriate for the weather. Students will be outdoors daily. Indoors they will work on the floor as well as at tables. Shoes are required for safety. All items of clothing (coats, boots, hats, etc.) should be labeled with the student's name. SUIMA keeps a general

supply of clothing for students to borrow in an emergency. If a student wears borrowed clothing home, items should be laundered and returned as soon as possible. A lost and found box will be kept in the Administration Office near the front door.

### **PERSONAL BELONGINGS - policy**

Each student shall have a cubby for storing personal belongings such as coats, backpacks, extra clothes, etc. Please check cubbies daily for items to take home. Students are encouraged not to bring toys, candy, skateboards, roller skates, shoes with wheels, or any electronics to school. Such items distract from classroom activities and often get lost or broken. SUIMA is not responsible for lost, damaged, or stolen items.

### **STUDENT CELL PHONES – policy and procedure**

As students arrive to class each day, it is required that all student cell phones be placed in a classroom cell phone pocket storage. If the teacher/guide finds a student with a cell phone, it will be confiscated and returned at the end of the day. If this continues, parents/guardians will be called.

### **FIELD TRIPS – policy and procedure**

Field trips are an important aspect to a student's learning experience and development. Parents/guardians and students will be notified in advance when a trip is planned. For any field trip, whether walking or going in SUIMA transportation, parents/guardians will receive a permission slip\* and/or waiver to sign which will include destination, educational objective, transportation arrangements, date of trip, and times of departure and return. All students under 40 pounds will be required to have a properly fitted and inspected five-point harness car seat on the day of a field trip. Students who fail to submit a signed permission slip and/or waiver, or fail to provide an adequate car seat, will not be able to attend.

Field trips involving water will require a ratio of one adult to every two students. If additional chaperones are needed, parents/guardians may be requested to volunteer to accompany their child(ren).

Per SUIMA's Bus Safety Policy, parents/guardians are not allowed to accompany their student on SUIMA's transportation, unless they are an authorized chaperone/volunteer.

When a parent/guardian transports their student **without** signing them in at school, that parent/guardian is responsible for their student for the remainder of the day. That student may not be signed into school upon return to SUIMA after the field trip.



When a parent/guardian signs their student in at school, that student may ride in SUIMA's transportation to and from the field trip. If a parent/guardian chooses to check their student out at the field trip location, they may do so by signing them out on the classroom sign-in/out sheet provided by the classroom teachers/guides.

## **EMERGENCY POLICY and PROCEDURES**

### **Fire**

SUIMA has posted a fire evacuation procedure at the entrance/exit of every room. Drills will be conducted every other month to ensure appropriate response. SUIMA has a monitored fire alarm system and is equipped with smoke alarms and sprinklers.

### **Lock Down Drills**

SUIMA conducts regular lock down drills to ensure appropriate response and safety for the students and staff. Upon completion of the drill, parents will be notified of SUIMA's participation through the REMIND app.

Lockdown – A Lockdown occurs when there is a threat to those in the building(s) or in the immediate vicinity. Students and staff will be removed from harm's way and held in a secure, out of sight, locked area. Staff will have their cell phones on silence.

Lockout– A Lockout occurs when there is a threat or hazard outside of the school building(s). Exterior doors are locked and secured. Outside activity is minimized but school conducts business as usual.

The Admin Assistant will notify parents when a fire or lock down drill has taken place during the school day.

### **VIOLENT INTRUDER/ACTIVE SHOOTER – policy**

SUIMA uses the SUIT Emergency Action Plan for these situations. This plan can be found in the SUIMA office next to the Administrative Assistant

### **LOST STUDENT/CHILD - policy**

SUIMA takes several measures to ensure that children do not become lost. Attendance is verified upon arrival and departure and at transition times throughout the day. Vigilance is maintained at classroom and playground exits, and in areas defined as off limits to the children. If it is determined that a child is missing and has left the premises unattended by an adult, the parent and the police will be notified immediately. All available staff will participate in a search.

### **CHILD ABUSE AND NEGLECT REPORTING - policy**

**The Southern Ute Indian Tribe's Children's Code requires school officials or employees "to report suspected abuse or neglect"** to Tribal Social Services or law enforcement. S.U.I.T.C. § 6-1-106. The Children's Code specifically states that any school official or employee "who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which could reasonably result in abuse or neglect, shall immediately report such fact to Tribal Social Services or to tribal Law Enforcement." (§ 6-1-106(1)).

Child abuse or neglect is defined, under the Children's Code, as "(a)n act or omission in one of the following categories which threatens the health or welfare of a child:

- A. Any case in which a child exhibits evidence of physical injury such as skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death, and such condition or death is not justifiably explained; where the history given concerning such condition or death is at variance with the degree or type of such condition or death; or where circumstances indicate that such condition or death may not be the product of an accidental occurrence;
- B. Any case in which the child's parent, legal guardian or custodian fails to take actions that a prudent parent would take to provide adequate food, clothing, shelter, supervision, education or medical care;
- C. Any case in which a child is exploited or overworked, endangering his health or well-being;
- D. Any case in which a child is subjected to sexual assault or molestation, sexual exploitation, sexual contact or prostitution; or
- E. Any case in which a child is subjected to actions which are harmful to the emotional or mental well-being of the child." (§ 6-1-103(2)).

### **BIRTHDAYS - procedure**

Students are welcome to celebrate birthdays at school and parents are encouraged to participate. Parents are required to arrange birthday celebrations in advance with the classroom teacher/guide.

### **SPECIAL NEEDS - policy**

SUIMA accommodates students with special needs when those needs can be managed within the regular classroom environment and staffing patterns. SUIMA will coordinate specialized services to provide a well-integrated program for students with special needs.

### **CHANGES AT HOME - procedure**

Changes at home influence students at school. Please keep appropriate SUIMA staff informed when there are significant changes in a student's life such as deaths, births, extended absence of a parent, separations, etc., so that the staff can better understand the child's reactions and behaviors and appropriately assist him/her.

### **NEWSLETTERS - procedure**

Parents will be notified of all events, notices and other SUIMA information by newsletters sent monthly, either from the office or the classroom, providing important and necessary information.

### **NAPS AND QUIET TIME – policy**

Infants, Toddlers and young Primary students who are at SUIMA for longer than four hours will have a nap/rest period; Infants – as needed, Toddlers – 2 hours, Primary – 1 hour.

### **RECORDS - policy**

SUIMA keeps individual student records. All records are confidential and can only be released to a third-party with written permission from a parent/guardian. Cumulative records follow students through their academic career. Upon reaching adulthood, portions, if not all, of the student's record may be offered to the [past] student.

### **PARENT/TEACHER CONFERENCES – policy and procedure**

**Students do better in school when parents get involved.** Attending parent-teacher conferences is one way to be involved. These conferences are great opportunities to: discuss your student's progress; to work with the teacher/guide to help your student do well in school; and to help your student succeed.

Two parent/teacher conferences shall occur for each level per school year, one in the fall and one in the spring. Additional conferences may also be held any time upon a parent/guardian or staff's request. Staff is always available to address parents' questions and concerns.

### **VISITORS TO SUIMA CAMPUS - policy**

For safety and security reasons, all visitors including family members, volunteers, and observers must check in at the SUIMA Administration office. Visitors will need to sign in and obtain a Visitor's Badge. The badge must be visible at all times during visit. Upon

completion of visit, visitor must return to SUIMA Administrative Office, sign out, and return the Visitor Badge. No exceptions.

