



PARENT AND STUDENT HANDBOOK

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2011 -12 School Year

INFORMATION AT A GLANCE

School Hours: Drop-off: 8:15-8:30 a.m., Pick-up: 3:30-3:45 p.m.

*Please note: Middle School electives are from 3:45 – 4:45 or 5:00 p.m.

Main Office Hours: Monday – Friday, 8 a.m. – 4:00 p.m.

Extended Day Program Hours:

Mornings: Mon. – Fri. 7:15 a.m. – 8:15 a.m.

Afternoons: Mon. – Fri. 3:45 p.m. – 6:00p.m.

Extended Day Program Phone: (720) 339-9670

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PURPOSE

This Handbook is intended to acquaint you with certain practices, policies and procedures that are normally followed at DMIS. Because personal and individual circumstances vary, DMIS may exercise its judgment in a way that modifies these practices, policies and procedures, with or without notice to parents, guardians, students, or any other person. This Handbook does not create any contractual rights for any parent, student, teacher, staff member or third party.

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I. GENERAL INFORMATION

MISSION STATEMENT AND PHILOSOPHY

Mission Statement

The mission of Denver Montclair International School (“DMIS”) is to own and operate an independent secular school that strives to fulfill the highest educational standards in the United States, China, France, Spain and other countries and prepare children to thrive in a diverse and competitive global society and to be well-rounded, respectful and responsible global citizens.

Educational Philosophy

DMIS aims to provide its students a bilingual education in a multicultural context, placing an emphasis on academics in the Chinese, French and Spanish, as well as the English sections of its curriculum, and offering a methodology adapted to individual needs as much as to those of the group.

Bilingualism

At DMIS, the linguistic approach for the learning of the language selected is based on the method of language instruction known as immersion. In immersion programs, the language selected is not taught as a foreign language; rather, it is the primary language of instruction. The children learn it through bringing the selected language into play and through different activities.

The DMIS education model consists of four stages:

1. Beginning in Immersion

- a. In 3-year-old and Pre-K, sections are conducted almost entirely in the Program language, except for several periods a week in English (approximately 2 hours total).
- b. In Kindergarten, we add 2 periods more in English to prepare the process of writing and reading in English as well as in the Program language. This is due to a linguistic research indicating that both languages must have the same status for children even if English is used less in the classroom. By incorporating both languages in the classroom – students view them with equal status – they are equally viewed as “languages of school.”

2. Solidifying Knowledge of Target Language

- a. In 1st and 2nd grades, the students work on solidifying their knowledge-base in the target or Program language, with 10 periods each week in English (including music, art, and Wednesday Workshops).
- b. In 1st and 2nd grades, the students participate in Wednesday Workshops every Wednesday afternoon. These workshops allow the students to interact with students from different language programs and offer creative classes for the students to explore different topics and apply knowledge learned in the classroom. For example, students can choose from Drama, Dance, Technology, Glee Club, a variety of sports and more!

3. **Deeper Understanding of Target Language and English, Begin 3rd Language**
 - a. In the 3rd, 4th and 5th grades, more and more English is introduced, along with a 3rd language in 3rd grade (students may pick from one of the remaining two Program languages). There are approximately 18 periods in the target language each week, 16 periods in English and 1 period in the 3rd language.
 - b. Wednesday Workshops are no longer offered for students in grades 3 – 5 so that more time may be spent in their target language.
4. **Middle School, Becoming a Responsible Global Citizen**
 - a. DMIS has acquired candidate status to become an IB World School Middle School Programme and is authorized to implement the IB Middle Years Programme to all students in grades 6 – 8.
 - b. Following the International Baccalaureate (IB) Middle Years Programme model, 28 periods per week are taught in English, known as Language A in IB terms, with the remaining 7 periods taught in the foreign language or Language B.
 - c. There are two tracks for foreign language instruction at the middle school level – the Novice Track and Intermediate/Advanced Track. During Language B periods, the students are divided into smaller groups, depending on their language ability and Language B selection.
 - d. The 3rd language option may be available as an after-school elective each week.

Research surrounding bilingualism guides us in improving our program and we constantly reevaluate the structure. The final goal is always to find the balance between the full-immersion target language and academic excellence in English as well.

New students are accepted into the 3-Year-Old, Pre-K and Kindergarten sections and the middle school grades (6th, 7th and 8th) regardless of their prior language training. Between 1st and 5th grades, new students must be evaluated for language proficiency in the selected Program language or must come from another full-immersion program in order to enroll at DMIS. This policy helps maintain a certain level of homogeneity in student language level in each grade and enables classes to advance, to the extent possible, at a rate that is appropriate for all students.

ACCREDITATIONS AND PEDAGOGICAL AFFILIATIONS

L'Agence pour l'Enseignement Français à l'Etranger - A.E.F.E.

(The Agency for French Education Abroad)

This agency is placed under the authority of the French Ministry of Foreign Affairs and has as its mission the oversight of the network of educational institutions where French programs outside of France are in operation. This network comprises more than 400 schools distributed across 127 countries, all of which are linked with l'A.E.F.E. DMIS has a formal covenant with l'A.E.F.E, which means that the school not only is fully accredited by the French Ministry of Education, but also that it receives significant financial support from the agency, including: partial financing of resident French teacher salaries; and financial assistance for the school project (ongoing education/training of personnel; financial assistance for the library, new technology, educational exchanges, etc.). The Agency assures the uniformity and the continuity of the educational programs

in French schools in North America through an Inspector and a French Cultural Attaché based in Washington, D.C.

The Association of French Schools of North America - A.F.S.A.

This organization brings together French educational institutions from the United States, Canada and Mexico with the objective of promoting interaction among them in the development of educational technology. A.F.S.A., with its 46-school membership, carries significant influence with *l'Agence pour l'Enseignement Français à l'Etranger* (A.E.F.E.), especially with regard to specific problems encountered in French schools in North America. Each year, it organizes an educational seminar that represents a privileged opportunity to assemble the primary figures involved with the network of French schools: the Director of the A.E.F.E.; the French Embassy Cultural Counselor; Senators representing French citizens residing in North America; Representatives of the French Ministry of Education and of the Ministry of Foreign Affairs, Heads of schools, etc.

Pedagogical Affiliations with China

The Chinese program has a growing relationship with Kunming, a Denver Sister City. In 2005, the Mandarin program received accreditation by the Education Department of Guangzhou, China. The Chinese Program at DMIS has a common core curriculum that is accepted as fulfilling the general studies requirements at most elementary schools in China.

DMIS works with the Confucius Institute and Hanban, the Office of Chinese Language International, an arm of the Chinese Ministry of Education. DMIS students may participate in the YCT (Youth Chinese Test) which is a test administered by Hanban to gauge the level of Chinese language in foreign learners of the language. The Confucius Institute supports DMIS with professional development opportunities, materials, Chinese teaching assistants, technology and additional resources.

