



Elementary Handbook

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Elementary Mission Statement

As Montessori educators, we create a prepared environment that fosters developmentally appropriate independence for Elementary students. Throughout the school year, structures and routines teach each child self-care skills, and how to interact with and contribute to the classroom and overall school community.

Through careful observation of each child as an individual learner, Elementary teachers create a curriculum that addresses the unique needs of each student, while encouraging group harmony and cohesiveness. An emphasis on conscious discipline establishes behavior boundaries for each student which correlates to positive self-esteem and the ability to self-regulate.

Through the learning experience provided by our prepared environment, the Elementary age child is given the tools to expand the knowledge and foundation built in prior years. Classrooms have inviting hands-on materials in the areas of language, mathematics, sensorial, practical life, geography, cultural, science, and Spanish. By providing freedom within limits, students are allowed to work individually at their own pace and develop a self-motivated love of learning. Self-discovery materials help develop a mind that can independently solve problems and think critically.

For the full Khalsa Montessori School Mission Statement, please refer to the [KMS Organization Handbook](#).

Location & Contact Information

Elementary School Location:

2536 North 3rd Street
Phoenix, AZ 85004

Main Elementary School Office Line:

602-252-3759

Main Elementary School Office Email:

frontoffice@kmschools.org

Elementary Extended Care Email:

eec@kmschools.org

Charter School Enrollment, Admissions, & Withdrawal

Enrollment

Khalsa Montessori Charter School is open to all students within the kindergarten through sixth-grade levels who will benefit from a Montessori educational environment. Admission is not limited by ethnicity, national origin, gender, religion, income level, disability, proficiency in the English language, or athletic ability. There are no tuition or mandatory fees charged for attending Khalsa Montessori Elementary School (KMES).

KMES seeks students who will increase their achievement within the self-directed Montessori environment. Students who can work independently, take responsibility for their work, demonstrate internal control, and respect themselves and others will be best able to excel within the Montessori environment. Students who are not able to work independently or demonstrate these listed characteristics will likely not benefit from this type of education.

Khalsa is for families who care deeply about their children's education and are willing to be partners in the school. We encourage every parent to make a commitment to understand the school's procedures, educational methods, and philosophy. We advocate that parents should volunteer to participate in school areas of their choice including field trips, classroom events, aiding in the classroom, workdays, making materials, parent evenings, and within the Parent-Teacher Organization (PTO).

Completing the Three-Year Cycle

All parents who enroll their children at KMES should consider the advantage of a long-term commitment to Montessori education, as it is a cumulative program that builds on previous years' experiences and exposure to Montessori materials. A single year of Montessori education is not an effective educational plan. Children should be given the opportunity to complete the educational cycles of the lower elementary and upper elementary programs.

We do not recommend that a student begin a Montessori cycle (Primary, Lower Elementary, or Upper Elementary) if there is no intention of having the student complete all years of that cycle. Over many years of watching students' progress through Montessori education, it is clear that students get the greatest benefit by completing all of the Montessori cycles. A child experiencing each cycle builds on their understanding of concepts and understanding of the Montessori materials from the previous level. The conceptual understanding, critical thinking, problem-solving skills, and social awareness grow exponentially at each level.

If a child is not going to complete the full Primary, Lower Elementary and Upper Elementary programs in Montessori, it is best that they leave at the end of a three-year cycle: after Kindergarten, 3rd grade, or 6th grade. A child who leaves a three-year cycle in the middle never feels the success of the final-year leadership position and never experiences the culmination of learning in all areas of the curriculum that occurs in the final year. Though a child benefits from every year in Montessori, part of what is taught in the first two years of a cycle is an understanding of materials that will be fully utilized in the child's final year. If they are not

planning to continue in a Montessori environment, then this is not always time well spent.

Admissions Priority

KMES will place on the waitlist all eligible pupils who submit a Waitlist Application. After the re-enrollment window closes for currently enrolled students, the number of available positions is determined. At that time, a position may be extended to waitlist applicants based on chronological receipt of the application. Priority is given to previously enrolled students and siblings of current families.

Re-Admissions Policies

Re-enrollment for a continuing student is guaranteed as long as re-enrollment is received by the spring deadline. If re-enrollment is not received by the deadline, the family will need to resubmit a Waitlist Application and the student will be placed on the waitlist for the upcoming school year. These students will be subject to the same new enrollment process as students who have never attended KMES. However, this student will have priority due to their previous enrollment. Re-enrolled families must complete school year registration in July annually.

To Enroll a Charter Student

1. Fill out a Charter School Waitlist Application in the year prior to the desired date of enrollment.
 - a. Enrollment is first come, first served based on the date and time the application is received by the Admissions Director. As per state charter school law, Kindergarten placement is not guaranteed for current continuing Primary students.
2. Complete Enrollment Forms. These forms must be returned by the date indicated on the students' Acceptance Letter (typically within 7 days, unless the first day of school is in 7 days or less).
 - a. Charter Enrollment Form
 - b. Home Language Survey Form
 - c. Arizona Residency Form and Proof of Residency
 - d. Student Records Request
 - e. Birth Certificate
 - f. Immunization Record (This document is required for attendance)
3. Complete New School Year Registration in July.

If no positions are currently available, receipt of the application places the child on the waitlist for the current year or coming year. Parents will be contacted as soon as an opening becomes available. Waitlists are kept by grade according to the age of the child, using September 1st as the cut-off date, i.e. age 5 before September 1st for kindergarten. The waitlist opens on the third Wednesday of July and does not roll over from year to year.

Additional Required Documents

Within 30 days of submission of the Enrollment Form one of the following documents must be submitted to provide Proof of Age and Identity to complete enrollment:

- A certified copy of the student's birth certificate; or
- Other reliable proof of the student's identity, including a baptismal certificate, an application for a social security number, or original school registration records. If documentation other than a certified copy of a birth certificate is provided, such documentation must be accompanied by an affidavit explaining the inability to provide a copy of the birth certificate;
- If a student is in the custody of the Department of Child Safety ("DCS"), a letter from the authorized representative of the agency certifying that the student has been legally placed in custody of the agency. This information will be carefully safeguarded, and confidentiality maintained regarding the status of children in DCS custody.

Registration Forms to be Completed Annually

- AHDS Emergency, Information and Immunization Record Card (aka "Blue Card")
- Updated Immunization record
- Arizona Residency Form
- Statement of Consent
- Field Trip Form
- Public Release Consent
- Family/School Agreements
- Parent Priorities Form
- Income Eligibility Survey
- Child Find Acknowledgement
- FERPA Notification
- Handbook Acknowledgement
- Elementary Extended Care Contract

Classroom Placement

Classroom placement decisions are made by the Khalsa Montessori classroom Lead Teachers with the goal of creating the best balance of students in each classroom. These decisions are made after student placement assessments and/or classroom Lead Teacher observation.

Classroom placement is NOT a parent selection process.

School Year Registration

The School Year Registration window is in July. Parents will be notified of the Registration window and must complete the process online through the Jupiter SIS Parent Portal. Completion of School Year Registration is required for all families to hold a child's position. All required documents are requested during the registration window and due prior to the first day of school.

First Day of School Attendance

We encourage all students to attend the first day of school. As with any new experience, students may be nervous. It is reassuring for students when they know their peers may be experiencing first-day jitters too.

Summer Program Enrollment

Summer School Program enrollment begins in late spring. At that time, a KMES Summer Enrollment Contract must be signed indicating the number of two-week sessions the student will attend. Parents may enroll their current Khalsa students in any or all summer sessions listed on the summer program. Additional extended care is available at an additional cost. Summer enrollment is first come, first served.

No reductions in summer tuition can be made if enrollment changes are made after the submission of the Summer Enrollment Contract. A \$200 Summer School Deposit is required for all students. This deposit is deducted from the last session tuition. Any transitioning Primary to Lower Elementary student may allocate their original tuition deposit to cover the \$200 summer deposit. Typically, the last summer session is reserved for Lower Elementary Orientation, which gives New-to-Khalsa and transitioning kindergarten to 1st grade students an opportunity to gently adjust to their new campus.

Withdrawal from School

To withdraw a student from a charter school in Arizona, an Official Notice of Pupil Withdrawal form must be completed. Contact the Campus Coordinator to request this form be sent for electronic signature. The student's next school will directly request from Khalsa the student's records. Khalsa will supply to the requesting school any education records that are directly related to the student and fall within the FERPA guidelines.

Suspension and Expulsion

Students at Khalsa Montessori Schools are expected to adhere to a code of conduct conducive to a non-threatening and respectful learning environment. Corrective action will be taken for unacceptable behavior according to the procedures in the "KMS Discipline Policy."

Financial Policy

KMES is a public charter school and does not charge tuition or fees for its educational programs.

Outstanding Balances

If an outstanding balance exists for Elementary Extended Care, Vacation Care, or the Summer Program a student may not be eligible for re-enrollment in these programs. If the balance continues to go unpaid and/or increases, a student may be withdrawn from the program. Outstanding balances may also impact a student's eligibility to participate in future extra-curricular programs.

Other Fees

A \$20 charge is assessed on all returned checks. Any additional program charges, such as additional emergency care, must be paid to Khalsa Montessori Elementary School at the time the charge is incurred.

Field Trip Fees

Khalsa Montessori Elementary School field trips require payment. The field trip fee supports on-site, and off-site programs offered to Kindergarten, Lower Elementary, and Upper Elementary students.

We at Khalsa Montessori Elementary School are committed to including every child in our community in all field trip activities regardless of their family's ability to pay this fee. We have created a Scholarship Fund to support every member of our community. If your family can donate towards this fund, we welcome your partnership in supporting our larger KMES community.