Visitation hours for all levels:

- 8:10 a.m. – 3:15 p.m. Monday, Tuesday, Thursday, Friday
- 8:10 a.m. – 1:45 p.m. Wednesday

When students are napping, visitation within classrooms will not be permitted.

### **VOLUNTEERS - policy**

The success of SUIMA relies in part on the parents/guardians. Per the Parent/Guardian Commitment Contract \*SUIMA expects you to volunteer and donate items as requested throughout the school year and become involved by offering your talents, skills, and time to create the environment we all want for our students. When volunteering in a classroom confidentiality always needs to be respected, volunteers are not allowed to discuss actions or behaviors of SUIMA children with the community.

Some ideas of volunteering could, but are not limited to, include:

- Classroom events such as back to school night, field trips, holiday parties, parent/ teacher conferences etc.
- helping take care of the gardens/ greenhouse on campus
- assisting with carline
- making a material to better the SUIMA environment.

All volunteers must sign in and out on the sign-in sheet in the office, SUIMA staff log's the volunteer hours and parents/guardians/volunteers are responsible for ensuring the documentation of their hours. Please contact the school secretary for more details about volunteering.

Children, including a student's siblings, who are not enrolled in our school are NOT PERMITTED to visit or join class activities during the school day due to liability and supervision considerations. An exception may be given to past students at the discretion of the SUIMA Principal. Please, when volunteering, leave younger children at home.

### **RESTRICTIONS FOR INDIVIDUALS CONVICTED OF CERTAIN OFFENSES policy**

Individuals who have been convicted of an offense that requires registration on any sex offender registry or that limits their contact with children shall be required to accept restrictions on their access to SUIMA grounds and functions. Any such individuals, including parents, shall acknowledge and accept in the application that, upon being

convicted of such an offense, they shall not be allowed upon SUIMA grounds or attend SUIMA functions. Any violation such as a restriction may lead to prosecution or any other reasonable disciplinary measures that SUIMA considers appropriate.

### **LEVEL TRANSITION GUIDELINES – procedure**

Transitions between levels (Infant, Toddler, Primary, Lower Elementary and Upper Elementary) are based upon the developmental, social and educational needs of the student so that he/she will be most successful. Primary, Lower Elementary and Upper Elementary levels are each considered 3-4-year programs. Grade levels do not define them. Students do not automatically transition according to their age; they transition according to their developmental readiness level as determined by SUIMA criteria.

### **Mid-year Transition Process for Infants/Toddlers - procedure**

1. A shadowing period of the student must take place.
2. I/T teachers/guides complete a developmental assessment of the child.
3. I/T teachers/guides arrange a meeting with the Coordinator of Special Education to share assessment results and give their recommendations. The Coordinator of Special Education consults with pertinent staff members and determines class placement. A meeting is held with I/T and receiving teachers/guides to schedule the following:
  - a. Each guide from the receiving classroom visits, observes and interacts with the transitioning student in their present classroom several times and makes their recommendations.
  - b. The transitioning student visits the new class on several different days during a variety of activities and stays for an increasing amount of time.
4. I/T parents/guardians are required to visit the receiving classroom.
5. The teachers/guides in the present classroom share the transition plan with the principal and the student's parents/guardians at a Transition Conference. Information regarding the new classroom and the August 1<sup>st</sup> cutoff date will be shared with the parents/guardians.
6. As the transition plan is implemented, the child must be accompanied by their I/T guide for the first few visits. This process continues until the child is comfortable in the new classroom. Subs will be provided in the I/T room as needed. If the student exhibits signs of emotional stress at any time during the transition process, the decision to transition the student will be reviewed and the transition process may be discontinued.

7. The transition process shall be complete with the approval of the Coordinator of Special Services and Curriculum Coordinator. A letter will be sent to the parents/guardians informing them of official approval or denial.

### **Year End Transitions - procedure**

For a student to transition to the next level, he/she must be developmentally and socially ready as determined by readiness assessments for each level. All parents/guardians are informed about these transition guidelines through ongoing education of the Montessori Philosophy. Parents/Guardians are invited into the classroom to observe throughout the school year. Teachers/Guides present information on the Montessori Philosophy and a student's developmental readiness to parents/guardians at each parent/teacher conference. The possibility of a student remaining at the same level in the upcoming school year is addressed by the final parent/teacher conference.

Various factors will be considered when deciding classroom placement including maintaining a balanced ratio between ages, gender, and the collective educational needs of the students in the classroom. Parent/Guardian requests will not be supported in placement of a student.

### **INCIDENT – policy and procedure**

Incidents that are a result of an altercation between students, a confidential incident report is filled out for each of the students. Incident reports shall be filled out for all student incidents, whether perpetrated by another or self, and turned into the SUIMA Principal. Both parents/guardians of the students involved are notified by the teacher/guide via phone, email or written notice.

The Counselor is then notified, and the **Behavior Support Policy** (*see attached*) is enacted. In some cases, a behavior plan may be devised with the parent/guardian, teacher/guide, Counselor, and Principal. Incident reports are given to the parents after required staff signatures have been obtained. Under NO CIRCUMSTANCE, is the name of any other involved student given out or written on the report.

### **INJURY – policy and procedure**

Injury reports \* shall be filled out for all student injuries, whether perpetrated by another or self-inflicted, and turned into the Coordinator of Health, Nutrition and Safety (a.k.a. school nurse). All injuries will be reported to the parent/guardian. The parent/guardian will be notified by the teacher/guide or school nurse via phone, email or written notice. A written report for a minor injury is not required unless deemed necessary by SUIMA nurse or administration. All other injuries require a written injury report with the original report being filed with Risk Management. These reports **DO NOT** go to

parents/guardians. If a parent/guardian requests a copy of the report, they will be directed to the Coordinator of Health, Nutrition and Safety.

### **ILLNESS - policy**

#### **SUIMA uses *Managing Infectious Diseases in Child Care and Schools* by the American Academy of Pediatrics as a reference guide for all illnesses.**

SUIMA strives to create a learning environment that is safe, clean, and healthy to maximize the educational process of each student. Parents, staff, and the administration must work together to protect each child's health and to prevent the spread of disease. In the event that a student is ill and will need to go home, the parent/guardian will be contacted, and the student **must** be picked up within 45 minutes. A Student Illness form stating the child's illness, date of call, and date student can return to school will be provided from the Coordinator of Health, Nutrition and Safety. This form **must** be signed upon pick up of the student. A copy will go home, and one will be filed in the Health Office.

Parents/guardians should contact SUIMA if a student is sick. If a health care provider has made a specific diagnosis, (such as strep throat, conjunctivitis, chicken pox, or other infectious disease) SUIMA staff must be notified. All information will be kept confidential (to protect student/family privacy). Families will be made aware of any infectious disease within the school for the health/safety of SUIMA staff and students.

The Coordinator of Health, Nutrition and Safety or the SUIMA Principal may decide to send a student home if they believe it is in the best interest of the student and/or the other students. This decision **must** be respected.

Signs of illness include:

- Unusual tiredness
- Inconsolable crying
- Problems breathing
- Lacking normal amount of energy
- Not able to participate in normal activities
- Change in normal sleeping patterns

The following is a guide to help decide if a student should stay home or be sent home from school:

Fever – If a student has a fever equal to or greater than 101.0° F (ear probe), he/she will be sent home. Fever alone is not a sufficient reason to exclude a child. The child's behavior and other symptoms must be observed. The child must be fever free for 24 hours before returning to school.