Pedagogical Affiliations with Spain

The Spanish curriculum was implemented at Denver International School ("DIS") in 2001. Beginning in 2008, we established our relationship with the Spanish Ministry of Education and Science and have adopted the Spanish National Curriculum as the basis of our program. Through the Ministry of Education and Science, we have been able to participate in their visiting teacher program, bringing teachers from Spain eager to teach in DMIS's immersion program. Currently, we are working under the highest level of recognition with the government of Spain to implement their national curriculum at DMIS.

CHILD CARE LICENSING

DMIS is a child care program licensed by the Colorado Department of Human Services and by the Department of Excise and Licenses. These licenses indicate that at the time of inspection the provider has met standards needed to operate as a licensed Child Care Center and School-Age Child Care program. These standards include:

- Written policies and procedures
- Communications, emergency and security procedures
- Personnel requirements for education, experience, training and supervision
- Requirements including procedures for admissions, health care, personal hygiene, physical care, food and nutrition, discipline, overnight care, field trips and transportation, holiday schedules and fee policies

- Activities
- Equipment and materials
- Facility requirements
- Fire and other safety requirements
- Maintaining children's records
- Administrative reports and records

In addition to the above standards, all licensed child care providers are required to report suspected physical, emotional or sexual abuse of any children in their care.

As a parent of a child/children in licensed child care, you may report any suspected abuse by calling: Child Abuse Hotline at 720.944.3000.

If you wish to make a complaint or have a concern regarding your provider, you may call: Colorado Division of Child Care at 303.866.5958
Denver Public Health Inspection Division at 720.865.5485

DMIS' State Child Care License and Denver Department of Business and Excise License are posted and available for you to see at your request. You may also review inspection reports upon request.

HISTORY OF DMIS

Denver Montclair International School currently offers full-time academic instruction to students ages three through sixth grade. (Seventh grade will be available in the fall of 2012 and eighth grade will be available in the fall of 2013.) DMIS has a rich and wonderful history—it is the result of a merger of two great schools, Denver International School and Montclair Academy.

Denver International School (“DIS”) was founded in 1977 by French and American parents and educators whose objective was to establish a French immersion program for elementary and middle-school children. DIS opened with 11 students on a small, southeast Denver campus and enjoyed substantial growth through the early 1980s. In 1987, DIS signed a covenant *with l'Agence pour l'Enseignement Français à l'Etranger*, The Agency for French Education Abroad, making DIS part of the international network of French schools all over the world. DIS commenced its Spanish program in 2001 and its Mandarin Chinese program in 2003.

Montclair Academy was founded in 1981 as St. John's Academy. The work of forming St. John's Academy was begun in late 1980 when the parents and staff of St. John's The Evangelist Catholic School created a private school, independent of the Archdiocese. It took its name as Montclair Academy when it moved to our present location in Lowry in 1995, since the school no longer had any religious affiliation. Montclair Academy provided students with a broad, internationally focused education and a strong, diverse and inclusive community.

On January 1, 2009, DIS merged with Montclair Academy, to form what is now known as Denver Montclair International School or, simply, “DMIS.” DMIS is a non-profit corporation, dedicated to its educational mission. DMIS has a 6.4 acre campus in the Lowry neighborhood. Our campus has an elementary building

equipped with a mobile computer lab and an art room, an early childhood education and administration building which also houses our library (known as the “Kimak” building), and a recreational building with a full-sized gymnasium, music room, and a performing arts stage, which also serves as a cafeteria.

DMIS continues to grow! We are actively working on a long-term space plan and currently implementing phase 1 of the plan, starting with the renovation of what is known as the “Peacekeeper” building (it was used by the military and has an old jail cell in it—hence the name). This is the fourth building on the campus, and is located next to the Kimak building.

In the fall of 2011, DMIS will open its middle school with a class of approximately 20 sixth grade students. Seventh grade will be added in the fall of 2012, and eighth grade in the fall of 2013. In order to provide sufficient space to accommodate the middle school while implementing our long-term space plan, DMIS will be leasing classroom space from our neighbor, the Colorado Free University (“CFU”). Located adjacent to the DMIS campus, we enjoy a strong partnership with the leadership of CFU and are excited to temporarily share their space.

DMIS prides itself on its diversity. Our student population is made up of many nationalities, races and cultural backgrounds. Our teachers hail from all over the world, including from France, Spain, Honduras, Peru, China, Taiwan, Canada and, of course, the United States. We also have an administrative team which collectively has a rich, diverse and experienced background to focus on serving the needs of the students, their families, the teachers and the school community.

GOVERNANCE

DMIS is a registered Colorado 501(c)3 non-profit corporation and is governed by a Board of Directors. The Parent Teacher Organization was created under The Board of Directors to address different needs in the school community.

The DMIS Board of Directors

The DMIS Board of Directors is the school's governing body. It comprises non-voting elected representatives including but not limited to the Directors, staff representatives, parent representatives serving in various capacities and elected representatives from the school community and the Denver metropolitan community. The Board is governed by a set of bylaws and by the DMIS Articles of Incorporation. The Board oversees the school's operation in general, and is responsible for long-term strategic planning.

Parents who would like to serve in an official capacity on the Board should make this interest known to the Executive Director or the Board President. A current roster of all Board members is provided in the Appendices.

The DMIS Parent Teacher Organization

The DMIS Parent Teacher Organization (DMISPTO) handles many of the school's student enrichment, community building and fund raising activities and contributes significant financial support to various relevant school programs and equipment. During recent school years, the DMISPTO funded wholly or in part various curriculum enrichment activities such as the DMIS 5th grade trip to France, raising money for a

school playground, adding a comprehensive music program and supplying SmartBoard technology to class rooms. It also allocated substantial funds for the acquisition of the book collections for the school library and to provide new furnishings for the library room. The DMISPO holds at least five meetings per academic year, which are open to any parent to attend. Each spring as well, the DMISPTO elects its officers, (president, vice president, secretary, treasurer and parent-at-large). Parents elected to these positions serve one-year terms. The elected president, vice president and parent-at-large also serve as members of the Board of Trustees for the duration of their terms. DMIS encourages parents to attend DMISPO meetings and to participate in DMISPTO fundraisers and other parent-directed school activities, some of which can contribute toward the fulfillment of parents' work bond commitment.

The French Section Conseil d'Ecole

The French Section Conseil d'Ecole is a mandatory body for all schools sanctioned by the French Agency. The French Section Conseil comprises equal numbers of teachers and parents, as well as members of the school's administration. In addition, other members of the school community may be invited to participate at meetings in an advisory capacity or upon request from the Academic Director. The Conseil meets a minimum of once per trimester.

SCHOOL AND HOME PARTNERSHIP

DMIS takes great pride in the partnership between parents/guardians and the school. Parents and the school recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached. The following principles have been identified to ensure an ongoing and effective partnership between the school and parents.