If you are experiencing financial hardship and would like to set up a payment plan or need any portion of the field trip fee waived, please send an email to accounting@kmschools.org

Tax Credit Information:

Charter School Field Trip fees & Scholarship Fund donations are eligible for the Arizona State Tax Credit (\$400 for those filing jointly & \$200 for those filing single per year).

KMES EIN# 86-0824311

Upper Elementary Book Fee

Khalsa Montessori Elementary School requests payment of \$80 to cover the cost of books for all Upper Elementary students. With these funds, KMES will purchase a copy of each book for the student to keep. The Book Fee applies **ONLY** to Upper Elementary students. If your student is not in Upper Elementary this section does not apply to you.

If you would like to set up a payment plan or need any portion of the UE Book Fee waived, please send an email to accounting@kmschools.org

Extracurricular Fees

Each year, KMES partners with qualified instructors to provide after school extracurricular programs. These programs have included Drama, Soccer, Taiko Drumming, Karate and Chess to name a few. Several classes may continue for years and there are programs that are unique and offered for shorter periods of time. These fees are due at the time of registration for each

program. Placement in an extracurricular class is not confirmed until both the registration form and fee have been received by the school office. Registration is limited to KMES students and is available on a first-come first-served basis. Payment arrangements cannot be made for these programs.

Elementary Campus Arrival and Departure

Parental Access to Premises

Khalsa parents may enter the Elementary campus during the hours school is in session/children are present. Visitors must check in at the front office and provide identification before proceeding to the rest of the campus.

Entrance Gate

Memorize the gate code! Give it only to those trusted few who will be picking up your child. There is a doorbell for those who do not know the code. Please make sure the gate latches behind you when you go in and out.

Item Drop-offs and Parent School Visits

If you are coming to the school for any reason during school hours, you must check in at the main school office. All visitors are required to complete and wear a Visitor's Badge for the duration of their stay.

When dropping off any items (lunches, etc.) for your child after the start of class, leave them in the main school office. **Never enter a classroom in progress unless you are coming for a scheduled observation.**

Lunches will be left in the office for students to pick up before their lunchtime. Please label all items.

Elementary Morning Procedures

Morning Drop-off

Arrive on time! Lower Elementary and Upper Elementary begin each day at 8:30 am. Your child may arrive after 8:00 am at no charge to allow for play and socialization before class begins. It is essential for your child's day that they arrive before class begins. Excessive tardiness will result in a parent/teacher or parent/administrator meeting to discuss the problem and possible solutions. Continued excessive tardiness may result in the student spending an extra year in their current classroom to complete the academic cycle (see "[Absences](#)").

Please have your child ready to exit your car when you arrive for morning drop-off. Using the right-most lane, drive your car to the gate and have your child exit quickly. **Help us avoid drop-off delays and traffic backups. Keep the left-hand lane clear for thru traffic.**

NEVER leave your child unattended in the parking lot before the gate is opened at 7:30! The gate will only be unlocked when the staff member monitoring children is ready to receive them.

If you need to come into school to speak to a teacher or the administration, drop your child off and then park. If you need to leave a message, please email frontoffice@kmschools.org

Late Arrival and Early Pick-Up

If your child arrives late or is picked up early for any reason, including leaving and returning during the day for appointments, **you must come into the office and sign the “Student Check In/Out Sheet”**. Please inform the school in advance of absences and changes whenever possible. The ORANGE FLAG is put out by the front gate when your child is tardy. Even if children are still on the yard, **if you see the ORANGE FLAG, you must come to the office and sign your child in!** Your child will then pick up a wristband to give to their teacher. This assures all parties that we all are aware of your child’s presence on the campus. Late students who are dropped off without being signed in will wait in the office until you are able to return and complete the sign in process.

Absences

Khalsa Montessori School has established a minimum standard for attendance necessary for a student to complete one year of academic work.

Students with 25 or more absences per year may need an extra year in their current environment to complete the work missed due to days tardy or absent.

Please call or email the office (frontoffice@kmschools.org) by 8:30 a.m. if your child is to be absent from school. The State requires us to report all absences and their reasons.

Absences affect your child and the school. Teachers may be unable to make up lessons your child misses during absences. **Please plan your vacations during school vacations!**

Excessive unexcused absences will result in a parent/teacher or parent/administrator meeting to discuss the problem. Per State law, upon the tenth consecutive unexcused absence, a child must be withdrawn from the school.

Excessive school year absences may result in the student spending an extra year to complete the academic cycle.

Teacher In-Service Days and Vacation Care

Teacher In-Service Days are days of classroom growth and development. During these days, teachers work on improving their programs by evaluating classroom patterns and the progress of individual children, making and rotating materials to better serve the needs of the students, and observing other classrooms for new ideas. Please check the annual School Year Calendar for the dates of these In-Service Days. In-Service Days consist of either 11:30 am early release, or whole no school days. Care on these In-Service Days is available to students enrolled in Partial or Full Vacation Care. Vacation Care for elementary students is available through the Elementary Extended Care Program. For interested families, payment for this service can be made in full for the year or monthly (Aug – May). See the school website or the Elementary Extended Care Contract for fees. Occupancy is limited for Elementary Extended Care so timely registration is key.

Afternoon Pick-Up Procedures

End of the school day: Lower Elementary: 3:00-3:10pm, Upper Elementary: 3:10-3:20pm.

At the end of the school day, students will be in the front yard monitored by a staff member. Students enrolled in an extracurricular program or who have an Upper Elementary sibling will be with a staff member in the yard until 3:20pm.

Students not picked up by car at the gate must be accompanied from the gate to your car. Children are encouraged to be on the lookout for your vehicle while they wait in the pickup line. **If your child is not at the gate when you arrive, you must park, pull forward along the center island or rotate to the end of the line.** Never block the pick-up line by waiting for your child! If you use the drive-thru pickup method, please remain in your vehicle at all times.

If you are in the yard with your Lower Elementary child during pick up, please utilize the shaded Ramada area and keep your child with you between 3:00 and 3:10. Your child may not play on the yard during this busy pick-up time. A Khalsa staff member is not responsible for monitoring your child once you are present on the school grounds.

Elementary children not picked up within the 10-minute grace period will be signed into Elementary Extended Care, the Elementary campus after-school care program. Please review the [Restricted Drop-Off/ Pick-Up Policy](#) for additional charges & details.

Arrangements for pick-up time should be made (with your child) at home before school. The office telephone will not be made available to students making last minute pickup arrangements.

In case of an unforeseen change in your pickup time, call the office and a message will be communicated to your child.

Elementary Extended Care (AM and After School Care)

Extended Care (paid care) is available for Elementary students from 7:30-8:00 am and 3:00-6:00 pm on regular school days. Extended Care options include:

- AM Care (7:30-8:00 am)
- Partial Extended Care (up to 2 hours)
- Full Extended Care (more than 2 hours).

Pricing for these programs can be found at: <https://khalsamontessori.org/admissions-2/charter-k-6-tuition-fees/>

A discount will be applied for families with siblings in the same program. There is an annual one-time administrative fee for the Elementary Extended Care (EEC) program per family of \$50.00.

Vacation Program Care

KMES offers on-site Vacation Care for half-day and full-day In-Service days, Parent-Teacher Conference days, one week of the two-week winter break, and spring break. Vacation Care is available in two levels:

- Partial Vacation Care includes all 11:30 early release days, In-Service days, and Parent-Teacher Conference days.
- Full Vacation Care includes all 11:30 early release days, In-Service days, Parent-Teacher Conference days, one week of the two-week winter break, and spring break.

No programs are offered on national holidays, the half-days before Thanksgiving and Winter Breaks, the closed week during Winter Break, and the school set-up weeks in August.

Calendar information is available on the school website and in each campus front office.

Early Release

With the exception of the Wednesday before Thanksgiving Day, all early release days end at 11:30 am. The Wednesday before Thanksgiving ends at 12:30 pm.

Parking Lot Safety

We are continually concerned about students running across the parking lot in front of cars during drop-off and pick-up times. Drop-off and pick-up carlines are designed for one car at a time directly in front of the gate.

If you are dropping off or picking up your child and you are not directly in front of the gate, it is imperative that you (and anyone else that picks up or drops off) accompany your student BOTH to and from the front entrance gate to your car. This should be done at all times of the day. At pickup time, students will be required to wait at the gate for their parent's vehicle to arrive at the gate, or the adult must park and walk to the gate to retrieve their student(s).

If, for any reason, you need to park to wait for your child, (i.e., he/she has not been released yet, or must run back to school for something that has been forgotten), you must accompany them. They may not walk through the parking lot unaccompanied.

We realize that the parking lot can become congested at drop-off and pick-up times. However, we must place our first priority on children's safety. Please be patient. Do not make the risky assumption that your child is an exception. We all agree that safety is paramount.

Traffic Management Plan

Under no circumstances may you cut through nearby residential streets to reach Khalsa Montessori Elementary School on 3rd Street. Driving to and from KMES in Phoenix must always be done on major and feeder streets. This is a stipulation of our use permit. North/south routes include 3rd street, 7th street and Central Avenue. East/west routes are Virginia, Thomas, Osborn and Indian School to the north and Palm Lane, McDowell and I-10 to the south. Because our use permit could be revoked if this policy is not followed, the following consequences have been established:

- 1st Offense – Verbal reminder from the school office
- 2nd Offense – Meeting with the School Director

- 3rd Offense – \$10 fine (donation to residential Neighborhood Association) and Meeting with School Director

Additional Offenses – An escalating fine (donation) structure is applied at \$10 per offense, i.e. \$20 for 4th offense, \$30 for 5th etc.

Restricted Drop-Off/ Pick-Up Policy

Morning Drop-Off

Regular morning drop-off time for students not enrolled in AM Care is between 8:00 - 8:30 am.