Diarrhea – If a student has two or more diarrhea stools (unformed and watery), he/she will be sent home. Student may not return to school until 24 hours after the diarrhea has

stopped or until a written statement from a physician has been provided stating the cause of the diarrhea and that it is not contagious to others.

Vomiting- Students who have had two or more episodes of vomiting will be sent home. Student may return after there has been no vomiting for 24 hours.

Cold Symptoms –If a student has green-yellow discharge from the nose lasting more than a few days or is accompanied by a fever, the student should see a physician. For the student to return to school, the nasal discharge must be manageable.

Ear Infection - If student shows signs of an ear infection (fever, pulling at the ear, or drainage from the ear) he/she must see a physician for treatment.

Flulike symptoms – If a student shows signs of a sudden onset of fever, headache, chills, nasal congestions, sore throat, cough, decreased energy, nausea or vomiting these may be signs of the flu. Student must see a physician for treatment and must be fever free for 24 hours before returning to school.

Pink Eye – If the white part of the eye is pink or red or has thick yellow or white discharge, it is typically pink eye. Pink eye is highly contagious. The student must see a physician and provide a written statement with diagnosis and treatment. If the student is *not* treated, he/she may not return to school until the symptoms are gone. If the student does have pink eye and has started antibiotics, he/she may return to school 24 hours after the treatment has been started.

Strep throat – If a student has strep throat, he/she may attend school 24 hours after the start of antibiotics and free from fever.

Skin rashes – If a student has a skin rash associated with a fever, or any rash that spreads quickly, has open weeping, and/or is not healing, he/she should see a physician. The student may return to school with a note from the physician stating the diagnosis, treatment, and whether the rash is contagious or not. *NOTE: Body rash without fever or change in behavior changes usually does not require exclusion from school.*

Diaper Rash – If a student has a severe diaper rash, especially if the skin is broken or bleeding, parent/guardian will be asked to take the student to see a physician. A physician's note stating the diagnosis and treatment will need to be provided.

Thrush or candida diaper rash – If a student has thrush or a fungal diaper rash, he/she may attend school but should see a physician for diagnosis and treatment.

Head Lice or Scabies – If a student has visible lice or nits within ¼ inch of the hairline, he/she must leave school and may return only after treatment has been given. *The student must see the Coordinator of Health, Safety, and Nutrition before returning to the classroom.*



Hand, Foot, and Mouth Disease – A student may attend school if the temperature is less than 101.0°F and is able to function and participate in normal activities, *unless the child has open mouth sores and is drooling. In that case, the student will be excluded from school and may return when the sores have healed.*

Ringworm - Student must leave school but may return once treatment has been started.

Impetigo – Student must leave school and may return after 24 hours of treatment.

Herpes – Student must leave school if the area is oozing and cannot be covered (e.g. mouth sores).

Fifth's Disease – Student may stay in school. Once the rash disappears, the child is no longer contagious.

Hepatitis A – Student must stay out of school for one week after the onset of illness or jaundice and may return when he/she is able to participate in school activities.

Coughing – Severe, uncontrolled coughing or wheezing, rapid or difficulty in breathing is cause for medical attention. *Note: Children with asthma may be cared for with a written health care plan specific for that child.*

RSV Respiratory Syncytial Virus – A student does not always need to be excluded from school unless he/she is not well enough to participate in normal daily activities, however, medical attention is advised. Once a child in the group has been infected, spread is rapid.

Roseola – Exclusion from school is required. A student with rash and no fever may return to school.

### **IMMUNIZATIONS - policy**

"While Colorado law does not apply to the Tribe, SUIMA voluntarily follows the immunization requirements in the Colorado School Entry Immunization Law (§ 25-4-901 et seq, C.R.S.) and Colorado Board of Health Rule on Infant Immunization Program and Immunization of Students Attending School (6 CCR 1009-2)" that require students to be vaccinated against:

- diphtheria, tetanus, and pertussis (DTaP, DTP, Tdap)
- polio (IPV)
- measles, mumps, rubella (MMR)
- hepatitis B (HepB)
- haemophilus influenza type b (Hib)
- pneumococcal disease (PCV13)
- varicella (chickenpox)

No student shall attend SUIMA unless the student has presented to the school a current certificate of immunization or a completed exemption form. A student shall be exempted only upon submission of:

- Medical Exemption - certification from a licensed physician that the physical condition of the child is such that immunization would endanger the child's life or health.
- Religious Exemption – statement signed by the parent/guardian that he or she holds religious beliefs whose teachings are opposed to immunizations.
- Personal Belief Exemption – statement signed by parent/guardian that he or she holds a personal belief that is opposed to immunizations.
- *In the event of an outbreak of disease against which immunization is required, no exemption will be recognized, and those students will be excluded from school until they receive immunization.*

### **MEDICATION - policy**

#### **Medication Administration:**

Medication may be given only by registered nurse or other school personnel whom a registered nurse has trained and delegated the task of giving medication. Parents or other designated family members may come to school and administer medication to their student(s). No prescription or non-prescription medication shall be administered at school by the school nurse or other school designee without the following requirements being met:

- Prescribed or over-the-counter medication shall be in original, properly labeled container. If it is a prescription medication, the student's name, name of drug, dosage, time of administration, name of physician, name of pharmacy, and current date shall be printed on the container.
- SUIMA shall have received written permission from the doctor or dentist to administer the medication.
- The school shall have received written permission from the parent/guardian to administer the medication. When such a request is made by the parent/guardian, a full release from the responsibilities pertaining to the side effects or other medical consequences of such medication also must be presented.

#### **Medication Check-In:**

Medication will only be accepted when the parent/guardian comes into the SUIMA Administration office and checks in the medication with either the Coordinator of Health, Nutrition, and Safety (school nurse), Principal or Curriculum Coordinator. The medication will be logged in on a Medication Check-In/Out Log document and will be signed by the parent/guardian and the Coordinator of Health, Nutrition, and Safety, Principal or Curriculum Coordinator only if these are included with the medication:

Written orders from the student's physician must be on file in the nursing office stating:

- a) Student's name
- b) Student's date of birth
- c) Students' classroom and teachers/guides
- d) date
- e) name of medication
- f) dosage
- g) route
- h) purpose of medication
- i) time of day medication is to be given
- j) possible side effects
- k) phone number of physician, pharmacy, and/or parent/guardian
- l) date, time and nurse/delegate's signature for each medication administration

**Medication will not be accepted at Car line.**

## The Southern Ute Indian Montessori Academy

### Behavior Support Policy

*“We call an individual disciplined when he is master of himself, and can, therefore, regulate his own conduct when it shall be necessary to follow some rule of life.”*

*Maria Montessori*

Introducing, modeling, and reinforcing positive behavior is an important part of a SUIMA student's educational experience. Teaching behavioral expectations and acknowledging students for following them is much more positive approach than waiting for misbehavior creates a climate in which appropriate behavior is the norm and is not limited to the school environment but extends to society. Because results are not immediate, positive behavior discipline techniques require practice and patience. Positive behavior expectations are taught, modeled, and reinforced systematically.

Core expectations for behavior at the Southern Ute Indian Montessori Academy are:

- Listen attentively
- Communicate respectfully
- Follow directions
- Use verbal and physical self-control

### Campus Wide Anti-Bullying Rules

Clearly defined school-wide behavior expectations which apply to all students are posted in each classroom and in the school cafeteria. These behavioral expectations become the basis for teaching, intervening and empowering by-standers to take appropriate action.