Parents Working with DMIS:

- Parents respect the time teachers are working with students. Conferences for reasons outside of day-to-day concerns should be arranged with the teacher at mutually agreeable times.
- Parents are familiar with and support the school's mission, policies, and procedures.
- Parents provide a home environment that supports the development of positive learning attitudes and habits.
- Parents involve themselves in the life of the school by volunteering and attending school functions and events.
- Parents seek, value and trust the school's perspective on their children.
- When concerns arise, parents seek information directly from the school. They communicate respectfully with those who are best able to address the concerns.
- Parents share with the school any religious, cultural, medical or personal information that the school may need to serve the student best.

DMIS Working with Parents:

- DMIS clearly and fully presents its philosophy, program and practices to parents and encourages dialogue that clarifies parental expectations and aspirations.
- DMIS seeks and values the parents' perspective on their children.
- Teachers and administrators are accessible to parents and model candid, direct, respectful and open dialogue.
- DMIS keeps parents well informed through systematic student reports, written communication, conferences, publications and informal conversations.
- DMIS defines clearly how it will involve parents when considering major decisions that affect the school community.
- DMIS is committed to helping parents understand the social, emotional and cognitive development of children.
- DMIS suggests effective ways for parents to support the educational process.
- DMIS values its diverse community and listens carefully to its perspectives in helping to support students.

Parent-Teacher Communication:

DMIS recognizes the importance of parent-teacher communication, and provides several avenues for parents to pursue according to their need.

- **E-mail communication**
- **Class Blogs**
- **Telephone**
- **By appointment**
 - Teachers are available by appointment to address concerns.
- **Parent-Teacher Conferences**
 - Parent-teacher conferences are scheduled during the first and second trimesters during the week after report cards are distributed. These conferences allow parents to meet with teachers in 15-minute scheduled blocks of time to discuss their children's progress. Online sign-up instructions are emailed to parents prior to conferences.

II. STUDENT RELATED INFORMATION

STUDENT BEHAVIOR POLICY

DMIS is a values-driven rather than a rules-driven community. Our behavior guidelines following this section serve as the benchmark for the cultural values we consider important. We believe students evolve successfully when faculty, parents, and administration function as partners to help students understand what behaviors are socially acceptable and learn from their mistakes by experiencing appropriate consequences for them. Parents should accept the consequences determined by the school as professional, fair, and appropriate.

We do not discipline children casually or without significant forethought and discussion. If parents disagree with the school's response to a situation involving their child, they should make an appointment with the teacher involved to discuss the school's decision. If parents are dissatisfied with our reasoning, they should meet with the Director of Early Childhood Education or the Academic Director and the teacher to clarify their causes for concern. If this protocol does not resolve the issue, they should take their concern to the Executive Director. Please remember that a child's version of events may be driven by self-interest and that the school's mission is always to serve each child well whether it is in times of triumph or times of trial. Sometimes learning the difficult lessons of growing up are painful, but, from these experiences, children grow into responsible adults.

Consequences for inappropriate behavior depend on the child's age, the particular circumstances, the seriousness of the inappropriate behavior, and the child's pattern of behavior. The school views students as individuals, therefore the consequences may vary according to the particular situation and the student. Consequences may include missing recess, service to the community, a note or a phone call home, a conference with parents, or a noontime/Friday afternoon detention for older children. When there is a sustained pattern of inappropriate behavior, a student may be issued a contract for a period of time specifying the behaviors which need to be improved. If the behaviors do not improve within the time specified by the contract, the student may serve an in-school suspension, a multi-day suspension at home or be expelled from school, depending on the seriousness of the inappropriate behavior. Depending on the nature of the inappropriate behavior, a more serious level of consequence (including but not limited to a suspension or expulsion) may be imposed regardless of whether lower-level consequences have already been imposed. All decisions involving suspension or expulsion are made by the Academic Director and Executive Director.

Major disciplinary offenses include but are not limited to: cheating, stealing, lying, fighting, disrespect for authority, physical, verbal, or sexual harassment, an ongoing pattern of inappropriate behavior, use or possession of alcohol, drugs, tobacco, or weapons at school or during any school-sponsored activity. In cases where expulsion may be warranted, the Academic Director and Executive Director will consult with faculty and administration before making the final decision. In the rare case where expulsion is required, the Executive Director will inform the President of the Board of Directors. All other disciplinary actions are solely the responsibility of the faculty and administration.

Role of Parents: Parents of the student(s) experiencing behavioral difficulties are expected to be involved in finding solutions to problems, obtaining professional counseling support if necessary, and implementing appropriate consequences at home. Parents are not responsible for handling disciplinary issues they may observe on campus. If a parent or any visitor to the school has a concern about the behavior of DMIS students, it is expected that the concern will be reported to a teacher, the Academic Director or the Executive Director

whose responsibility it will be to follow up accordingly. We request that there be no gossip about the behavior of children at school as it can spin out of control and hurt children, families, and the reputation of the school unnecessarily.

We expect that all our students will demonstrate behavior in accordance with our stated Community Values. These guidelines not only ensure that students understand that their actions lead to consequences, but also help to maintain an environment at school which is physically and emotionally safe for all.

DMIS COMMUNITY VALUES

DMIS's character development program stresses a number of core values that are to be modeled by each individual in the learning community – students, faculty, staff and families. Students will be given positive reinforcement to demonstrate these values. A student's character development is an integral part of his/her education. These lessons will equip them for years to come.

DMIS learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

DMIS learners strive to show:

- Appreciation
- Tolerance
- Respect
- Integrity
- Independence
- Enthusiasm
- Empathy
- Curiosity
- Creativity
- Cooperation
- Confidence
- Commitment

DRESS GUIDELINES

Students should come to school dressed cleanly and neatly. Torn clothing is unacceptable. We ask that students come to school dressed appropriately for the

weather. Warm coats, hats and mittens are necessary on cold weather days. Boots and an extra change of clothing are recommended for snowy or wet days.

Parents should take care to ensure that students are dressed appropriately for all school activities and any outings that are scheduled. Appropriate shoes are to be worn at all times. Parents should also ensure that students wear or bring all necessary athletic clothing and shoes for physical education classes.

Parents are asked to support the school in following these basic guidelines. Students who are not dressed appropriately will be sent to the front office to be outfitted in whatever appropriate clothing is on hand, and a phone call will be placed to the student's home requesting that the parents work with their child more carefully before letting the child attend school.

Students in grades K – 6 will each receive one short-sleeved DMIS polo shirt and one DMIS hat. These items may be requested or required for special events such as concerts, field trips and outings. Students in 3 Year Old and Pre-Kindergarten classes will each receive one DMIS smock. Smocks may be worn daily for the protection of the student's clothing and will be required for field trips for safety purposes. Additional shirts, hats and smocks may be available for order after the start of the school year.