The school plans staff coverage based on AM Care enrollment. To ensure correct student-teacher ratio, students who are not enrolled in AM Care are not permitted to arrive at the school before 8:00 am. AM Care is a paid service that allows students to be dropped off between 7:30 - 8:00 am.

Afternoon Pick-Up

Students should be picked up promptly from school at the end of the day. The school provides a 10-minute grace period for student pick-up at the end of the regular school day. The school asks parents, guardians, and caregivers to be mindful of the extra burden placed on the school staff by unplanned student supervision. In case of an unforeseen change in your pick-up time, please call the office and a message will be communicated to your child.

Arrangements for a planned change to pickup time should be made with your child at home before school. The office telephone will not be available to students making last minute pickup arrangements.

Any changes to the pickup list on the student's Emergency/Immunization info Card (Blue Card) must be approved through written authorization before the child leaves the school grounds. This authorization can be a simple email to the Campus Coordinator. Khalsa Montessori School reserves the right to not release a student until confirmation from parent/guardian is received and/or identification of the person picking up is provided.

Regular Full Day school dismissal is:

Lower Elementary - 3:00 pm

Upper Elementary - 3:10 pm

Grace period for regular school days: 10 minutes

Early Release school dismissal is:

Wednesday before Thanksgiving - 12:30 pm

All Other Early Release Days - 11:30 am

Grace period for early release days: 20 minutes

Emergency Care Fees:

Students not picked up within the grace period for student pick-up at the end of the school day or any other scheduled activity, such as extracurricular classes, will be signed into Emergency Care provided by Extended Care.

Parents who utilize emergency care will be billed.

Late pick-up fees are:

Within the grace period after school dismissal = no charge

1 - 10 minutes after the grace period or Extended Care allotment = \$10

11 - 20 minutes after the grace period or Extended Care allotment = additional \$15
21+ minutes after the grace period or Extended Care allotment = additional \$15 every 10 minutes

Any child picked up after 6:00 pm = \$10/minute

Fees will be charged in PowerSchool, where appropriate, and added to next month's billing.

Parents with a balance due beyond 10 days will be assessed a late fee.

Students enrolled in Extended Care are to be picked up no later than 6:00 pm. At 6:00 pm, when Extended Care closes for business, a late fee of \$10.00 per minute will be charged until the student is picked up. Additionally, the AZ Department of Economic Security recommendation for reporting neglect of an unsupervised minor will be followed.

Programs of Instruction

Khalsa offers multi-aged classrooms with three-year cycles. An effective Montessori experience depends on the increased possibility for self-paced learning in a classroom with a range of ages and stages of development. KMES has three Lower Elementary classrooms and one Upper Elementary classroom. The Khalsa Montessori Primary School provides Kindergarten for the final year of the primary cycle in two classrooms.

Khalsa Montessori Elementary School believes that students within classroom programs should be placed individually according to ability and readiness rather than chronological age. Exact numbers of students at each grade level may vary but the school will strive for a balance of ages in each classroom when it reaches its capacity.

Montessori Elementary Curriculum

The complete Khalsa Montessori Elementary School curriculum is available on request.

Multiple Intelligences

KMES utilizes the concept of Multiple Intelligences, developed by Howard Gardner and David Lazear. By understanding the ways in which our students best learn and express themselves, we will design individualized lessons to better reach individual students and allow them to demonstrate their understanding.

Neural Pathway Development, the Arts, and Physical Education

KMES sees physical and arts education as critical to the healthy development of every child and important ways in which a child develops new skills and patterns. We have evaluated research in the area of neural pathway development and understand the importance of providing physical and creative experiences for optimum brain development.

The development of neural pathways is a fundamental reason for our teaching of yoga. By giving children a wide variety of new combinations of movement, positions, breathing and vocalizations, new neural pathways are developed. As the number of pathways grows, so does the amount of functional cortex resulting in an increased ability to perform complex tasks in all academic as well as physical areas.

When we talk about a “variety of experiences” at Khalsa, our goal is to provide the kind of stimulating environment that helps children build and strengthen new neural bridges while also exposing them to experiences that may spark their interest in years to come.

Emergent Curriculum

Khalsa will allow for children to develop their own specific activities within the framework of general educational objectives. Teacher planning may include a variety of possible outcomes for a lesson, thereby allowing for students to suggest specific directions as the unit progresses.

When teachers are responsive to the needs and ideas of students in the learning process, children become active agents in their learning process and experience knowledge as emerging from the self and social interaction.

Khalsa education utilizes the intuitive and spontaneous creativity of the teacher. It understands that often the best lessons are ones that spontaneously develop through the interaction of the students, teachers, and outside events. It counts on the ability of the teacher to perceive the needs of children and develop lessons that meet these needs. It allows teachers the flexibility to

change lesson plans to follow the enthusiasm of their students and it encourages them to do so.

Community Integrated Learning

The Khalsa Montessori Elementary program uses the surrounding community as its classroom. Community resources are regularly evaluated and used for unit development. Field trips are a vital way in which the children's classroom is extended allowing them to experience their connection to the world. This is one of the many aspects of cosmic education, which places the child within the scope of the universe.

Parents are encouraged to search for and present resources that are available to their children. We encourage all families to share their holidays and special traditions with our students, providing opportunities for KMES students to experience the cultural diversity of our community.

The Montessori Prepared Environment

The Montessori Method is a philosophy of child growth and a rationale for guiding such growth. The children experience a prepared environment of hands-on learning materials and exercises, which develop their intellectual, physical, and psychological abilities. This environment is designed to be responsive to the sensitive periods of the child, (i.e., language, order, movement, culture). The prepared environment of the Montessori classroom emphasizes "Structure and Order", "Freedom", "Reality and Nature", "Beauty", and the "Development of Community Life." Classrooms encourage the absorption of the rich environment by being relaxed and non-threatening; being filled with attractive and activity-oriented materials; and allowing freedom with structure (i.e., the freedom for children to choose from the varied, and carefully presented Montessori materials). Cross-curricular activities and materials are developed following integrated thematic units.

A **multi-sensory sequence of manipulative materials** in all areas of the classroom gives children concrete experiences that form a firm basis for their conceptual knowledge. **Self-correcting materials** provide the immediate feedback required for self-discovery, and teacher demonstrations allow for learning through observation. Material presentations are one-on-one or in small groups to ensure that the child is neither held back nor overwhelmed by the pace or level of other children.

Multi-age classrooms allow for peer learning. Children learn especially well from the observation of slightly older children, while older children are able to demonstrate their mastery of materials by teaching the material to younger students. Multi-age classes provide:

- The stability of three years in the same environment;
- A **three-year student/teacher relationship** that provides a deep understanding of a child's learning style;
- Opportunities for chronologically older children to become leaders and examples for newer students;
- Opportunities for children of similar skill levels, but different chronological age levels, to work together; and
- An environment conducive to the Montessori **Spiral Curriculum**, (in which similar concepts and tasks are presented at different levels of complexity several times during the three-year curriculum cycles).

The Role of the Teacher

Individualized curriculum is provided for each student as our teachers observe performance, record areas of progress and areas of difficulty, and design future presentations and assignments according to the perceived needs and capacity of each child. The “indirect method” neither imposes upon the child, nor abandons the child to grapple alone. The teacher observes each child to determine specific needs and to gain the knowledge needed to prepare an environment conducive to the child’s growth. The teacher’s role is to prepare the environment, evaluate each student, introduce new materials, and give each child guidance.

Student Outcomes

- **Independence and internal motivation**, stimulated by the freedom of activity and choices
- **Self-discipline and concentration**, gained as the child carefully attends to and completes each chosen task without interruption
- **Self-confidence**, as children learn without comparing themselves to others
- **Mastery of fundamental skills**, as children learn with concrete materials
- **Enthusiasm for learning**, as children work at their own pace and according to their own interests
- **Critical thinking**, developed by reasoning and creative problem solving throughout the curriculum
- **Transfer of knowledge**, developed through the integrated curriculum
- **A sense of personal meaning and responsibility**, resulting from the child’s social studies and growing recognition of him/herself as a beneficiary of the evolution of civilization and the many contributions of other human beings

Special Education

KMES will provide appropriate special education services to all students with disabilities. A copy of the *Khalsa Montessori Elementary School Special Education Policies and Procedures* is available for your review in the school office. If you have any questions or concerns about a child you know, please contact the school office at 602-252-3759 for more information.

Khalsa Montessori Elementary ensures that all school-aged students who have a disability, and who require special education and related services are identified, located, and evaluated. In cooperation with the Arizona Department of Education (ADE), Khalsa Montessori shall be responsible for developing, implementing, and documenting child identification procedures. This policy applies to highly mobile students with disabilities and children who are suspected of being a student with a disability and in need of special education, even if they are advancing from grade to grade.

It is Khalsa Montessori Elementary School’s responsibility to inform the general public and all parents of students enrolled in our school of our responsibility to make available special education services for students with disabilities and how to access those services. The procedure for child identification includes documentation of KMES public awareness efforts to inform the public and parents of the availability of special education services and of the KMES screening activities within the first 45 days of the school year. Classroom Lead Teachers conduct a 45-day screening on all newly enrolled and new-to-level students, including kindergarten. This 45-day screening covers consideration of academic, cognitive, vision,

hearing, adaptive, communication, social/emotional and psychomotor domains.

We are responsible for identifying, locating, and evaluating, all children with disabilities within our K-6th grade charter school and for making appropriate referrals to:

1. Arizona Early Intervention Program (AzEIP) for children birth through 2 years of age for evaluation and services if needed, and
2. School district of residence for children aged 3 through 5 for evaluation and services if needed.