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

SUIMA Behavior Support Policy

## Infant/Toddler

Each morning, adults greet each other and each child in an animated way with a smile, clearly saying his or her name. Adults approach a child to speak their name rather than using a raised voice from across the room. When an adult needs to redirect, it is done in a positive way with an accepting tone of voice. Verbal redirections exclude the use of the child's name, as a child's name is not to be said in a negative or harsh tone at any time. Guides model respect for the child at all times. They demonstrate how to: use manners, watch and wait, work together, use a quiet voice, and move slowly. Limits and expected behavior are clearly stated. Free choice is integrated into the daily routine.

Children's behavior is supported in positive ways by the guides. When a child exhibits any behavior that is harmful to self or others, the following steps are taken;

- A. **First Level** – The first time the harmful behavior occurs, the child is removed from the situation. The child is told what action he/she did and that he/she is not keeping their friend safe. This child is told to “sit or hold my hand for a little while until you're ready to keep your friend safe.” When the child gets up, the guide says, “I see you're ready to keep your friend safe.” If the child immediately repeats the behavior, this process is repeated. Through observation throughout the day, the guides intervene to prevent the same situation by redirecting the child's attention and activity. Every time an incident occurs, a **Student Incident Report \*** is completed and parents/guardians are asked for their input.
- B. **Second Level** – If the behavior occurs again, the process described above is repeated. In addition, a team meeting is held with the guides, the counselor, and the Coordinator of Special Education to determine strategies. The staff observes the child and records data for a week using the **Antecedent-Behavior-Consequence Log \* (ABC Log)**. The child is closely monitored.
- C. **Third Level**- If the behavior continues to occur, the same process is repeated. In addition, the child is observed by appropriate staff (may include counselor, Coordinator of Special Education, occupational therapist, speech therapist or classroom guide) for a week and data is recorded. During this time additional assessments are completed which include the Devereux Early Childhood Assessment (DECA), the Teacher's Report Form (TRF), and/or Sensory Profile and Parent/guardian input is obtained.
- D. A Team meeting is held to discuss the gathered information and develop an intervention plan. The child's parents/guardians are required to attend the meeting.
- E. The plan is implemented for two weeks.
- F. A letter is written by classroom guides to all parents/guardians in the classroom explaining the intervention plan.
- G. If the behavior has not decreased, the plan will be revised.

SUIMA Behavior Support Policy

## **Primary**

The expectations in the classroom (the way of being) are the fabric of the classroom as presented by the Grace and Courtesy lessons through review, role playing, modeling, practice. Behavior expectations are based on the developmental age of the child.

The intention of the SUIMA staff is to create a safe environment for learning. It is neither possible nor necessary to specify every type of improper or inappropriate behavior. Guides are expected to exercise their best professional judgement and knowledge of child development in deciding whether it is appropriate to remove a child from class in any particular circumstance. SUIMA's goal is to facilitate a positive change in inappropriate behavior.

At the Primary level, guides closely observe children's behavior. Guides document children's use of materials and interactions with peers. When guides witness any inappropriate behavior, they intervene by: redirection, demonstrating how to positively interact with others, modeling the appropriate use of materials, and/or all of the above. If a situation arises that requires intervention, the guide will place herself at the child's level to talk and problem solve. In order to provide a safe and healthy classroom environment, guides are always within close proximity to the children to ensure that they are being closely supervised.

### **First Level**

When a child is disrespectful or behaves in a manner that infringes upon the rights of another student or staff member, the following steps shall be taken:

- A. Redirection and/or the Peace Rose are utilized to restore grace and courtesy and to resolve conflicts. This first step provides a space and time for reflection for the student as well as the others involved. This reflection time is a positive tool and allows the child/children to regroup. Grace and courtesy lessons that apply to the specific behavior are reviewed and re-taught. Parents are verbally notified by the end of the day.
- B. If the child's behavior continues, the following steps will be taken:
  - 1. The guides will collaborate to develop positive behavior strategies by sharing ideas, information, and working together as a team.
  - 2. The guides will implement appropriate individual behavior strategies to promote the child's success by filling out a First Level Report. \*
  - 3. Talk with the parents/guardians and ask for their ideas and suggestions and give a copy of the report to the SUIMA counselor.
  - 4. If the above strategies prove ineffective, the **Second Level** of the Discipline Policy is implemented.
- C. If it is necessary to remove the child from the immediate situation to ensure the safety of the child or others, staff may immediately implement the **Second Level**.

### **Second Level**

This level's strategies can be activated when a child demonstrates gestural, verbal or physical behavior that infringes upon the rights of others. The behavior is harmful to self or others and/or is disruptive to the learning environment.

A. First referral

1. If an injury occurs, the Coordinator of Health, Nutrition and Safety is called and a **Student Injury Form \*** is completed by the guide(s). The Coordinator of Health, Nutrition and Safety will give a copy of this report to the counselor, Coordinator of Special Education, and the principal/designee.
2. If there is only one staff person present, call for back up.
3. The student is removed from his/her immediate environment in a safe and orderly manner by a guide or another SUIMA staff member and taken to a designated area **within the** classroom.
4. If the student is outside the regular classroom setting, the classroom guide will remove the student to a safe alternative setting.
5. The guide talks with the child about the recent incident and determine if the child needs to participate in a Peace Rose resolution and/or if the child is ready to rejoin the regular classroom.
6. At this point, the guides will begin using the **Antecedent-Behavior-Consequence Log \* (ABC Log)** to record data for one week.
7. Parents/guardians will be notified the same day of the incident.

B. If a **second referral** occurs, and the above steps have been followed with supportive documentation, the guides will contact the Coordinator of Special Education to set up a meeting to brainstorm strategies that will support positive behavior through the development of an **Individual Behavior Support Plan (IBSP)**

1. The strategies are implemented in the classroom throughout the child's school day and, if necessary, at home.
2. On at least a weekly basis, the guide(s) will share information with the parents/guardians about their child's activities and behavior at school. **The goal is to create a partnership between home and school that emphasizes the positive and builds a foundation that works for the child.**
3. If the child's behavior does not improve within two weeks, a meeting is called with the parents/guardians, Coordinator of Special Education, guides and other support staff to review the strategies being and discuss any changes that may need to be made. Everyone signs the plan stating his/her role in supporting the child.
4. The behavior plan is followed by the guides and/or services may be recommended if after two weeks, behavior does not improve.

B. If a **third referral** occurs, the student and parents/guardians may be referred to a community counselor or a community child therapist.

SUIMA Behavior Support Policy

## Elementary

### First Level

The intention of the SUIMA staff is to create a safe environment for learning. It is neither possible nor necessary to specify every type of improper or inappropriate behavior. Teachers are expected to exercise their best professional judgement and knowledge of child development in deciding whether it is appropriate to remove a student from class in any particular circumstance. SUIMA's goal is to facilitate a positive change of the inappropriate behavior.