RECESS GUIDELINES

Out of concern for safety and in consideration of all members of the DMIS community, the following guidelines for recess have been established:

- Faculty must be present and on time for all assigned recess duties, or they must secure in advance another faculty member to cover the duty.
- Students must remain in designated play areas under the supervision of the recess teachers at all times.
- Rough-housing, tackling, tripping, pushing or any other forms of unsafe physical behavior are not permitted.
- Hardballs (including lacrosse balls and baseballs) are not permitted unless under the supervision of the physical education teacher during class.
- Rollerblades, scooters and skateboards may not be used on campus at any time.
- Snow, rocks or any other objects (other than approved balls) may not be picked up or thrown.
- Teasing, name-calling or any other form of verbal harassment is not permitted at recess or any other time of day.
- Recess equipment must be used away from the play structure.
- Walls of the buildings may not be used as backstops for ball games.
- In inclement weather, when children play in the Gym, activities will be set up for children to play, or games are set up in the classrooms when the Gym is not available.

- When playing outside in snowy or wet weather, students play in dry areas, unless they are wearing boots. Throwing snowballs at or toward people or buildings is not permitted.
- If an injury occurs, one of the supervising teachers will attend to the student as needed or contact the front office for assistance if needed.

The consequence for students who do not follow these guidelines may be sitting out for part of or the entire recess. If it is the end of recess when the incident occurs, recess may be lost for the next school day. The classroom teacher may be notified and further consequences may be implemented. Again, playground fun is an important component of our school culture and adherence to fair play and inclusion of anyone who wants to play are behaviors we expect from our students at all times.

PROGRESS REPORTS AND GRADING

It is the aim of the school to keep students and their parents well informed about the student's progress in all areas of the curriculum. Report cards, which include a grading scale for each subject and a brief written narrative comment, and conferences, are the primary means by which DMIS tracks each student's performance in school. Student evaluation is fundamental to student growth; therefore it demands careful and thoughtful attention by teachers, parents and students.

To this end, report cards and written comments are issued at the end of each trimester. Interim reports may be issued for students experiencing academic or behavioral difficulties. There are two conference times scheduled a year following the first and second trimesters to monitor student progress and work collaboratively toward further student progress and improvement.

The following marks are used on reports in ECE, Kindergarten and Elementary to help assess a student's level of performance:

- 4 -- Exceeds Expectations
- 3 -- Meets Expectations
- 2 -- Progressing Towards Expectations
- 1 -- Needs Improvement

Teachers keep detailed records of student's progress in the form of grade books and student portfolios. Student portfolios include samples of student's work that is updated frequently by the student and teacher. Portfolios may be kept for a single subject area or for multiple subjects.

In Middle School, DMIS uses subject-specific IB criteria to indicate levels of achievement. At the end of each trimester, students receive a summative grade, based on the IB 1 (low) – 7 (high) grade scale. Trimester grades are reported as follows:

- 7--A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations.

There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

- 6--A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
- 5--A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- 4--A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
- 3--Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
- 2--Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
- 1--Minimal achievement in terms of the objectives.

HOMEWORK

DMIS recognizes the role of homework in both an academic sense and as a means of developing solid work habits and encouraging independence. Daily homework assignments are given to students beginning in 1st Grade. Homework assignments for children who have missed school are available from the classroom teacher or in the office, upon request. Email requests to teachers using the following format: (TeacherFirstName.Teacherlastname@dmischool.com). Parents are asked to communicate directly with a specific teacher if the homework expectations are causing on-going difficulty for their child.

CONCERN FOR STUDENT LEARNING PROCEDURES

DMIS encourages students to grow and to develop to their full potential during their experience at the school. As a result, early identification of problems that may be interfering with a student's learning or situations that may be threatening to a child's health and safety is a fundamental priority.

In order to ensure that concerns are addressed in a timely and sensitive manner, the school has designed a clear process for how staff of the school can bring concerns

about a student's academic, social/emotional and/or learning progress to the attention of the appropriate teacher, administrator and parent. This procedure will function with due respect for the school and home partnership and for the confidentiality and privacy of the student and the family.

It is also intended to provide support for faculty and administration in accessing the appropriate channels within the school for addressing student concerns.

Objectives:

- To support individual students in their growth to their fullest potential through early identification and remediation of academic, social/emotional, or developmental concerns that are interfering with a student's learning or may compromise a student's health and/or safety.
- To facilitate the channeling of student concerns to the appropriate parties in a timely manner.
- To provide a clear and supportive system for faculty to enable them to seek help with a student when addressing a concern.
- To function in the spirit of the school's mission and with great respect for the school and home partnership.
- To respect issues of family prerogative, confidentiality and privacy.

Initial Stage:

- The classroom or homeroom teacher works with the student and gathers information about the concern. Teacher keeps anecdotal records of behaviors, gathers input from the student's other teachers and develops alternative strategies. If concern seems significant or may pose an imminent danger to the student or others, the teacher will inform the Academic Director and Executive Director immediately of the situation.
- The classroom or homeroom teacher contacts parents to describe the observed behavior as it impacts the child's school life, to gather input and perspective, to inform parents of steps being taken at school, and to plan ways in which parents can support the student at home.
- The teacher contacts the Directors to inform him/her of concern and steps being taken in the classroom to address the concern.
- Observations of the student's behaviors are recorded by the teacher.

Many concerns may be resolved at this point and need only to be monitored by the teacher in collaboration with the student's parent/guardian.

Intermediate Stage:

In the event a concern becomes a consistent pattern or rises to a clear level of impacting a child's learning and/or health and safety, the following steps will be taken:

- Teachers meet to review observations and information gathered, discuss communication with parents and to plan a strategy for helping the student to improve. Parent/guardian is contacted to communicate specific steps being taken at school to help the student improve and to recommend any actions which might support the child outside of school. Notes from these conversations are included in the student's file.
- When needed, the Academic Director coordinates and leads parent conferences to describe observations and ensure that parents understand the situation clearly. If appropriate or necessary, the Directors may recommend outside evaluation, tutoring and/or therapy for the student. The Directors write a follow-up letter to parent/guardian, summarizing conference and school recommendations.
- The Directors, with support from the teachers, continue to monitor the progress of the student and adjust the support plan as deemed necessary.
- Summary and a follow-up parent conference will be arranged before the end of the school year to discuss the student's status. Summary of the conference will be added to the student's permanent record. In some cases, the Directors may recommend an alternative school setting for the student.

Acute/Emergency Situations: Acute/emergency situations involve anything that is immediately threatening to students' or other's health and/or safety. These circumstances include significant acts of physical aggression, severe destruction of property, threats of lethal violence, child abuse allegations, possession and/or use of weapons and self-injurious behaviors or suicidal threats. In such cases, school personnel will contact the Executive Director and Academic Director immediately to report the situation. In some situations the Directors are required by law to contact the police immediately, particularly upon hearing from children that they are being abused outside of school. The parents/guardians will then be contacted by the appropriate authorities and the situation moves beyond the control of the school.

This multi-staged approach does not preclude the imposition of consequences, including suspension or expulsion, in the event of inappropriate behavior by a student that warrants such consequence.