KMES shall provide a free and appropriate public education (FAPE), which includes special education and related services for students with disabilities at public expense under public supervision and direction and without charge to the parents.

Khalsa Montessori Elementary School maintains documentation and annually reports the number of children with disabilities within each disability category that have been identified, located and evaluated. The collection and use of data to meet these requirements are subject to the confidentiality requirements of §300.560 and §300.577.

Tutoring

KMES may offer individual and small group tutoring sessions for a variety of subjects. Tutoring needs are identified on a student-by-student basis by the Lead Teacher and/or as discussed in the Student Study Team.

Communication

School to Parent Communication

Office Communications

602-252-9211 is the KMES Parent Line. This is an unlisted number for you to use to call the office. If this number is busy, call 602-252-3759. Both numbers, if busy or unanswered, will be forwarded to a voice mail system. Leave a message and the Campus Coordinator will call you back as soon as possible.

Direct communication to the Administration may be made by email. You can reach the School Director, Assistant Director, and Administrative Assistant at kms@kmschools.org.

The Campus Coordinator will be in the office from 8:00 am – 4:00 pm. If you wish to talk to the School Director or Assistant Director, call the office and the Campus Coordinator will pass the message on to them. If needed, the Campus Coordinator will be glad to set up an appointment for you. If you are at the school, please go first to the Front Office (downstairs) to set up an appointment with the School Director or Assistant Director.

White Board and Website Communication

The White Board, located by the entrance to the school yard, is our on-campus communication center. Regular messages will be written on the message board. These messages are to be written only by the Campus Coordinator. Notices or flyers placed on the school whiteboards must be approved by the school Director. Please submit these a few weeks in advance of the event.

Khalsa Montessori School utilizes Parent Square and Transparent Classroom platforms for sharing the most current information and school-wide communications. Current Handbooks, Education Position Papers, Staff Biographies, Newsletters, and other information are available on the website.

You are responsible for keeping up to date with school and teacher communications. Please call or email the office if you have any questions or concerns.

Regular Newsletters and Notices

Approximately five times per school year, parents will be emailed a notice that the Khalsa Newsletter is available on the website and given a direct link. Hard copies of the newsletter will be available in the School Office. Newsletters contain important information from teachers, the Administration, and the PTO as well as information of educational interest, and a calendar of events for the upcoming month(s). Notices and Flyers for special activities will also be provided several days before the event through Parent Square and as hardcopy.

Khalsa Montessori Elementary School Parent Handbook

The KMES Parent Handbook is in the Parents section of the school website (www.khalsamontessori.org/parents). Please ask the office if you need a printed copy of the handbook. The KMES Parent Handbook includes the current policies and procedures of the Elementary campus. Please always refer to it for any procedural questions that may arise during the year. Check it before calling the office with your questions!

Teacher to Parent Communication

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled twice yearly, in November and May. At Upper Elementary the student is required to also attend the conference with their parents. Goal Setting Meetings are scheduled for mid-September. Khalsa School policy is that both parents attend the same parent-teacher conference. Regardless of marital status, both parents are still partners in parenting their child. It is even more important in dual households that everyone is on the same page. Conferences are for sharing observations between home and school and answering questions. It is important for everyone to have the same information and be able to collaborate together for the sake of the child. This is why we've established the school policy that we do not offer separate parent-teacher conferences for dual household families.

Parent Meetings, Workshops, and Conferences

The All Parent Evening in July, Goal Setting Meetings, and Introductions to Program Levels, occur once per year. Parent-teacher conferences are scheduled throughout the school year. These parent events are designed to inform parents of the progress of their child's education and upcoming transitions as well as to discuss topics of interest to parents. Dates will be announced via Parent Square and in the Newsletter. For you and your child's benefit, the All Parent Evening is essential!

Parent/Teacher/Student Meeting Summaries

Any meeting between parents, teachers, and students regarding student class placement, behavioral incidents, or academic difficulties will be summarized for documentation, agreement, and clarity. A copy will be given to you to sign. Parent-teacher conferences may be documented if decisions regarding future courses of action are made.

Incident Report Form

Incident Reports will be sent through Transparent Classroom. They are intended to inform you and to document any physical injury that happens at school. The information documented will include what happened and what the staff did to help your child. If the incident is at all serious we will call you. If it is an emergency we will call 9-1-1 and then call you.

KMES Behavioral Report

You will receive a Behavioral Report through Transparent Classroom if your child's behavior broke a school or classroom rule or was inappropriate in any way. These reports will describe the behavior and what was done at the time. On the "Level of Action" line you will see one of three options indicated.

1. Specific points may be assessed according to the KMES Discipline Policy (see KMES Discipline Policy section). These points are assessed after a meeting between the teacher who witnessed the incident and your child's classroom Lead Teacher. The School Director approves the points.
2. "Points Pending" indicates that points will most likely be assessed after the required meetings and approval have been completed. Since we want you to receive information about the incident on the day that it happened, if possible, you may see the "Point Pending" indicator.
3. "No points assessed at this time," indicates that we want you to be aware of the behavior, but teachers are working with your child on this behavior within the Conscious Discipline method of teacher/student communication and classroom meetings. Points may be assessed at a later date if a pattern of this behavior continues despite efforts to change it.

Parent to School Communication

Be Direct in Your Communication

If we can assist you in making direct communication, let us know. We will respond to direct communication, but not to "she said that he said that she said" communications. We also want to help your child communicate their problems at school. If your child expresses a school-related problem that concerns you, please encourage them to communicate their issues to other students, to a teacher, or use the Lead Teacher-moderated class meeting process. You may also come in with your student to help them make the necessary communication, but please do not take over this responsibility.

- Questions, concerns, or suggestions regarding classroom or playground occurrences or plans should first be brought to the Lead Teacher of that program. If you continue to have questions or concerns, then bring these to the Administration.
- If your concern has not been resolved by the classroom Lead Teacher or the Administration, the KMES Board of Directors provides a final review of school issues. To put an item on the board agenda, discuss your item with a board member at least 72 work week (non-weekend) hours before the next board meeting.
- Questions about behavior or academic progress should be brought to your child's program Lead Teacher.
- All changes in telephone numbers, addresses, immunizations, and pick-up persons should be emailed to the Campus Coordinator.
- Questions, concerns, or suggestions about overall school programming, environments, policies, or staff should be brought directly to the Administration.
- Questions, concerns, or suggestions regarding fundraising or any of the Parent Teacher Organization school events should be brought to the Parent Teacher Organization (PTO).

If the person you need to talk to is not available, set up an appointment through the Campus Coordinator or send an email to the Campus Coordinator, and your message will be handled as quickly as possible.

Meetings with Teachers

Arrangements to meet with your student's teacher can be made either by reaching out to the Campus Coordinator or by emailing the Lead Teacher directly.

Khalsa Montessori Elementary School Grievance Procedure.

1. Bring your concerns to the attention of the involved classroom Lead Teacher, Elementary Extended Care Coordinator, or Administrative Staff. The school staff will schedule a meeting as soon as possible.
2. If you continue to have questions or concerns, bring these concerns to the School Director. The school staff will schedule a meeting as soon as possible. The Director may request that the teachers or staff involved also attend the meeting.
3. If you continue to feel that the concern has not been resolved by the classroom Lead Teacher or the School Director, the KMES Board of Directors provides a final review of school issues. To put an item on the KMES Board of Directors agenda, ask a board member at least 72 work week (non-weekend) hours before the next board meeting to place the item on the agenda.

Parent Involvement Policy

[As required by federal No Child Left Behind guidelines staff and parents developed the following Parent Involvement Policy during the 2003-04 school year.]

Khalsa Montessori Elementary School (KMES) is a school for families who care deeply about their children's education and are willing to be partners in their school.

KMES (charter) is a non-profit corporation run by the administration in partnership with teachers and parents. The KMES Board of Directors includes parents, teachers/staff, community members, and the School Director as members. The PTO officers and the KMES Board of Directors parent representatives act as a KMES Parent Advisory Committee.

KMES is a community of families, teachers, and administrators working together as partners in creating a positive and nurturing environment that supports academic excellence and personal growth. Parents, teachers, students, and administration each have areas of responsibility, input, and support as defined in the KMS Parent Handbook. At the beginning of each school year, each parent, teacher, and student signs a Family/School Agreement that defines his or her areas of responsibility.

Every KMES parent commits to agree to the school's policies and procedures as stated in the KMES Parent Handbook and to understand the school's Montessori educational methods and Montessori philosophy. KMES parents agree to support their child in the school environment in a variety of ways depending on the educational level of the child. These ways include:

Having the student attend school regularly;

- Attending scheduled Parent-Teacher conferences, goal-setting meetings, and additional meetings that may be recommended;
- Providing access to necessary resources for class projects or at-home reading;
- Supporting participation in outdoor education and class community-building activities such as field trips;
- Encouraging their child to finish their work in a timely fashion and to make up unfinished work before school, during recess, or after school;
- Providing a time and place at home conducive to completing homework;
- Checking student weekly progress reports and reading all school and classroom communications;
- Allowing their child to experience feedback in learning organizational, decision making, time management, and social skills.

Every parent is encouraged to observe their child's classroom and to attend school events. Each family is encouraged to participate in school and classroom activities by volunteering 20 hours of their time per year in areas such as field trips, classroom events, aiding in the classroom, work days, material making, parent evenings, and Parent Teacher Organization.

KMES staff respects the parent's role as the child's first teacher and welcomes parent involvement and regular contact and communication. Parents are encouraged to bring their ideas, suggestions, and concerns to the school's attention. Parents may avail themselves of scheduling meetings with the School Director or Lead Teacher and communicating with staff through email. Goal-setting meetings and parent-teacher conferences are also times that parents may bring up ideas or suggestions.