**When a student is disrespectful or behaves in a manner that infringes upon the rights of another student or staff member, the following steps shall be taken:**

- A. The peace table and/or conflict resolution is utilized to restore grace and courtesy and to resolve conflict. This first step provides a space and time for reflection for the student as well as for the others involved. This time for reflection is a positive tool and allows for the student(s) to regroup. Guides will keep a written log of the date, time, and name of the students using the peace table. **(No forms required.)** Parents will be verbally notified by the end of the day.
- B. If a student's disrespectful behavior continues or if the peace table/conflict resolution does not resolve the conflict to the satisfaction of the SUIMA staff, the staff will do the following:
  1. Document student's behavior using the **First Level Report Form** \*
  2. Identify student's strengths, positive behaviors, motivators, sensorial needs, and age appropriate consequences.
  3. Implement appropriate individualized education strategies to promote the student's success.
  4. Contact the student's parents/guardians to discuss concerns. Parents/guardians will be asked for their ideas and suggestions to help improve the student's behavior. The goal is to create a partnership between parents/guardians and school to work for the best interest of the student.
  5. The **First Level Report Form** is given to the counselor.
  6. If the above strategies prove ineffective, the **Second Level** of the Discipline Policy is implemented.
- C. If a student refuses to cooperate with the first level, SUIMA staff may immediately implement the **Second Level**.

### Second Level



This level's strategies are activated when a student demonstrates gestural, verbal, or physical behavior that infringes upon the right of others. The behavior is harmful to self or others and/or is disruptive to the learning environment. If at any time the student is non-compliant in this process, a parent /guardian will be called by the SUIMA principal/designee and the student will be sent home.

**A. First Referral**

1. If an injury occurs, the Coordinator of Health, Nutrition and Safety is called, and a **Student Accident Report** is completed by the guide(S). The Coordinator of Health, Nutrition and Safety will give a copy of this report to the counselor, Coordinator of Special Education, and the principal/designee.
2. If there is only one staff person present, call for back up.
3. The student is removed from his/her immediate environment in a safe and orderly manner by either a guide or another SUIMA staff member and taken to the nearest safe, alternative setting.
4. If the student is outside the regular classroom setting, the classroom guide is immediately notified.
5. Once the student is calm. He/she is given the assignment to complete the appropriate **Reflection Form (A, B, or C)** depending on age and grade level. With successful completion of this assignment, the student returns to class.
6. A **Second Level Report Form** is initiated as soon as possible by the involved staff member **each time** a student is removed from any setting or demonstrates **Second Level** behavior as referenced above. The student's **Reflection Form** is attached. In addition, the guides will begin using the **Antecedent-Behavior-Consequence Log (ABC Log)** to record data for one week.
7. The **Second Level Report Form** with the **Reflection Form** is placed in the counselor's mailbox.
8. The student meets with the counselor at the earliest opportunity to review the situation.
9. The counselor documents the resolution and distributes copies of the form to the principal/designee, the classroom guides, the Coordinator of Special Education and the parents/guardians.

B. If a **Second Referral** occurs, the above steps 1-10 are repeated with the exception that the student calls the parent/guardian to inform them of the incident and spends the next lunch in detention.

C. If a **Third Referral** occurs, the student and/or guide calls the parent/guardian to inform them of the incident. The parent/guardian is notified by the SUIMA principal/designee to pick up their child. The student remains in the office and works on classroom assignments until the parent/guardian arrives. The involved guide(s) will document the incident using the **Second Level Report Form**. A copy is placed in the counselor's mailbox.

1. The student will not be allowed to return to school until a meeting is held. Present at the meeting are the guide(s), Coordinator of Special Education (when appropriate), the SUIMA counselor, at least one parent/guardian, and the student. An **Individual Behavior Support Plan** is developed. Each individual signs the behavior plan stating his/her role in supporting the student to return to appropriate behavior.
2. If the parents/guardians do not follow through with the **Individual Behavior Support Plan**, the family will be referred to an alternate education setting. A list of educational programs will be provided.
3. The first day the student returns to school, he/she will have lunch detention.
4. The plan is revised to be more effective. Everyone present signs the plan stating his/her role in supporting the student.
5. When the student returns to school, he/she will have lunch detention the first three days.

### First Level Report

(Completed by guide(s))

Student \_\_\_\_\_ Date \_\_\_\_\_

Guides \_\_\_\_\_

Describe Incident \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Use other side if necessary)

Student Strengths \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Educational strategies \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name the appropriate replacement behavior \_\_\_\_\_

\_\_\_\_\_

Write an affirmative statement to say to the child each time the appropriate behavior is observed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student signature

\_\_\_\_\_

Guide signature

\_\_\_\_\_

Principal Signature

\_\_\_\_\_

Guide signature

**Second Level Report**

(Completed by guide(s) and placed in counselor's mailbox)

Circle one – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> report

Date \_\_\_\_\_

Student removed for: \_\_\_\_\_

Reflection Form attached: \_\_\_\_\_

Parent contacted: \_\_\_\_\_

SUIMA principal/designee contacted: \_\_\_\_\_

Student name: \_\_\_\_\_

Describe Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Use other side if necessary)

Student strengths: \_\_\_\_\_

\_\_\_\_\_

Education strategies: \_\_\_\_\_

\_\_\_\_\_

Name the appropriate replacement behavior: \_\_\_\_\_

\_\_\_\_\_

Write an affirmative statement to say to the child each time the appropriate behavior is observed: \_\_\_\_\_

\_\_\_\_\_

Resolution (completed by counselor) \_\_\_\_\_

\_\_\_\_\_

Student signature

Date

Guide signature

Date

Counselor signature

Date

Guide signature

Date

Principal signature

Date

## Individual Behavior Support Plan

Behavior needing to be changed: (Please be clear, specific, and objective)

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Student agrees to make the following changes: (Help will be available if needed)

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Guides agree to the following positive changes: (Modification will be made if/as necessary)

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Parents agree to the following positive changes: (As a way to support the student and school)

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How and by whom will changes (positive and negative) be measured?

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Student's signature                      Date

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Counselor's signature                      Date

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Parent/Guardian signature                      Date

---

Principal's signature                      Date

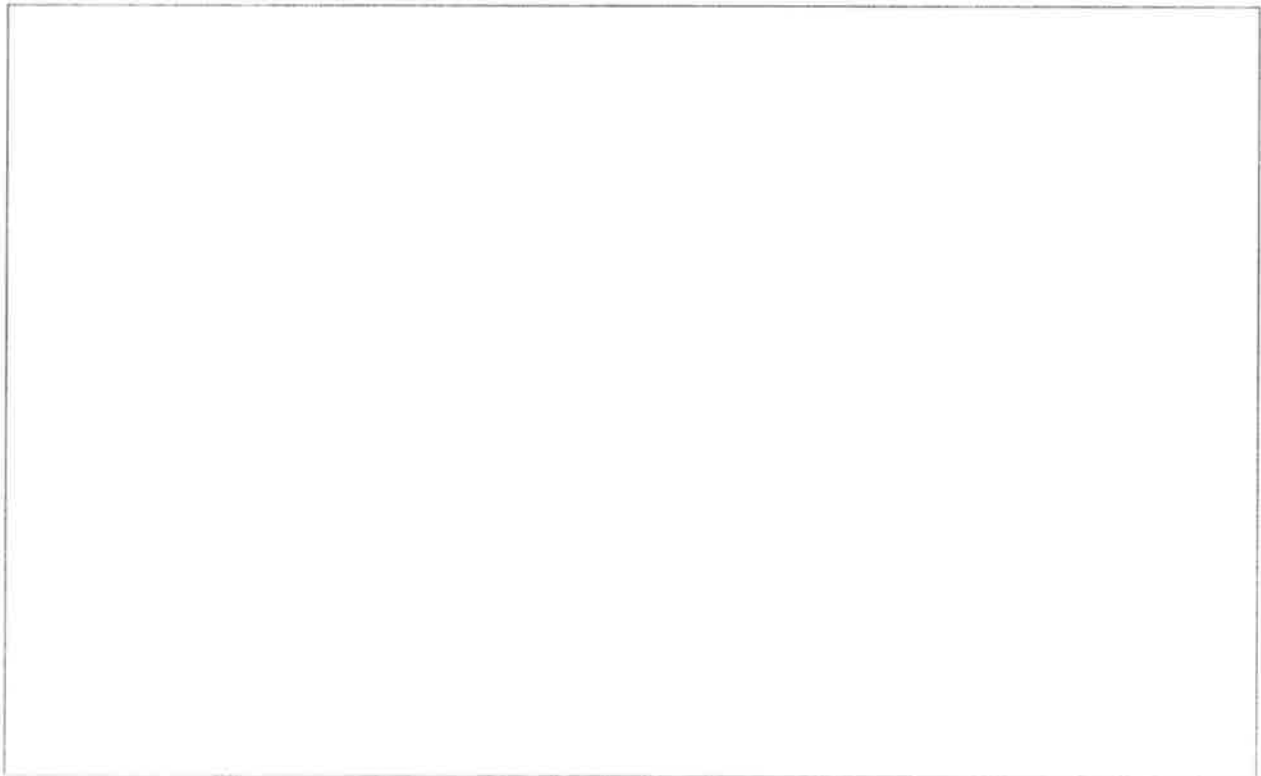
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SUIMA staff signature                      Date