STANDARDIZED TESTING

The Dynamic Indicator of Basic Early Literacy Test is administered each fall in grades 1 and 2 to provide valuable feedback as to students' early reading and writing competencies. In grades 4th and 5th the Educational Records Bureau (ERB) tests are administered to help us gain additional data about individual student performance and school performance based on national norms. The ERB measures reading and auditory comprehension, writing mechanics, concepts and skills, mathematics and quantitative reasoning, all in English. Faculty and parents/guardians receive copies of test results to be used for individual student diagnostic purposes and for curriculum modification and improvement. Parents/guardians may set up an appointment to discuss ERB results. The results give the school a benchmark to monitor student progress and program effectiveness. The information is used as one piece of the evaluation process. It is evaluated in the context of the student's overall development and in consideration of the benefits and challenges of applying an English language based test to students in an immersion language curriculum.

In addition, students in language programs periodically compete in national and international academic challenges and competitions. For example, in 2011, the French 4th graders won the gold medal in Rallye Math, a math competition offered by the Inspecteur de l'éducation Nationale and the Conseiller Pédagogique based in Washington, D.C. for all French schools in North America.

MONEY AND VALUABLES

Students and faculty are asked not to bring large amounts of money or items of significant value to school. If there is a time when a student or a faculty member must bring something of value to school, we request that the item or money be stored in one of the offices.

PARTIES/SOCIAL PLANS

Simple birthday celebrations in the classroom may take place by making arrangements in advance with the teacher. A special snack for all students in the class may be brought to school provided that it has been cleared in advance with the teacher.

Parents/guardians have been asked to be considerate of individual dietary restrictions when providing special snacks. Items must be store-bought. With DMIS' new allergy-conscious policy, please provide the ingredients of the store-bought item in advance so that parents/guardians can authorize their child with a food allergy to eat their special snack.

When scheduling out-of-school birthday parties or other parties which involve DMIS students, parents have been asked to be sensitive to the feelings of

students in the class. We request that families either invite all of the class or all of the boys/girls; or if they are inclined to be selective, we request that families DO NOT discuss the party at school and they are required to mail out invitations rather than handing them out at school.

FIELD TRIPS/OVERNIGHT TRIPS

Age-appropriate destinations are selected to provide opportunities for student enrichment beyond the confines of the classroom, including the opportunity for older students to travel outside of Colorado and outside of the country.

Student Expectations:

- When riding the bus, students must remain seated in the same seat at all times, keeping hands, arms, legs, and heads inside the school bus at all times.
- Students are expected to help maintain cleanliness of trip vehicles, including participating in vehicle clean-up, if they desire, to an age-appropriate degree; students will not deface or misuse vehicles, and will use emergency doors only in emergency situations.
- Students must understand that they represent themselves, their families, and DMIS while on any DMIS-sponsored trip. As a result, they are subject to all DMIS student policies regarding behavior, dress code, etc.
- Students will respect the authority of the faculty and chaperones at all times.
- Students will treat their classmates/fellow passengers at all times with kindness and respect.
- Students must be “in good standing” both behaviorally and academically in order to take part in a DMIS-sponsored trip. Students may be prohibited from a trip if there are significant concerns about a student’s level of responsibility and/or commitment to the requirements of the trip.
- DMIS reserves the right to send home any student whose inappropriate or uncooperative behavior jeopardizes the positive nature of the trip experience for others or who impedes the smooth functioning of the trip. If faculty trip leaders feel that it is necessary to send a student home, they will contact the school to discuss methods for picking up the child. A parent may be required to pick up the child or otherwise be responsible for the expense associated with the child being picked up or sent home.

LOCKERS

Students in grades K—6 are provided with lockers to store school materials, clothing, snacks and lunches. As the lockers are the property of the school, students are expected to keep their lockers in good condition and return them to the school at the end of the year in the same condition in which they found them. Writing on any surface of and placing stickers on the inside or outside of any locker is not permitted.

Students are not permitted to open or search another student's locker without his or her permission. Theft or "borrowing" without the owner's knowledge are serious offenses. Students are expected to police themselves and each other. In the case of theft, an investigation will occur and all students are expected to reveal what knowledge they have of the incident or they become part of the misdemeanor.

TUTORING

DMIS endeavors to provide as much individual help for students during the school day as circumstances permit and wishes to limit tutoring or special help for which a fee is charged as much as possible. However, when a student is performing at more than a grade level below, or is experiencing chronic difficulties with a subject, tutoring may be recommended by the school. Parents are asked to inform the school before arranging for tutoring on their own. The school is interested in ensuring that tutoring is indeed warranted and that the tutor and the school work in close consort with each other.

III. OPERATIONAL PROCEDURES

SCHOOL DAY

Hours of Operation

The DMIS school office is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. It is closed on weekends and all school holidays and maintains reduced hours during breaks over the course of the school year.

Parents who need to contact the school or a particular staff member are encouraged to call or visit the office during regular office hours or send an email to the general mailbox (info@dmischool.com). For inquiries or correspondence, parents may leave a message on the school's voice mail, send an email or leave a message with the Extended Day personnel. In most cases, messages and correspondence are returned within 24 hours or one business day.

Summer Office Hours

During the summer, the office keeps shortened hours, with hours of operation being more flexible and scheduled according to demand. Parents who need to contact the school during the summer are encouraged to leave a message on the school's voice mail or via the school's e-mail, info@dmischool.com. The office staff will endeavor to return all messages expeditiously.

Appointments

Although the school administration maintains an "open-door policy" it is advised that all appointments with the Directors, administrators and teachers should be arranged directly with those persons, so that their schedules may be consulted and they may be advised in advance.

Communication

The school office functions as an information center and communication hub. Parents who need to notify the school regarding student absences or late arrivals should contact the office, and leave a message if the contact is made after regular office hours. Parents should also inform the classroom teacher of an absence or an early departure.

Parents wishing to request homework assignments for absent students should direct their inquiry to the appropriate teacher's school email address (TeacherFirstName.TeacherLastName@dmischool.com).

Parents who have questions about school operations or extra-curricular programs and activities should initiate their inquiries in the office if the information was not available in the Friday Folder. A message can be relayed to the appropriate staff member or Extended Day Program Coordinator.

The office is also the administrative center of the school. Parents should be aware that while the office is a resource with personnel to consult when they need assistance, it is also an administrative headquarters whose personnel are responsible for the school's operation. Parent inquiries and correspondence are always welcome, but parents are likewise encouraged to be mindful of the equally important demands on administrative personnel in the day-to-day operations of the school.

DROP-OFF AND PICK-UP

The DMIS Neighborhood

DMIS is located in a residential neighborhood. DMIS parents are expected to exercise safe driving practices and roadway courtesy when they come to the school, especially during periods of peak traffic circulation when students are dropped off and picked up. Please remember that the speed limit on neighborhood streets is 20 M.P.H. DMIS is committed to minimizing school-related traffic congestion as part of its ongoing effort to be a good neighbor. DMIS parents are encouraged to contribute to this effort by recognizing and respecting the school neighborhood as they travel through it.