The school addresses the needs of parents and the community, as well as children, through expanded services and programs. KMES has developed appropriate roles for community-based organizations and businesses in areas such as educational programs and field trips, technology support and donations, support for Activity Fund donations, and donations of goods and services. The partnership of teachers and parents at Khalsa encourages the exchange of information and ideas for successful child rearing and education and offers support for the challenges of today's parents. KMES provides suggestions to help parents work with their children to improve their children's development and achievement. These ideas are provided in Parent Packets, Handbooks, at the All Parent Meeting, and during parent-teacher meetings throughout the year. Parenting classes, workshops on educational and family issues, and other programs of parent interest are also offered to adults at the school.

KMES has an active Parent Teacher Organization. The mission of the KMES PTO is "To enhance the delivery of excellence in education and cultivate the community of Khalsa Montessori School". The activities of the PTO are "the planning and execution of social and educational community-building events and fundraisers. Every member is keenly aware of the crucial role a parent's involvement plays in the quality and success of teaching a child." KMES parents meet with teachers and the school administration monthly at Parent Teacher Organization meetings. At these meetings, parents and teachers discuss and evaluate fundraising plans and strategies for strong parent involvement.

At the final PTO meeting of the year in May and in the KMS Parent Questionnaire, parents evaluate the content and the effectiveness of the parent involvement policy and attempt to identify barriers to greater participation by parents. This annual review meeting is scheduled at a convenient time for all parents.

Khalsa parents have many opportunities to be informed about the KMES curriculum and grant programs. At the final PTO meeting of the year, there is a full discussion of the school's Title I and other entitlement grants programs. As stated in the KMES Parent Handbook, parents are encouraged to review at any time documents in the Khalsa Administration Office that include a description and explanation of the KMES Montessori curriculum and its alignment to the state standards, the ways with which we evaluate student and classroom performance, and special education policies and procedures.

KMS Annual Fund and Activity Fund

Parent gifts have played an important role in the development of Khalsa Montessori Elementary School. Tax-deductible donations are approved for use in specific areas (program development, facility development, etc.) while our General Fund donations can be utilized more broadly. These gifts allow us to do the extra things that are so important to the development of our environment.

Donations to the KMES Activity Fund result in a dollar-for-dollar state tax credit of up to \$400 per Arizona family while supporting KMES within-curricular special programs and activities.* In the past, donations to the Activity Fund have improved the playground, built an art room, and supported many exciting field trips and extra activities. Every year Activity Fund donations help us support those extra-curricular programs that are not education curriculum-related. KMES's tutoring program for students is also supported by these funds.

Help us promote the KMES Activity Fund!

Primary/Toddler parents and Khalsa friends can donate up to \$400 and get a direct \$400 tax credit on their state taxes through the Arizona State Tax Credit program. Elementary parents can add a donation to their field trip or extracurricular fees to add up to \$400 to maximize the tax credit benefit.* Gifts are also a tax deduction on federal taxes.

Tell your friends about this opportunity to make a difference in the lives of Khalsa Montessori Elementary School students while getting their entire donation back through the AZ State Tax Credit program!

**Taxpayers can contribute up to \$400 for married couples or \$200 for individuals.*

Parent Participation

Parent involvement is an integral part of the KMES program. It is important for you and your child to be an active participant in the “other half” of your child’s world. KMES parent evenings, educational workshops, and parent-teacher meetings are designed to give parents vital information needed to support children in a Montessori environment. Therefore, parent participation in the All Parent Meeting, the New-to-Khalsa Parent Orientation (for families when first joining the school), the Introductions to new program levels in the spring, and the twice-yearly Parent-Teacher Conferences are essential!

Yearly parent classroom observation is strongly encouraged. Becoming involved in the KMS PTO, attending school yearly events such as the holiday program in December, the January family hike on South Mountain, the Spring Carnival, the End-of-the-Year Program, and school picnic in May are all great ways to join in the Khalsa School community. Join in and enjoy the company of the Khalsa Montessori School family!

To facilitate this participation, each Khalsa Montessori Elementary School family is encouraged to volunteer 20 hours per year to the school. This participation helps solidify the school/parent partnership that is beneficial for your student’s success at KMES!

The major areas of participation are:

- **Field Trips:** Exciting field trips are planned for the students, and parents are needed to help with transportation and monitoring. You will have the important responsibility of monitoring students other than your own. You and your child are expected to participate, stay with the group, and follow the same classroom rules and schedule as the rest of the class.
- **Special Classes:** Many parents enjoy sharing their areas of expertise and knowledge with students. Foreign countries and cultures, special programs, gardening, arts, occupations, and holidays are some of the ways that a parent can add to the children’s experience and understanding of the world.
- **Fund Raising:** The Parent Teacher Organization (PTO) actively organizes various fundraisers (e.g., a fall Parent Teacher Mixer, and a spring Carnival). The success of these events has come from the support of all parents.
- **Project making and Donations:** Making Montessori projects at your home is a very important way in which parents help our classes grow. Ask your child’s teacher for ideas. Donating needed items helps the teachers spend their monthly classroom budget money on other items.
- **Classroom Parent Ambassador:** Many classrooms have a Parent Ambassador who keeps in communication with the teacher and helps organize special projects, field trips, and the search for classroom needs.
- **The Khalsa School Parent Teacher Organization:** Every parent of the Khalsa School is encouraged to join the organization. The Parent Teacher Organization meets monthly to overview the development of the school, plan fund-raisers, and discuss parental suggestions and concerns. [Join the organization!](#) Meetings take place on the Elementary campus and are announced in the Khalsa News. Parents are welcome at any meeting.

Contact your student’s Lead Teacher to learn how you can best help. Volunteer hours can be tracked and logged on the school website at <https://khalsamontessori.org/parents/volunteering/>

Classroom Observations

Parents are encouraged to observe in the classroom throughout the year. Please contact the Campus Coordinator to make an appointment starting in October. Observing from the hallway “one-way” windows is available for current Khalsa parents. Sign-in as a visitor in the office, turn off the hallway light, and watch!

Please follow the guidelines when coming into the classroom to observe:

- *Please observe from a visitor chair.*

We’ve found that visitors are less distracting to the children if they are sitting down, rather than walking around or “hovering.” If you want to see a different part of the room, please feel free to move your chair there.

- *Please encourage the children to continue with their normal activity.*

If you want to see what the school is usually like, then it’s important to minimize the effects of your own presence! If someone stops to talk, say “hello”, then explain that you came to watch the children. If someone asks you for help, suggest that he/she ask the teacher.

- *Please stay long enough to receive a real impression.*

We feel that a half hour is about the minimum time possible for absorbing an adequate picture of Montessori classroom life; an hour is better; and all morning is best. After your observation period, the Lead Teacher may be able to take a short time to talk with you, or another time for you to meet him/her can be arranged.

Health and Safety

Medication

The Arizona State Health Department recommends that we do not give out medicine at school. We will give out medicine only if the medicine must be administered.

In this case, be sure that:

- The bottle is labeled with your child's name.
- A Medical Consent Form is completed.

These items are kept locked by the Campus Coordinator (not a teacher).

No medication will be given if these procedures are not followed exactly.

Medication placed in a child's lunch box is a health hazard!

Food, Diet, and Birthdays

Khalsa School believes strongly in the importance of a nutritional well-balanced diet for every child.

Sweets

We strongly encourage parents to remove excessive sweets from their children's diet. Many recent studies state that sugar causes hyperactivity and learning problems and our classroom experience confirms these findings. If we feel that your child's diet is affecting his/her ability to learn, then we may suggest that you limit the amount of sweets they receive. We will not allow students to eat candy and drink soda at lunches.

Sharing

At Lower Elementary, as required by parents, lunch food is not shared. An exception to this rule may occur in order to provide healthy food to a child who has not brought a lunch.

Birthdays

You are welcome to bring birthday or holiday treats for your child's class, but please do not send food containing sugar, eggs, or meat products. Check with your child's teacher in advance so that classroom food allergy restrictions can be shared, if you would like to bring food treats. We encourage you to have wonderful parties at home, but please, do not send clowns, balloons, or favors to school.

Health and Outdoors

Please help us protect all children by NOT sending your children to school if they are ill. Any children who have a fever or are sick in any way will be sent home. If your child is taking prescription medication, you must supply a written statement from your doctor indicating that your child is not contagious. School health questions will be resolved in coordination with the State Health Department and local health professionals.

If your child is sick or will be absent for any reason, please call the school before 8:30 am.

Children should be kept from school when they have any of the following signs or symptoms:

Unexplained change in activity level

- Decreased activity level
- Increased irritability
- Restlessness

Fever* Please check with a thermometer if the child has any other symptoms

Eyes

- Red and inflamed
- Yellow or green discharge

Ears

- Discharge
- Child complains of ear pain if associated with any other symptoms

Mouth & Throat

- New coughing
- New hoarseness
- Sore throat
- Sores on lips or inside mouth
- Painful swollen glands

Skin

- Pale
- Clammy
- Flushed
- New rash
- Impetigo sores

Nose

- Thick green mucus from the nose
- Constantly running mucus with other symptoms

Gastrointestinal

- Vomiting
- Diarrhea, especially associated with fever, cramping, or blood
- Decreased appetite if associated with any other of the above symptoms

**Many authorities use either 100 (37.8 degrees Celsius) or 100.4 F (38.0 degrees Celsius) as a cut-off for fever, but this number actually can range depending on factors such as the method of measurement and the age of the person, so other values for fever could be appropriate. CDC has public health recommendations that are based on the presence (or absence) of fever. What is meant by this is that the person's temperature is not elevated beyond their norm.*

Please consult your physician if your child is exposed to contagious diseases such as COVID-19, chicken pox, or hepatitis.