Reflection Form A  
(Second Level)

I chose not to respect \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of how I can do better next time.



\_\_\_\_\_  
Student signature                      Date

\_\_\_\_\_  
Guide signature                      Date

\_\_\_\_\_  
Principal signature                      Date

\_\_\_\_\_  
Guide signature                      Date

## Reflection Form B

(Second Level)

Why were you asked to complete this form?

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Why is this behavior inappropriate?

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What better choices could you have made?

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Do you owe an apology to anyone?

**YES**

**NO**

Please write your apology here:

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Student signature

Date

Guide signature

Date

Principal signature

Date

Guide signature

Date

## Reflection Form C

(Second Level)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

What did you do? (Please be specific. Start with "I". Tell me later what the other student did.)

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What was wrong with that behavior? (Whom did you hurt? How do you know you hurt this person?)

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What problem were you trying to solve? (Did you want attention? Did you want to be left alone? Were you trying to have fun? Were you already mad about something else?)

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Next time you have that problem, how will you solve it without hurting anyone? (Please list three ways to solve the problem.)

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\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guide signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guide signature

\_\_\_\_\_  
Date



## Antecedent-Behavior-Consequence Log (ABC Log)

Instructions: Record objective information under the corresponding column for the antecedent, behavior, and consequence. This information should be recorded for any disruptive behavior occurring during the session/day. Descriptions should be kept brief and objective.

Student: \_\_\_\_\_ Guides: \_\_\_\_\_

<b>Date/Time</b>	<b>Antecedent</b> Description of the environment and what occurred prior to the behavior	<b>Behavior</b> What the student did or said and how long the behavior lasted	<b>Consequence</b> What happened immediately following the behavior or how the environment changed

### Zero Tolerance

**Zero tolerance applies to behaviors and actions that are the worst choices possible and a different chain of command is activated to secure the safety of the student involved as well as the others on the campus. Violent behavior, weapons, and possession, use or acting under the influence of drugs and/or alcohol are treated with zero tolerance on the SUIMA and SUIT campus. Violent behavior is defined as actions with the intent to do extreme harm.**

- A. If an emergency (as defined by in-service training) exists that threatens life or safety; a SUIMA staff member shall take all the necessary steps to ensure the safety of students and staff.
  - 1. Contact the SUIMA principal/designee.
  - 2. The SUIMA principal/designee will contact the parent/guardian to take the student home immediately.
  - 3. Immediately call 911. If the staff member is on a cell phone, call 970-563-4401.
- B. If a student possesses drugs or alcohol, staff will immediately contact the SUIMA counselor. The counselor will interview the student and then confer with involved SUIMA staff and the principal/designee to determine further appropriate action and contact the parent/guardian. SUPD and/or social services may also be contacted.
- C. If no emergency exists but a member of the SUIMA staff has reason to believe that a student possesses a weapon, is or will behave violently, or is under the influence of drugs or alcohol; the staff member shall immediately contact the SUIMA principal/designee.
- D. The SUIMA principal/designee will:
  - 1. Contact the parent/guardian
  - 2. Contact the Southern Ute Police Department
  - 3. If necessary, implement a SUIMA lockdown.
- E. The student and parents/guardians will be referred to appropriate community resources and public education. Any student who acts violently or possesses a weapon will be allowed to return to SUIMA. Any student who possesses alcohol or drugs will be referred to rehabilitative services as warranted. Any student who attends SUIMA under the influence of alcohol or drugs will be referred to rehabilitative services. Upon completion of a rehabilitation program, the student may be allowed to return to SUIMA

**The use of corporal punishment is strictly prohibited by ANY employee of the Southern Ute Indian Montessori Academy.**

## Anti-Bullying Policy – Elementary Level

### Definition

“Bullying refers to intentional and generally unprovoked attempts by one or more individuals to inflict physical hurt and/or psychological distress on one or more victims. There must be an imbalance of physical or psychological power, with the bully actually being stronger or perceived to be stronger than the victim. The bullying may be direct, with face-to-face physical or verbal confrontations, or indirect, with less visible actions such as spreading rumors or social exclusion. Although a single attack on a victim if severe enough can be accurately described as bullying, the term more often refers to a series of negative actions that occur frequently over time.”

U.S. Department of Education, “Exploring the Nature and Prevention of Bullying”  
[www2.ed.gov/admins/lead/safety/training/bullying/bullying.html](http://www2.ed.gov/admins/lead/safety/training/bullying/bullying.html)

Bullying may be physical, verbal, or emotional in nature. For example:

- Physical Bullying - Includes behavior such as: punching; poking; strangling; hair pulling; beating; biting; and excessive tickling.
- Verbal Bullying – Includes behavior such as: hurtful name-calling; teasing; creating rumors; slander; and gossip.
- Emotional Bullying – Includes behavior such as: rejecting; terrorizing; extorting; humiliating; disparaging personal characteristics such as race, disability or ethnicity; manipulating friendships; ostracizing; peer pressure; and sexual harassment.

### **BULLYING – policy and procedure**

SUIMA has a no tolerance bullying policy. \* The report or discovery of bullying activity is addressed thoroughly by the administration on a case-by case basis.

A bully is a person who is habitually cruel or overbearing, especially to a smaller or perceived weaker person. Bullying occurs both in person and/or through various forms of communication (Internet, notes, texting, social networking, etc.).

Forms of harassment include, but are not limited to: name calling, throwing items at another person, taking someone else’s possessions (i.e. backpacks, shoes, binder) and “hiding” or removing them from view, starting or facilitating rumors about individuals, physical intimidation, and making slurs or remarks intended to be insulting or derogatory.

Any student suspected of or caught participating in bullying or harassing another student will be subject to disciplinary action according to the policy.