Drop-off and Pick-up Procedures

DMIS has established a set of procedures to ensure the safety of all students in transit, while minimizing vehicle congestion on Red Cross Way and adjoining streets. These procedures apply from 8:15 to 8:30 a.m. (morning drop-off), from 3:30 p.m. to 3:45 p.m. (afternoon pick-up) and during early dismissal from 11:30 a.m. to 11:45 a.m. **School starts at 8:30 a.m. so students should be dropped off by 8:25 a.m.** They are as follows:

ECE and Kindergarten Procedures

All children in the ECE program (ages 3-years-old through Kindergarten) must be signed in and out of the classroom by a parent, legal guardian or another person authorized to sign the student in/out. Parents may park in the parking lot on the north side of campus, located on the corner of 4th Ave. and Red Cross Way and walk into the building with their child(ren).

Grades 1 – 5 Procedures

1st-5th graders will be dropped-off and picked-up on the SOUTH SIDE of the campus, SOUTH of the elementary building. We will have a car line for drop-off,

entering from 1st Place, going past the medical offices to the east, running along the south side of the property near the ECE playground and exiting onto Red Cross Way. PLEASE DO NOT ENTER FROM RED CROSS WAY. The same procedure will be in effect for afternoon pick-up. We will have access to Colorado Free University's (CFU) parking from 8 - 8:45 a.m. and from 3 - 3:45 p.m. Please do not park here outside of these times.

For parents with a child in both buildings, please park in our parking lot, and drop-off/pick-up your 3-year-old, Pre-K or K student in the classroom. In the morning, your elementary student may enter Kimak Hall with you, and exit from the south end of the building, onto the playground where 1st through 5th drop-off will occur. In the afternoon, you may pick your elementary child up directly on the playground after picking up your 3-year-old/Pre-K/Kindergartener. Please use the south door of Kimak to access the playground.

On inclement weather days, DMIS may elect to have an inside drop-off or pick-up for elementary students. The doors to the elementary building will be open. Parents may park in the CFU parking lot and enter the building to escort their children to or from their classrooms.

Middle School Drop-off and Pickup Procedures

Drop-off in the morning is from 8:15 a.m. to 8:25 a.m. Classes will begin promptly at 8:30 a.m. Middle school families will drop off on the south side of the Colorado Free University building. Traveling westbound on 1st Place, cars will park on the north side of the street, closest to the CFU building. For the students' safety, parking on the south side of the street, across from the CFU building, is not permitted. We do not want students crossing that busy street. Students will enter the "West Wing" door at 7653 1st Place. Families may also drop off along Red Cross Way and students may walk to the entrance along the sidewalk, but again, not crossing the street.

Pick-up begins at 3:30 p.m. for students not signed up for an elective. Those students will join the elementary pick-up procedure. From 1st Place, cars will enter the parking lot east of our facility and join the car line. Parents may also park in the lot and walk over to our fence to pick up students.

Electives will take place on the DMIS campus from 3:45-4:45 p.m., except for tennis, which will be off-campus. At 4:45 p.m., all students will go to the gym for pick-up. There will be no entrance from the elementary building gate.

Carpooling

DMIS highly recommends families living near each other share transportation of their children to the school via carpools. Carpooling not only eases the individual transportation burden for families, but also reduces vehicle congestion in the DMIS neighborhood, during peak times of circulation. To assist in the carpooling effort, at the beginning of each school year, DMIS collaborates with RideArrangers, a free service from the Denver Regional Council of Governments, to provide parents a list of up to 20 families living closest to them. This list identifies potential families for car pools based exclusively on geographic location, and thus circumvents the confusion often associated with zip code assignment. This information comes via email in August. Parents/Guardians can update information and add comments (e.g. can provide morning ride) in RideArrangers School Pool interactive software. Families that enroll after August

will be given a school passcode and can contact RideArrangers directly to set up an account.

BUS TRANSPORTATION FOR STUDENTS

DMIS offers limited bus transportation for students in the morning and/or afternoon on all days that classes are in session (with exception if the bus driver is unavoidably, unexpectedly absent or the bus malfunctions). The service adheres to a route that was established in an effort to accommodate the greatest number of families who expressed a serious interest in the utilization of this service. The current route map is available upon request at the Front Office or on the DMIS website under “Resources.”

Parents of all students using the service must complete an authorization giving their children permission to ride the bus. This form is available in the front office. Cost for use of the service is billed monthly by the DMIS office.

Bus Transportation- Procedures for Use

Parents of students using bus service must accompany their children (or make sure they are accompanied by an authorized adult in a carpool) to their chosen bus stop and must wait with their children at the bus stop until the bus arrives. Under no circumstances should a child be left alone at a bus stop.

The bus adheres to its established route according to its designated time schedule. It does not vary from this route for special transportation arrangements, nor does it wait for any students who are late to their bus stop.

The bus driver has complete authority over all student riders, and students are expected to cooperate by following the Rules of Ridership found on the DMIS website under “Resources.” The school reserves the right to revoke bus service privileges of any student who violates the Rules of Ridership.

The school reserves the right to interrupt bus service in case of low ridership that is not in the best financial interests of DMIS.

Disruption of Bus Service and the Parent Contact Network

The morning bus transportation service at DMIS is typically very reliable, and operates on schedule with little variation in departure times from bus stops and final arrival time at the school. The school makes a solid effort to keep all families who regularly use the service informed of any changes or delays as early as possible so that they may make alternate transportation arrangements.

ATTENDANCE

DMIS recognizes the importance of student attendance and punctuality in the development of good work habits as well as in the effective operation of the school and its classes, and this recognition is reflected in the school's attendance policy. In addition, a significant portion of the DMIS curricula at all grade levels involves the development of personal responsibility for actions, and a respect for others as members of a common and shared environment. These objectives also are supported by an

attendance policy that establishes a set of clear and reasonable expectations with regard to attendance, as well as clear and reasonable consequences for not meeting them. With this understood, DMIS has developed the following attendance policy.

Absenteeism

- “Excused” absences will be given to all students whose parents/legal guardians have contacted the school either by telephone or in writing regarding the absence.
- Parents/legal guardians of students who accumulate more than 5 “excused” absences or 1 “unexcused” absence in a single trimester will be contacted by the Director. The Director will decide if formal sanctions are necessary. Exception to this stipulation is made for absences related to illness.
- Absences will be allocated in full-day and half-day increments (i.e. leaving one hour early for an appointment is counted as a half-day).
- Homework assignments for students having missed school can be picked up in the school office at 3:45 p.m. on the day of the student’s absence, upon parent request.

Tardiness

- Elementary, Kindergarten and ECE students arriving late MUST have a *green slip* from the office. If they do not, the parent/authorized person will be asked to return to the office to pick one up. This is for safety purposes.
- “Excused” tardies will be given to students who arrive late for the following reasons: illness, medical appointments, emergency family trips, and visits to other schools. “Unexcused tardies will be given to students arriving late for all other reasons.”
- Parents of students who accumulate more than 5 “excused” tardies or 3 “unexcused” tardies in a single trimester will be required to justify these tardies to the Director.
- *Exceptions* will be made for all students in the event of a “Storm Delay Schedule.”