If your child has any of these symptoms, please see your pediatrician and share any relevant findings.

Proper clothing is an important part of the health of the children. Living in a warm climate, we may tend to forget the importance of warm clothing during the winter months. Make sure your child has appropriate clothes for playing outside during the cooler and damp times of the year.

Excessive Heat Policies

Heat Advisory

During school days when the Arizona Department of Health Services or the National Weather Service provides public releases regarding a Heat Advisory, the following procedures will be used for that day:

1. An appropriate heat label Advisory will be posted for all staff to see in the campus front office.
2. Lead teachers and assistants of all classrooms will remind students about the unusually hot temperature for the day and encourage students to take frequent breaks and drink water throughout the day.
3. During outdoor recess time, assistants will monitor any changes in student conditions resulting from the heat.

Excessive Heat Watch/Warning

During school days when the Arizona Department of Health Services or the National Weather Service provides public releases regarding an Excessive Heat Watch or an Excessive Heat Warning, the following procedures will be used for that day:

1. An appropriate heat label – Watch or Warning will be posted for all staff to see in the campus front office.
2. Lead teachers and assistants will remind students about the heat label for the day and encourage students to take frequent breaks and drink water throughout the day.
3. During the duration of outdoor recess time, assistants will monitor any changes in student conditions resulting from the heat. Students will be encouraged to stay in shaded areas and drink water frequently. A staff member may ask individual students to go indoors to the office to cool down.
4. Classrooms will follow a modified outdoor recess plan:
 - a. **Primary Kindergarten** – To support children's crucial need for space and gross motor development, while ensuring safety, the Campus Coordinator will determine a short period of outdoor time as modified recess. This decision will incorporate data from that day's Heat Index.
 - b. **Lower Elementary** – Recess after lunch will be outdoors for 15 minutes followed by 15 minutes indoors. During lunch, students will be encouraged to drink water frequently. The transition from outdoors to indoors will also involve a water break.
 - c. **Upper Elementary** – Half hour of recess after lunch will be outdoors. Upper Elementary students have the option of going indoors at the beginning of recess. If they choose to stay outdoors, frequent water breaks will be called by the assistant teacher every 15 minutes or earlier, if necessary.

Accidents

In the case of an accident or apparent illness involving your child, the school will immediately call you and inform you of the situation. If we are unable to contact you, we will attempt to contact the identified Emergency Contacts defined on the annual Blue Card or *Emergency*

Information and Immunization Card.

If the accident is an emergency situation, we will first call the medical paramedics and then contact you. An Accident Report is kept of all accidents, and all accidents are covered by the school accident insurance. In the case of an accident requiring emergency treatment when we are unable to locate you or anyone on the *Emergency Info and Immunization Card*, we will have your child taken to Banner-University Medical Center or St. Joseph's Hospital.

Keep your child's file up to date with current phone numbers!

Transportation

KMES encourages parents to transport their children to and from school. For parents who are not able to transport their children, we will help facilitate carpools or arrangements for public transportation. Due to the central city location of our school, all eligible children can be transported to the school by one of these methods. KMES agrees to fully comply with ARS 15-816.01 and ARS 15-186 (a).

Field trips are an important part of KMES. When field trips are taken, the school follows the regulations as designated in the Arizona State Department of Health Services manual section R9-5-522. Vehicles will be in mechanically safe condition with adequate heating and cooling. All children must be in securely fastened **individual** seat belts, and no adult or child will sit or stand on the floor. No child will be allowed to open and close the doors of the vehicle. A safe vehicle loading and unloading zone will always be provided. Vehicle doors will always be locked while driving and children will never be left unattended in the vehicle. A first aid kit, list of children transported, and child emergency records will accompany all trips. All drivers must be over 25 years of age with valid driver's licenses and clean driving records for the last 3 years. The school maintains motor vehicle insurance coverage as required by the State Board for Charter Schools.

Dress Code Policy

At Khalsa Montessori, our approach to dress reflects our commitment to the whole child, respect for movement, independence, safety, and the cultivation of internal discipline and body-positive awareness. Our school serves children ages 18 months to 12 years, and our dress code policy aligns with the Montessori principle of supporting each developmental plane, while also complying with Arizona charter school expectations.

This policy is not about appearance, fashion, or gender. It is about preparing children for freedom within limits, reality-based choices, and a learning environment that honors peace, dignity, and respect.

General Principles (All Ages)

All clothing worn at school must:

- Allow for safe movement and unrestricted participation in all indoor and outdoor activities.
- Support the child's ability to care for themselves independently (toileting, dressing, cleaning up).
- Avoid distracting the child or others.
- Be free of media characters, commercial branding, or violent/fantasy imagery.
- Reflect the reality-based, natural, and peaceful values of our learning environment.
- Avoid language or graphics that reference popular culture, sarcasm, or adult humor.
- Be clean, weather-appropriate, and well-fitting (not too tight or oversized).

Dress Code by Age Group: Elementary (6 – 12 years)

Developmental Focus: Social awareness, moral reasoning, group work, emerging identity, and responsible freedom.

Requirements:

- Clothing must be non-distracting, functional, and reality-based.
- Students should be able to move freely for both floor and table work, including sitting cross-legged on a rug or moving materials from shelves to workspaces.
- Shorts, skirts, and dresses must allow the student to sit on the floor without exposing undergarments.
- No visible midriffs, undergarments, or clothing with inappropriate cut or fit.
- No violent, sexualized, or weapon-related imagery, including video game logos and characters, slogans, or symbols.
- No clothing that promotes consumer culture, sarcasm, or adult humor.
- Footwear must be closed-toe and practical for running and playing outside. Cowboy boots, Crocs, slides, platform shoes, or high heels are not permitted for safety reasons.
- Makeup and fashion accessories such as press-on nails should not interfere with focus or become a source of comparison or distraction.
- Gender-neutral language and enforcement: Expectations apply equally to all students, regardless of gender identity. This policy supports freedom of expression within the limits of our peaceful community.

"To let the child do as he likes when he has not yet developed any powers of control is to betray the idea of freedom." -Maria Montessori.

Additional Guidelines

- Outdoor Gear: Students must bring appropriate jackets, hats, and shoes based on the weather. We believe in time outdoors year-round.
- Physical Education: On days with P.E., children must wear clothing and shoes that support movement and safety.
- Special Dress Days (spirit days, celebrations, etc.): Students may dress up within the general guidelines of safety, function, and respect for the Montessori environment. (E.g., no weapons or fantasy characters.)

Supporting Body Image without Policing

We are committed to helping children build positive relationships with their bodies. Our approach does not shame or single out students, but instead:

- Creates predictable boundaries that protect safety and focus.
- Encourages conversation around dignity, peace, and self-respect.
- Avoids gender-based enforcement or expectations.
- Supports Montessori's sensitive period for social awareness (6–12) by modeling respectful, inclusive norms.

We do not enforce this policy by punishing or embarrassing students. Instead, if a child comes to school dressed in a way that disrupts their ability to participate or learn safely, we will speak privately with the family to collaborate on solutions.

- Students may be asked to turn shirts inside out

For Families

We understand that clothing choices are deeply personal, cultural, and financial. If your family needs support in accessing appropriate clothing or if you have concerns about specific aspects of this policy, please reach out to your child's teacher or the administration. We are here to help.

Final Words

Our dress code is not about uniformity. It is about unity—creating a shared, respectful, and peaceful space where all children are free to grow, move, and belong. This dress code supports an external simplicity and avoids unnecessary comparisons and distractions.

Discipline and Social Development

Win-Win Problem Solving

Our teachers use a variety of techniques, including modeling and conflict resolution, to encourage healthy social development. Our disciplinary approach is based on conscious discipline. For more information on this approach, we suggest that you read *Positive Discipline in the Classroom* by Jane Nelson, Lynn Lott, and Stephan Glenn (Prima Publishing, 1997).

KMES Charter Discipline Policy

At Khalsa School, we trust in the goodness of each child. The Montessori classroom provides an environment where children can be responsible and conscientious caretakers for each other and their world. As the children grow together and learn to function as an effective community, the adults provide the necessary limits and guidelines.

The freedoms in the Montessori classroom are not entitlements. They are rights and privileges, i.e. following directions, rules, and expectations, listening respectfully to others, and working with others that are connected to responsibilities. Children who misuse freedom will see it restricted in the classroom or on the playground. Independent, self-directed children are the Montessori ideal. Children who are still dependent and require direction from adults will see more adult controls.

All behavior is an attempt to get needs met. Children sometimes choose helpful, successful strategies, and sometimes choose strategies that are harmful or disruptive as they attempt to meet their needs. Discipline is a process of learning strategies for getting our own needs met while recognizing and respecting the needs of the whole community and the other individuals with whom we share our world. *Positive/Conscious Discipline* is an approach to teaching these strategies without the use of shame, blame, guilt, or physical punishment. Instead, *Positive/Conscious Discipline* utilizes these learning tools:

The Prepared Environment. The Montessori classroom is set up to meet the needs of the whole child. Opportunities for movement and activity, social interaction, emotional safety and support, and academic challenge are available. When needs are met, when children feel fulfilled, they are less likely to act out.

Clear and Consistent Expectations and Limits. We find ways to be proactive by creating situations to bring out the best in the children. Our prepared environment includes positive expectations and a program structured to prevent many discipline problems from developing. We provide training and practice for a minimal number of consistent and logical ground rules, which the children can follow successfully. These include being careful and responsible in their actions towards themselves, each other, and their environment.

Choices. Although they cannot control all the events that happen in their day, the children are empowered to choose how they will respond. The choices they make will determine the outcome for themselves and others. Children are always given the opportunity to choose to stop or change a behavior that is not supporting the well-being of the community.