If a student is being bullied or harassed in any manner, it is essential that they report the incident and/or behavior to a staff member to receive support and guidance. Many comments and bullying type behavior can go undetected by staff. For staff to properly address bullying, bullies must be identified. Children are encouraged to share their experiences directly to their classroom guide/teacher or school staff.

Each complaint of bullying or harassing will be investigated by the SUIMA Principal, or designee, who will investigate the complaint within 1 school day. This policy applies to students on school grounds and during a school sponsored activity.

In summary: Any student who engages in bullying/harassing may be subject to disciplinary action; students are expected to immediately report incidents of bullying/harassing to a SUIMA staff member; students can rely on staff to investigate each complaint of bullying/harassing in a thorough and confidential manner; if the student or the parent of the student feels the appropriate resolution of the investigation or complaint has not been reached, the student or the parent should contact a teacher or the SUIMA Principal and begin the Parent Grievance process.

Within each of these categories, specific bullying behaviors can occur at different levels of severity. As all bullying behavior is harmful and may progress quickly from less to more severe, it is important that behaviors at each level of severity be taken seriously.

Peer to Peer Aggressive Behavior – Elementary				
Bullying Policy				
Behavior	First Incident	Second Incident	Third Incident	Following Third Incident
<b>Teasing</b> (name-calling, insulting, belittling or other behavior that would hurt other's feelings or make them feel bad about themselves)	Letter to parents completed, signed by all parties, sent home and returned to school  Child calls parents Think-about-it form completed	Repeat first incident consequences  Lunch detention for 1 day  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 3 days  Think-about-it form completed	Individual behavioral plan developed
<b>Exclusion</b> (starting rumors, telling others not to be friends with someone or other actions that would cause someone to be without friends)	Letter to parents completed, signed by all parties, sent home and returned to school  Child calls parents Think-about-it form completed	Repeat first incident consequences  Lunch detention for 1 day  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 3 days  Think-about-it form completed	Individual behavioral plan developed
<b>Physical</b> (intentional pushing, kicking, hitting, punching, bumping, shoving, tripping, scratching, invading personal space, biting or any behavior that causes physical harm)	Letter to parents completed, signed by all parties, sent home and returned to school  Child calls parents  Lunch detention for 1 day  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 3 days  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 5 days  Think-about-it form completed	Individual behavioral plan developed

<b>Threats or Harassment</b> (expressing an intent to inflict evil, injury or damage, to afflict with mental distress, to annoy continually or chronically)	Letter to parents completed, signed by all parties, sent home and returned to school  Child calls parents  Lunch detention for 1 day  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 3 days  Think-about-it form completed	Repeat first incident consequences  Lunch detention for 5 days  Think-about-it form completed	Individual behavioral plan developed
<b>Inappropriate Touch</b> (intentional touching, grabbing, or hitting private parts) <b>or Severe Hitting</b> (causes more severe physical harm)	Letter to parents completed, signed by all parties, sent home and returned to school  Child calls parents  In school suspension/solitude for remainder of day	Repeat first incident consequences  Child goes home  Parent meeting  Individual behavioral plan developed	Individual counseling required for child to remain in school	Child referred to other therapeutic setting

**Note:** Beginning of the year and continuing class meetings during the year clearly delineate the expectation for positive and pro-social behavior for the students and act as warnings for the prevention of the above listed aggressive behaviors.



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**A Note from**  
**Southern Ute Indian Montessori Academy**

Dear \_\_\_\_\_,

As children develop through the elementary years, they are learning how to treat others and how to meet their needs in positive ways. I am writing to let you know that your child, \_\_\_\_\_, had a learning experience in school today. I knew you'd want to know.

1. *What was reported:*
2. *How \_\_\_\_\_ described his or her actions:*
3. *Investigation (if needed) – how I investigated, what I determined happened:*

To help all our students treat each other safely and respectfully, we have a set of consequences for actions that could hurt someone else (see the other side of this letter). Your child's consequence is \_\_\_\_\_.

If \_\_\_\_\_ does this again, the next consequence will be \_\_\_\_\_.

Please sign and return this letter so I know you have seen it. Let me know if you have any questions.

Thank you.

\_\_\_\_\_  
Classroom Guide

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

### Think-about-it Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What did you do?** *(Please be specific. Start with "I." Tell me later about what the other student did.)*

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**What was wrong with that behavior?** *(Whom did you hurt? How do you know you hurt this person?)*

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**What problem were you trying to solve?** *(For example, Did you want attention? Did you want to be left alone? Were you trying to have fun? Were you already mad about something else?)*

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**Next time you have that problem, how will you solve it without hurting anyone?** *(Please list three ways to solve the problem.)*

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## Southern Ute Indian Montessori Academy

### Department of Education

P.O. Box 737, Ignacio Co 81137

Phone# (970)563-0253

Fax# (970)563-3695



## PARENT GRIEVANCE FORM

### Level One

To file a formal grievance, please fill out this form completely and submit it to the SUIMA Administration Office. All complaints will be processed in a timely manner.

#### Parent Information (All information is required) PLEASE PRINT

<u>Name</u>	
<u>Address</u>	<u>City/State</u>
<u>Phone</u>	<u>E-mail</u>

1. The name of the employee and title whose decision or action is at issue:  
\_\_\_\_\_
2. Please state your grievance, including the individual harm alleged, facts, and witnesses if any, to support your grievance (attach additional sheets if needed).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Date and time of the event or series of events causing the grievance?  
\_\_\_\_\_
4. Describe any efforts you have made to resolve your concern informally and the response to your efforts (attach additional sheets if needed).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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5. To whom did you present your informal concern to? \_\_\_\_\_

Date and Time of Communication: \_\_\_\_\_

Method of communication:      Phone              Person              Letter

6. Describe the outcome or remedy desired: \_\_\_\_\_

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**Grievant, please note:**

**A grievance form that is incomplete in any material way may be dismissed but may be resubmitted with all the required information if resubmitted within the designated time for filing a grievance.**

**Attach to this form, any documents you believe will support the grievance; if unavailable when you submit this form, they may be presented no later than the Level One conference. Please keep a copy of the completed form and any supporting documentation for your records.**

_____	_____	_____
Parent Signature	Print Name	Date of Filing

_____	_____	_____
Employee Signature	Print Name	Date Received

_____	_____	_____
Principal Signature	Print Name	Date Received

_____	_____	_____
Director Signature	Print Name	Date Received



## Southern Ute Indian Montessori Academy

### Department of Education

P.O. Box 737, Ignacio Co 81137

Phone# (970)563-0253

Fax# (970)563-3695



## PARENT GRIEVANCE FORM

### Level Two

To appeal a Level Two decision, please fill out this form completely and submit it to the SUIMA Administration Office.

Please be advised that the only remedies ruled upon shall be those listed in the Level One Grievance Form. Remedies requested in an oral manner at any grievance level shall not be considered.