3-year-old half-day program pick up procedure

Parents picking their children up from the half-day program will pick up from the classroom at 11:30 a.m. and no later than 11:45 a.m. Pick-up after 11:45 a.m. is not acceptable. Non-compliance with these time windows will result in a meeting with the directors.

Early pick-up and regular 3:30 p.m. pick-up procedure

- If you need to pick your child up from school before 3:30 p.m., please notify the child’s teacher at least 24 hours ahead of time. You must fill out the “Early Departure” sheet and receive a release slip (and key if applicable) from the front office.
- If we notify you by phone during the day that your child is ill and needs to be picked up, the same procedure is applied. Children who are not feeling well will typically wait for pick-up in the office. **Teachers are instructed not to release a student from class directly to a parent.**
- If someone other than the persons listed on the “Pick-up Authorization” form is picking up your child, you must inform the administration so that the staff member releasing the children from school can be informed.

Student Adjustment

DMIS recognizes that new students entering the school at age 3 or 4 may experience difficulty in adjusting to the rigors of school life, and the school is committed to working through these adjustment issues in a manner that is in the student’s best interest. DMIS encourages families of students who may be experiencing adjustment difficulties to

communicate their concerns to their children's teachers and/or the administration so that the issue can be addressed in a timely and positive manner.

Parent Absences

If parents plan to be out of town while their children remain in school, these parents must notify the school, and provide departure and return dates as well as emergency contact information for the adult who will be in charge of the child in the parent's absence.

ATHLETICS

An interscholastic athletics program is offered for middle school students. The program is designed to encourage students to participate in and experience athletic pursuits and to learn valuable lessons about teamwork and cooperation. Participation in the sports program is optional for Middle School students, but highly encouraged.

SCHOOL CLOSURES/STORM DELAY SCHEDULE

School Closing – In case of school closing, all after-school activities for that day are automatically cancelled.

Closings will be announced in several ways (we will do our best to do all four, but it could be one or the other):

1. Automated Call: DMIS utilizes an automated calling tree that will notify parents of school closures and defaults to using the cell phone numbers for each parent (if provided). To switch from this default, please contact the front office.
2. Local media: DMIS closings and delays will be announced directly on local news media: TV Channel 9 and/or 7, WB2 Fox31 and/or KOA Radio 850. We recommend that parents subscribe to Channel 7's free text or email alert system for school closures. Parents can sign up at <http://www.thedenverchannel.com/closings/index.html>
3. School's voice mail: If school is closed, a special message conveying such will be placed on school's answering machine. If you call and get the regular message, it means school starts as usual.
4. Website: a message will be posted on the home page of our website www.DMISchool.com.

In some instances of inclement weather, DMIS may begin classes at a later start time. In the event of a later start time, the following rules apply.

1. Morning Care: There will be no morning care if a late start is announced.

2. **Drop Off Window:** The drop off window begins 15 minutes prior to the announced late start time. (e.g. The drop-off window for a 10 a.m. late start is from 9:45 to 10:00 a.m.)

LUNCHES AND SNACKS

Students have morning and afternoon breaks in their class schedules during which time they may have a snack. Classes in the 3-Year-Old, Pre-K and Kindergarten sections may have a snack calendar or may require children to bring individual snacks each day. Students who remain in the after-school program should bring an additional snack or two, depending on the time parents anticipate picking them up.

Students in 1st Grade and up have a morning snack on the playground, and are asked to wait until they are dismissed from class at 3:30 p.m. to have their afternoon snacks. The lunch/recess period is divided into shifts according to the student's grade level. It has been developed in order to keep congestion in the cafeteria to a minimum.

Lunches from Home

It is the parents' responsibility to ensure that an appropriate lunch is brought to the school. Students should bring all necessary containers, utensils and beverages along with their food. Beverages should be packed in plastic containers, since glass bottles pose a serious risk of breakage. Microwaves are not available in the student cafeteria. If you want your child to have a hot meal for lunch you can pack it in a thermos or insulated container.

Forgotten Lunches

Parents of any child without a lunch will be called. Parents must bring a lunch to school or give approval for their child to eat a hot lunch. In the event that hot lunch is chosen, the child's account will be billed \$8.00. Parents who routinely forget lunches will be required to have a conference with the Executive Director.

Catered Lunches

Information on catered lunches will be updated shortly as DMIS is working with a new food provider.

Food and Allergies

Please see page 29 regarding DMIS' policy on allergies.

TELEPHONE

Students may use the phone during the school day only in the event of an emergency or illness. Plans for after school activities should be made prior to school in order to help minimize class disruption.

All students must receive permission from their teacher before placing a call. Students may not use cellular phones during school hours, while attending Extended Day or when participating in after school activities.

The Front Office will make every effort to deliver important messages to students during the school day. Messages for teachers can be left using the voice mail system or by sending them an e-mail message. The teachers will pick them up during non-teaching times and respond as quickly as possible.

For students participating in after school sports, important messages may be left by calling the Extended Day telephone (720) 339-9670.

COMMUNICATIONS

The school uses a variety of systems to communicate information, including the school's website, e-mail, informational meetings, and formal letters.

As a small independent school, DMIS has the advantage of being able to communicate with members of the school community in a direct and efficient manner:

- "Friday Folder" e-Newsletters
- E-mails
- School Website www.dmischool.com
- Informational Meetings
- Formal Letters
- Memos put in Assignment Books
- Interior Bulletin Boards

Friday Folders

The Friday Folder e-Newsletters are the primary source of weekly information from the school to all members of the school community. Instead of hard copies, the Friday Folder is distributed electronically with important documents linked. Hard copies may be requested in the front office.

Use of Student Directory/Email Etiquette

The DMIS student directory is a great way for parents to contact other families within our community; however, information contained within the directory is proprietary to Denver Montclair International School. Contact information contained within the student directory should only be used for DMIS school-related communications. Under no circumstance should these lists be given out to parties outside of DMIS or used for solicitation, marketing or business purposes. We ask that all parents use discretion in the use of email. Use of the school directory, email or any other form of communication to solicit parents or engage in communication that is inconsistent with the best interests of DMIS may be grounds for cancellation of enrollment contracts.

VISITING SCHOOL

Due to the education model of Denver Montclair International School's immersion programs, classroom visits by parents/guardians must be approved in advance by the Academic Director as well as the classroom teacher. Visits should not exceed a class period of 45 minutes. There will be a number of times, as well,

when teachers invite parents in for special performances, parties and activities or to chaperone field trips.

All visitors are required to check in and obtain a visitor's pass at the office.

LOST AND FOUND

Any unclaimed belongings that are found on the school premises are placed in the school's lost and found blue bins – one blue bin is located in each building on campus: Kimak Hall, the Elementary building, the gymnasium, and Colorado Free University. Parents are encouraged to put their children's names on all backpacks, lunch boxes, and jackets so that misplaced items can be more easily reunited with their owners. Parents also are encouraged to check the lost and found bins regularly for missing items. The lost and found bins are emptied once per month and all unclaimed contents are given to a local charity.