Clear and Consistent Consequences. Children who clearly understand limits and consistent

consequences are much more likely to assume responsibility for their actions. These consequences may include redirecting to another activity, calming down in a quiet area, removal from the classroom, attending a problem-solving meeting, or other strategies. We believe that the most appropriate disciplinary action taken by school officials is the least extreme measure that will resolve the problem. The goal of a consequence is not to make children suffer for their mistakes but to help them find a way to make amends, repair the damage, and learn more effective strategies for meeting their needs.

Compassionate Communication. We encourage empathic listening and speech. The goal of communication is to listen to each other and understand the underlying feelings and needs. It is a solution-oriented conversation. Rather than dwelling on what has happened, we focus on what we need now. Empathy and understanding are helpful in preventing problems and responding to them.

When students do not participate in solving problems or problems become repetitive, we will ask for the help and support of parents. We have identified three tiers, or stages, of disciplinary action:

Tier I: *Positive/Conscious Discipline* strategies are applied in the classroom.

- a. The child is reminded and counseled by the teacher. The child may be asked to leave the class temporarily or go to the office.
- b. If the behavior continues or is repeated, the child or teacher will write/email a note or call the parents. Written communication will be signed or acknowledged by email by the parents and returned/answered the next day.

Tier II: A Parent/Teacher meeting is scheduled. Administration may also attend. A behavior plan of action will be written, including strategies for both home and school. Once this process has begun, there will be follow-up meetings or emails to assess progress.

Tier III: The parents will be called and the child will be sent home. A parent-teacher meeting will be required before the student can return to school. A behavior intervention plan will replace the previous behavior plan of action. Repeated behaviors of students who are 7 years old and older who do not respond to this intervention process will result in suspension or possible expulsion as described in the KMES Behavior Report Policy.

Implementation of these levels will vary depending on the age group, and the frequency or intensity of the behavior. (A first-time event may be considered at Tier III if the student's age, intensity, or lack of cooperation requires this response.) Children who do not respond to school or outside professional intervention may require another environment to meet their needs.

We reserve the right to automatically suspend or expel a child at our discretion if we determine there is a threat to the security or safety of the school or any child or adult, or a threat to the functioning of the learning environment.

Unlawful conduct such as weapons offenses, illegal substance offenses, alcohol and tobacco offenses, or other unlawful activities will result in immediate expulsion.

Please also review the following description of behavioral expectations.

Positive Expectations of Behavior

We believe that all students are capable of being positive, contributing members of the classroom and school community.

There are three basic rules in a Montessori classroom:

- 1. Respect Yourself**
- 2. Respect Your Environment**
- 3. Respect Others**

Here are some of the suggestions our students have offered to follow these rules and make a positive contribution:

<u>Respect Yourself</u>	<u>Respect Your Environment</u>	<u>Respect Others</u>
Set goals that are possible Take care of your responsibilities Follow directions Listen carefully Be calm Watch where you're going Stay organized Use your time wisely Keep your appearance nice Eat healthy food Get enough sleep Stay drug-free Tell the truth Stand up for yourself Be a good friend Make peace	Keep your work area clean Keep your workspace neat Use materials properly Put materials away Recycle Throw trash in the trash can Do your jobs thoroughly Close doors gently Push in chairs Move safely Take responsibility for your belongings Work quietly Follow playground rules Conserve supplies, such as paper	Listen carefully Be accepting of others Be gentle Use a calm voice Keep your body to yourself Be polite to peers and adults Help others Model positive, helpful behaviors Follow classroom signals for attention Let people have privacy Stop gossip Encourage others Compliment others Tell the truth Treat others the way they want to be treated Share Ask nicely Stand up for others

PROBLEMATIC BEHAVIORS

Sometimes a student will behave in inappropriate ways that require an immediate consequence in addition to the ongoing *Positive/Conscious Discipline*. For example, a student who misbehaves on a field trip will not go on the next field trip. Here are some examples of inappropriate behavior:

DISRESPECTFUL BEHAVIORS:	UNACCEPTABLE BEHAVIORS:	DANGEROUS BEHAVIORS:
Interruption of presentations Inappropriate interaction with others Use of inappropriate or foul language Invasion of privacy Abuse of property Chronic disruption of others Impolite interaction with others Not following school rules Pattern of: Homework not done Supplies/work not at school Work not completed	Intentional failure to follow directions Dishonesty, lying, cheating Negligence which could result in an injury Insubordination or substantial disruption Plagiarism Theft, damage, or vandalism of items or property	Physical abuse toward an individual Verbal abuse toward an individual Deliberate violation of or failure to follow safety rules Discrimination or sexual harassment Inappropriate interaction with dangerous or prohibited substances

Consequences will be logical responses to the situation and may include communication between the student, teacher, parent and/or administrator. Opportunities to make amends will be encouraged when appropriate.

When behaviors are disrespectful, unacceptable, or dangerous as listed above, the response will include restorative practices that seek to make amends and restore trust between the parties involved.

If a pattern of behavior continues and is either disrespectful, unacceptable, or dangerous and has not responded to any of the Tier II strategies, Khalsa will formally review all aspects of behavioral interventions for that student to determine if they cumulatively meet the definition of “aggravating circumstances”* that affect the classroom learning environment.

A student is eligible for suspension or expulsion as defined in the KMES Behavioral Policy when:

- A student is identified as meeting the definition of “aggravating circumstances”* as defined in A.R.S. 15-843(R), and
- their parent(s) have been notified and consulted about the ongoing behavior, and
- the student has had a disability screening that finds the behavioral issues were not the result of a disability.

KMES will provide a readmission procedure for any student who is in K-4th grade after serving 5 days of suspension or expulsion through an appeal process with the KMES Board of Directors. Appeals for suspended students can be made after 10 school days from the last date of suspension. Appeals for expelled students can be made after 20 school days from the date of expulsion.

- * “Aggravating circumstances” means the student is engaged in persistent behavior that:
- a. Has been documented by the school.
 - b. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
 - c. Is unresponsive to targeted interventions as documented through an established intervention process.

KMES’ discipline policies are based on the suspension and expulsion laws of the State of Arizona ARS 15-840 to 15-844.

ARS 15-841

1. “Pupils shall comply with the rules, pursue the required course of study, and submit to the authority of the teachers, the administrators, and the governing board.”
2. “A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism.”
3. KMES will “refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.”

ARS 15-842

1. “A pupil who cuts, defaces or otherwise injures any school property may be suspended or expelled.”
2. “Upon complaint of the governing board, the parents or guardians of minors who have injured school property shall be liable for all damages caused by their children or wards.”

ARS 15-843

“The governing board of any school district, in consultation with the teachers and parents of the school district, shall prescribe rules for the discipline, suspension, and expulsion of pupils.” The KMS Board of Directors has given the school administrators authority to suspend or expel a student from school. All expulsions will be reported to the KMS Board of Directors and appeal procedures will follow guidelines established by the board as outlined in ARS 15-843.

ARS 15-844

“Notwithstanding sections 15-841 and 15-842, the suspension or expulsion of children with disabilities, as defined in section 15-761, shall be in accordance with the individuals with disabilities education act (20 United States Code sections 1410 through 1485) and federal regulations issued pursuant to the individuals with disabilities education act.”

The following contains a detailed listing of KMES’ Corrective Action Guidelines.

KMES Charter Corrective Action Guidelines

KG, 1st – 4th Grade Point Assessment

- 1 Point – Disruption, injury, threat, endangerment, or damage to classroom, students, staff, self, materials, or property.
- 2 Points – Malicious disruption, injury, threat, endangerment, or damage to classroom, students, staff, self, materials, or property. Second instance of plagiarism or cheating.
- 10 Points – Illegal acts (including stealing and use of tobacco on campus) or extremely malicious disruption, injury, threat, endangerment, or damage to the classroom, students, staff, self, materials, or property.
- 15 Points – Threat or use of weapons, endangerment towards students, self or staff.

Actions for Accumulated Points

1 Point	Teacher/student meeting
2 Points	School Director and student meeting
4 Points	Tier II Intervention: Accommodations
5 Points	Parent-teacher meeting: Behavioral Plan of Action developed and reviewed in 2 weeks
7 Points	Tier III Intervention: Behavior Intervention Plan
9 Points	Parent-teacher meeting: Behavioral Intervention Plan reviewed/updated
10 Points	1-day suspension
13 Points	3-day suspension
15 Points	Expulsion

5th – 6th Grade Point Assessment

- 1 Point – Disruption, injury, threat, endangerment, or damage to classroom, students, staff, self, materials, or property.
- 2 Points – Malicious disruption, injury, threat, endangerment, or damage to classroom, students, staff, self, materials, or property. Second instance of plagiarism or cheating.
- 5 Points – Illegal acts (including stealing and use of tobacco on campus) or extremely malicious disruption, injury, threat, endangerment, or damage to the classroom, students, staff, self, materials, or property.
- 10 Points – Threat or use of weapons, endangerment towards students, self or staff.

Actions for Accumulated Points

1 Point	Teacher/student meeting
2 Points	School Director and student meeting
3 Points	Tier II Intervention: Accommodations
4 Points	Parent-teacher meeting: Behavioral Plan of Action developed and reviewed in 2 weeks
5 Points	Tier III Intervention: Behavior Intervention Plan
6 Points	1-day suspension
7 Points	3-day suspension
10 Points	Expulsion

Sample Behavior Report Kindergarten

BEHAVIOR REPORT

KHALSA MONTESSORI KINDERGARTEN SCHOOL

Date: _____ Student Name: _____

Reporting Staff Member Name and Title: _____

Rating Scale	
A	Behavior occurs but is resolved with one-on-one staff redirection.
B	Behavior occurs three or more times during a school day.
C	Behavior occurs three or more times per hour.
D	Behavior occurs with such frequency per hour that child must leave environment.