### **Parent Information (All information is required) PLEASE PRINT**

<u>Name</u>	
<u>Address</u>	<u>City/State</u>
<u>Phone</u>	<u>E-mail</u>

1. To whom did you present your complaint at Level One? \_\_\_\_\_

\_\_\_\_\_

Date and time the conference was held? \_\_\_\_\_

2. Date you received the written response to the Level One Conference?

\_\_\_\_\_

3. Why do you disagree with the Level One response? Please explain in detail.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grievance, please note:**

**A grievance form that is incomplete in any material way may be dismissed but may be resubmitted with all the required information if resubmitted within the designated time for filing a grievance.**

**Attach to this form, any documents you believe will support the grievance; if unavailable when you submit this form, they may be presented no later than the Level One conference. Please keep a copy of the completed form and any supporting documentation for your records.**

_____ Parent Signature	_____ Print Name	_____ Date of Filing
_____ Employee Signature	_____ Print Name	_____ Date Received
_____ Principal Signature	_____ Print Name	_____ Date Received
_____ Director Signature	_____ Print Name	_____ Date Received



## Southern Ute Indian Montessori Academy

### Department of Education

P.O. Box 737, Ignacio Co 81137

Phone# (970)563-0253

Fax# (970)563-3695



## **PARENT GRIEVANCE FORM**

### **Level Three Appeal Notice**

To appeal a Level Two grievance, please fill out this form completely and submit it to the SUIMA Administration Office.

Please be advised that the only remedies ruled upon shall be those listed in the Level One Grievance Form. Remedies requested in an oral manner at any grievance level shall not be considered.

### **Parent Information (All information is required) PLEASE PRINT**

<u>Name</u>	
<u>Address</u>	<u>City/State</u>
<u>Phone</u>	<u>E-mail</u>

1. To whom did you present your complaint at Level Two? \_\_\_\_\_

\_\_\_\_\_

Date and Time conference was held? \_\_\_\_\_

2. Date you received the written response to the Level Two Conference: \_\_\_\_\_

3. Why do you disagree with the Level Two response? Please explain in detail and specifically list remedy or remedies requested, but not granted at Level Two.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grievance, please note:**

**A grievance form that is incomplete in any material way may be dismissed but may be resubmitted with all the required information if resubmitted within the designated time for filing a grievance.**

**Attach to this form, any documents you believe will support the grievance; if unavailable when you submit this form, they may be presented no later than the Level One conference. Please keep a copy of the completed form and any supporting documentation for your records.**

_____ Parent Signature	_____ Print Name	_____ Date of Filing
_____ Employee Signature	_____ Print Name	_____ Date Received
_____ Principal Signature	_____ Print Name	_____ Date Received
_____ Director Signature	_____ Print Name	_____ Date Received
_____ Executive Officer Signature	_____ Print Name	_____ Date Received



# Southern Ute Indian Tribe

## SUIMA Student Injury Form

### TO BE FILLED OUT BY CLASSROOM TEACHER/GUIDE

Date/time of Injury \_\_\_\_\_

Classroom/Teachers/Guides \_\_\_\_\_

Accident Location \_\_\_\_\_

Student Name: \_\_\_\_\_

Last

First

DOB: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

☐ Male

☐ Female

Emergency Contact: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### What treatment was rendered at the time of the injury?

☐ Coordinator of Health, Nutrition and Safety Called ☐ First Aid \_\_\_\_\_

☐ Care by local EMT

☐ Minor injury – no treatment

Who Was Notified? \_\_\_\_\_

☐ Voicemail left

☐ Spoke to

☐ Unable to notify

### Accident Information

Condition of the Area: ☐ Well-lit ☐ Congested ☐ Clear of Debris ☐ Slippery

What task(s) was student performing when accident occurred?

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How did injury occur?

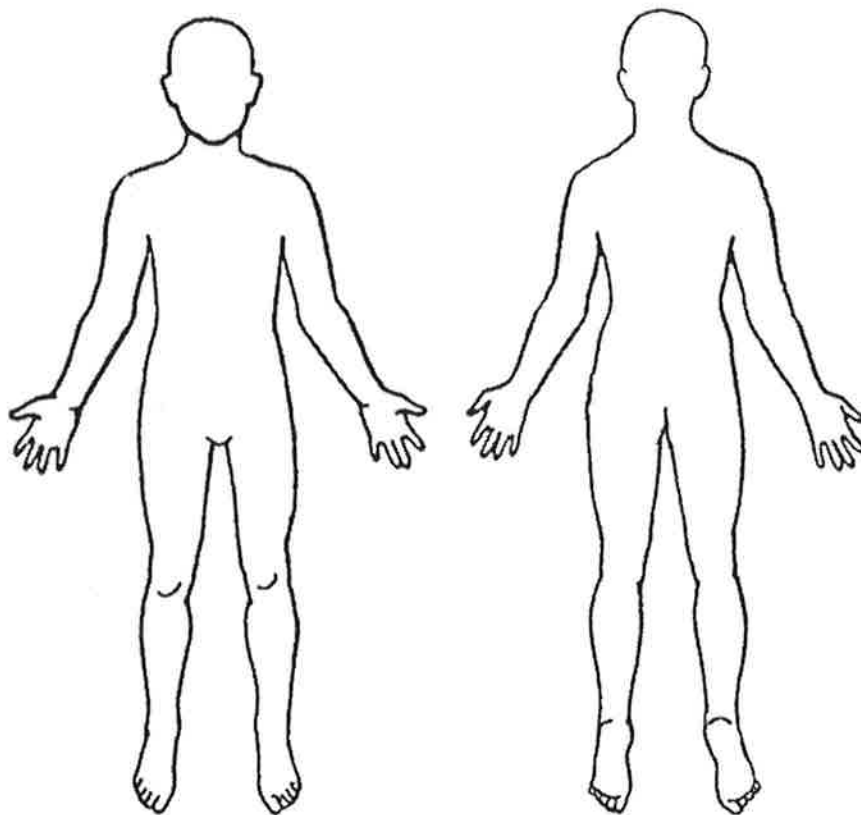
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**Indicate on the chart below what part of the body was injured:**



Witness(es) to the accident:

---

Name

Phone #

---

Name

Phone #

---

**This form completed by: (please print)**

---

Name

Position

Work Phone

Date

**Southern Ute Indian Montessori Academy**  
**PARENT COMMITMENT CONTRACT**  
**Academic Year 2020 - 2021**

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To support my child at SUIMA I agree to commit to the following. . .

\_\_\_\_\_ I will volunteer for a minimum of two classroom/school activities throughout the academic year, such as: Bike Rodeo, Field Day, Transition Ceremony and other classroom activities. BILLED \$125.00

\_\_\_\_\_ I will attend ALL parent teacher conferences. BILLED \$125.00

\_\_\_\_\_ I will volunteer to attend a minimum of 5 Parent Advisory Group Meetings and 2 Family Nights. BILLED \$150.00

\_\_\_\_\_ In addition to the classroom supply list I will donate items requested by the classroom teachers/guides. BILLED \$100.00

If I do not fulfill this agreement, it will result in a bill of up to \$500.00 and my child may be withdrawn for the next academic school year until the fine is paid.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of SUIMA/Education Administration staff member

\_\_\_\_\_  
Date

**Signature of approval:**

Chad A. Paul

**Date of approval:** July 28, 2020

### **STATEMENT OF UNDERSTANDING**

I have read and agree to abide by SUIMA Policies. If I fail to comply, I understand my child \_\_\_\_\_, will be disenrolled from SUIMA. I understand that I am responsible for any outstanding debt owed to SUIMA. Legal action may be taken through the Southern Ute Tribal Court, or other collection methods, and a portion of my per capita dividends, or pension payment could be withheld until repayment is satisfied. Repayment plan must be approved by the Director of Education in one of two forms:

1. Pay the Tribe in full for the total amount or,
2. Pay the Tribe the total amount in monthly payments for a maximum of one year.

**I \_\_\_\_\_, have received a copy of the SUIMA Parent/Student Handbook and agree to abide by it.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

SUIMA/Education Department Administration staff