- ☐ Danger to Self (head banging, hitting self, biting etc.) _____
- ☐ Danger to Others _____
- ☐ Hitting/Shoving/Physical event _____
- ☐ Violent Play _____
- ☐ Kicking _____
- ☐ Biting _____
- ☐ Screaming/Extreme crying _____
- ☐ Throwing Materials/Playground Objects _____
- ☐ Defiance/Refusal to follow directions/Requests _____
- ☐ Disruption of class/Excessive need for attention _____
- ☐ Foul Language _____
- ☐ Other _____

Point(s) Warning Cumulative point total:

Parent signature(s) _____
(Parental signature and review required to return to school on the next school day)

Report Sent to: _____

Sample Behavior Report 1st – 4th Grade

1ST – 4TH GRADE BEHAVIOR REPORT

KHALSA MONTESSORI ELEMENTARY SCHOOL

Date: _____ Student Name: _____

Reporting Staff Member Name and Title: _____

Rating Scale	
A	Behavior occurs but is resolved with one-on-one staff redirection.
B	Behavior occurs three or more times during a school day.
C	Behavior occurs three or more times per hour.
D	Behavior occurs with such frequency per hour that child must leave environment.

- ☐ Continued non-following of directions _____
- ☐ Repeated failure to complete assignments _____
- ☐ Defiance/Belligerence _____
- ☐ Disruption of class _____
- ☐ Destruction of school property/equip _____
- ☐ Possession or use of disallowed items or substances _____
- ☐ Derogatory, harmful language _____
- ☐ Teasing, Harassing _____
- ☐ Threats _____
- ☐ Possession of Weapons _____
- ☐ Bodily violation _____
- ☐ Dishonesty and/or Lying _____
- ☐ Stealing _____
- ☐ Plagiarism _____
- ☐ Other _____

Point(s) Warning Cumulative point total:

Parent signature(s) _____
(Parental signature and review required to return to school on the next school day)

Report Sent to: _____

Sample Behavior Report 5th – 6th Grade

5TH – 6TH Grade Behavior Report	
KHALSA MONTESSORI ELEMENTARY SCHOOL	
Date: _____	Student Name: _____
Reporting Staff Member Name and Title: _____	
Rating Scale	
A	Behavior occurs but is resolved with one-on-one staff redirection.
B	Behavior occurs three or more times during a school day.
C	Behavior occurs three or more times per hour.
D	Behavior occurs with such frequency per hour that child must leave environment.
☐	Continued non-following of directions _____
☐	Repeated failure to complete assignments _____
☐	Defiance/Belligerence _____
☐	Disruption of class _____
☐	Destruction of school property/equip _____
☐	Possession or use of disallowed items or substances _____
☐	Derogatory, harmful language _____
☐	Teasing, Harassing _____
☐	Threats _____
☐	Possession of Weapons _____
☐	Bodily violation _____
☐	Dishonesty and/or Lying _____
☐	Stealing _____
☐	Plagiarism _____
☐	Other _____
	Point(s)
☐	Warning
Cumulative point total:	
Parent signature(s) _____	
(Parental signature and review required to return to school on the next school day)	
Report Sent to: _____	

Conditional Enrollment in Tuition-Based Programs

Khalsa Montessori's tuition-based programs, including the private preschool program, AM care, and Extended Care, follow the school's Discipline Policy. While the same Discipline Policy is used throughout the school, enrollment in tuition-based programs is a voluntary service offered separately from the charter instructional program.

The safety and well-being of all students and staff are the school's highest priority. If a student's behavior significantly compromises the safety of the student, other students, or staff, or substantially disrupts the learning environment, the school may determine that it is unable to safely or appropriately serve the student within a tuition-based program.

When appropriate, the school may implement interventions, behavior supports, or meet with the family before deciding on continued enrollment. However, the school reserves the right to discontinue or deny enrollment in any tuition-based program at any time if it determines that the student's needs exceed the level of supervision, staffing, or services that the tuition-based program can reasonably provide, or if continued enrollment would compromise the health, safety, or well-being of the student, other students, or staff.

This determination will be made at the school's sole discretion, after considering the student's individual circumstances and the program's needs. This policy applies only to Khalsa Montessori's tuition-based programs.

Applicability of the Discipline Policy

Khalsa Montessori School maintains consistent expectations for student conduct across all school programs. Because Khalsa Montessori operates both a public charter program and private tuition-based programs, the **Discipline Policy is administered separately within each program.**

Charter School Program

The Discipline Policy applies only during the charter instructional day.

- **Elementary:** 8:00 a.m. – 3:00 p.m.
- **Kindergarten Charter Program:** 12:15 p.m. – 3:00 p.m.

During these hours, students are subject to the Charter School **Discipline Policy**, including the associated point system. Any discipline points and resulting consequences apply only to incidents that occur during the charter instructional day.

Tuition-Based Program

Students enrolled in Khalsa Montessori's tuition-based programs, including AM care, Preschool or Kindergarten tuition-based hours, and Extended Care, are expected to comply with the same Discipline Policy.

Although the same Discipline Policy is followed, discipline points earned during tuition-based program hours are kept separate from those earned during the charter instructional day. Points earned in one program do not carry over to, or combine with, points earned in the other program.

For example, if a student receives discipline points during the charter instructional day and later receives additional discipline points during the tuition-based program, each program maintains its own disciplinary record. Consequences are determined solely by the points accumulated in that specific program.

Maintaining separate discipline records reflects the distinction between the public charter instructional program and the private tuition-based programs, while ensuring consistent expectations for student conduct throughout all Khalsa Montessori programs.

Plagiarism and Cheating Policy

Elementary teachers will discuss plagiarism and cheating with students at the beginning of the school year. They will specifically define what proper use of reference materials is and what plagiarism is. They will define the KMES Honor Code regarding testing, classroom work, and homework.

If a student has an incident of plagiarism or cheating, the first consequence will be a meeting with the teacher to discuss the incident.

A second incidence of plagiarism or cheating will result in 2 discipline points.

A third or more incidences of cheating and/or plagiarism will incur 2 additional discipline points and zero credit for the pertinent assignment. Students will be allowed to make up assignments on the 1st and 2nd instances.

Information

KMES Board of Directors

The KMES Board of Directors includes parent representatives, teacher representatives, community members, and Administration representatives. See the school website for a current list of Board Members.

The board meets monthly, except for December and one month in summer. Meeting announcements and agendas are posted on the Elementary whiteboard and on the KMES website. The board was designed to approve major decisions such as budgets, enrollment changes, staff, and policy decisions. It is not involved with day-to-day management. The board may provide a final review of issues that parents feel have not been resolved by the school staff or Administration. To put an item on the board agenda, discuss your item with a board member at least 72 hours (non-weekend) before the next board meeting.

Annual Disclosure: FERPA

At school year registration, you will receive the Family Education Rights and Privacy Act (FERPA) form. This form describes your right to legal access to your child's student records. It also indicates the school policy on releasing school directory information.

Reports Available for Your Review

The following are available for your review through the Administration Office:

- KMES Charter Application. This document gives an outline of our educational philosophy, curriculum, and operational procedures.
- KMES Charter Contract.
- KMES Alignment with the Arizona State Standards
- KMES Special Education Policies and Procedures
- KMES Staff Biographies and Fingerprint Clearance Cards
- Annual KMES charter financial audits
- KMES district standardized testing reports

Special Education and MOWR Policies and Procedures

At the final PTO meeting of every year the administration will present a review of the current KMES Special Education Policies and Procedures, School Report Card, and the school's alignment with the state standards. This review is presented both to give parents and interested parties information and to encourage input on these programs, procedures, and documents. All documents relating to the KMES Special Education Policies, MOWR Policies, alignment with the state standards, state test results, and original charter are available in the Administration Office for parents' review.

Khalsa Education Position Papers

See the Khalsa Montessori Education Position Papers on the school website for the KMES educational philosophy and policies regarding student consequences, spending an extra year in a Montessori cycle, and plagiarism. Additional position papers may be given to parents throughout the course of the year when appropriate.

Things to Bring and Things Not to Bring

YES!

- Sturdy bags (LE) or backpacks (UE) for homework books and folders.
- Water bottles with straps for P.E.
- Voluntary class supplies as requested by the teachers.
- Books and items of educational interest may be shared during specific activities. Your child or their teacher will let you know of the appropriate days and times.
- Lunch Boxes – Please have your child bring a small, insulated lunch box with an ice pack for keeping food cool. Freezing your child's juice container is another way to keep lunches cool until noon. We do not supply napkins, spoons, etc. Your child should come to school with containers they can open without instruments.

NO!

- No toys, dolls, sticker books, make-up, trading cards, personal electronics, cell phones, or other non-educational items may be brought to school.
- No mechanical pencils, pens, laser pointers, or calculators (only if requested by the Lead Teacher in Upper Elementary).
- No flip-flops, cowboy boots, or high heels. Gross motor activities are enjoyed and experienced in shoes that are easy to move in and offer support, like running shoes or sturdy closed shoes.
- Inappropriate items brought to school will be withheld until the end of the day.

Cell Phone/ Personal Electronics Guidelines

Students are not permitted to use a cell phone or any other personal electronic devices on campus. Students with such devices are expected to leave it with the Campus Coordinator in the office. If a student is discovered to be using a cell phone or device at school, that device will be taken to the office and returned at the end of the school day. If this occurs a second time, a parent may be asked to retrieve the device. After a third occurrence, a conference will be held to discuss an appropriate plan of action. In an emergency, if a parent needs to get a hold of their student during the day, they should call the front office.