STUDENT RECORDS

A student's permanent school record may be viewed by parent/guardian in the main office after receiving permission from the Executive Director to see them.

The school cannot release a student's record to another individual or school without written permission from the parent/guardian. DMIS will only release records to another institution and parents/guardians when all accounts for a family are in good financial standing.

Requests for transcripts may be forwarded to the Administrative Assistant who will communicate with the finance office and forward the transcripts to the requested institution.

THE WORK BOND PROGRAM

The best schools have dedicated teachers and staff, a focused mission and high levels of parent dedication to the well-being and development of all people within the school. All these things lead to an effective Learning Community.

DMIS is a Learning Community in which we are all learning each and every day, not just the children. This DMIS Learning Community houses a school, Extended Day Care and Summer Day Camps that are supported by the parents and staff in this community. In order for DMIS to be most effective, we need the parental body to be actively engaged in supporting the mission, the programs and the activities that DMIS offers.

DMIS recognizes parents as resources whose talents and initiative play a vital role in the operation of the school. As such, the school strongly urges parent involvement in various school activities and parent committees throughout the year, as well as classes subject to the teacher's approval.

This parent commitment to the school enables the school to benefit from parents' abilities and initiatives and to reduce the school's operational costs.

Procedure for Work Bond Program

The Work Bond Program requires each family to volunteer 20 hours of their time (per school year) in the school working on a variety of school projects. These can include helping in the lunchroom, cleaning, gardening, doing odd jobs, helping classes get ready for holiday or year-end shows, assisting teachers on class trips, working on PTO committees, etc.

Each family is required to post a work bond in the amount of \$400 at the beginning of the school year. As families complete work bond hours, they record them in the log in the front office. At the completion of the school year and the required 20 hours, the work bond remains on account for the following year and as long as the student remains at DMIS.

Families starting after January 1 and single-parent families are required to complete 10 hours of volunteer service. Staff, teachers, board members and DMIS PTO executive committee members are exempt from the work bond hours.

Please note that you may choose not to do your Work Bond hours. In this case, the \$400 paid at the beginning of the year is not rolled over to the next year and the family will need to pay another \$400 for the following school year. **Please note:** DMIS does not give partial credit for Work Bond hours. A minimum total of 20 tallied hours of volunteer service is required in order to receive credit for the \$400.

Recording Work Bond Hours

A work bond log book is kept in the school office for families to complete after each volunteer activity. Families are responsible for updating this log book with all hours worked throughout the year. At the end of the school year, all log sheets are retrieved and totaled for each family. Work Bond hours must be accomplished between the start of the school year and the last day of school. Any hours accomplished during the summer (e.g., Dragon Boat Festival) are applied toward the next school year.

Return of Work Bond Funds

At the time of disenrollment, families having contributed a minimum of 20 hours of volunteer service for the current school year may obtain a refund of the \$400 work bond payment. Refund requests must be made in writing to the school and submitted no later than the final day of school of each year. Refunds will be sent to families no later than September 1st of that following fall. After September 1st the \$400 will be recorded in our books as a donation. A donation letter will then be sent to you for tax purposes. There will be no refund for partial hours accomplished and disenrollment before the end of the school year.

Who Coordinates Work Bond Activities?

Parents should direct their inquiries to the Administration for all non-class activities available as work bond volunteer projects or for any non-class projects that they would like to propose for work bond hours. The DMISPTO with the accord of the Executive Director organizes group work bond days such as school clean-up days or project days, and a list of tasks available specifically on those days. To determine the possibility of volunteering for specific class activities to fulfill of their work bond hours, parents should ask the appropriate classroom teacher. Work bond opportunities are posted in the Friday Folder and email blasts are typically used to request volunteers for large events.

IV. EMERGENCY/CRISIS INFORMATION

EMERGENCY PROCEDURES

(Fire, Tornado, Lightning, Inclement Weather)

For any emergency situation, all faculty and staff are required to remain on campus even if they do not have immediate supervisory responsibilities. The reasons for this are: 1) we would need “all hands on deck” in the case of a true emergency or crisis; 2) we want teachers to be safe, too. If teachers are off-campus when an emergency occurs, they will be notified by the school of steps to be taken.

In the event of a fire or other emergency which requires the immediate evacuation of all buildings, the following procedure will be followed.

General Directions: When the fire alarm sounds, teachers collect their students and direct them out of the building through the closest exit. All faculty, staff and administration, must leave the buildings as soon as the alarm rings. It is essential for everyone to remain quiet so that directions and safety information may be heard. ECE and Kindergarten classes proceed to the soccer field. All other classes proceed to the center of the recess field where students and their teachers line up with their class facing the Gymnasium. Classroom teachers whose students are in music, art, PE, etc. at the time of the alarm will meet their students on the recess field. Teachers take roll call and wait with their students until the “all clear” signal has been given by the Executive Director.

Teacher Responsibilities: Teachers turn off lights to their classrooms and shut windows (unless they are being used for evacuation purposes) on their way out the door. Once on the recess field, classroom teachers arrange students in lines in alphabetical order to determine quickly whether any students are missing. The Executive Director will check with each classroom/homeroom teacher for a head count. Teachers stay with their classes and remind them to remain quiet until the “all clear” signal has been given.

Building Sweepers: Several faculty and staff members have been assigned to sweep the buildings to turn off lights, look for students or other individuals still in the building and close windows and doors.

Tornado Warnings: In the event of a tornado or a tornado warning, a horn will blow signaling the need to implement the following procedure. Whenever teachers hear the early warning sirens go off, they will move their students immediately away from windows and into interior hallways as indicated by our tornado procedure plan. If there is a tornado or tornado warning at dismissal time, all students are to remain in the hallways and will not to be released to the parent/guardian until the danger has passed.

Lightning: In the event of lightning, all students will remain inside until all evidence of lightning has passed. If there is lightning at the time of dismissal, all students will remain in their classrooms until it is safe for them to be outside. Parents/guardians - at their own risk - may come into the building and sign students out.

For Inclement Weather: When there is a heavy rain, snowstorm, or if the temperature falls below 10 degrees Fahrenheit, an inclement weather dismissal will be called by the Executive Director. Students will remain indoors until they are picked up. For the Elementary Building, a red flag will be hung by the crosswalk indicating an inside pick-up. Parents will be required to park and pick up students in their classrooms.

V. ADDITIONAL PROGRAMS

EXTENDED DAY PROGRAM (BEFORE AND AFTER SCHOOL CARE AND CLUBS)

DMIS offers two options for after-school care: extended daycare and after-school clubs. Extended daycare operates primarily in several ECE classrooms and the gym and includes outdoor activities as weather permits. The service is available to all students on a drop-in basis and requires no registration or advance notification from parents. After-school clubs require pre-registration and meet once weekly from 3:45-4:45 p.m. The program offerings are available in the Friday Folder prior to the start of that session.

In addition, middle school students are offered elective options each day between 3:45 and 4:45 p.m., which are considered an extension of their school day. Open spaces in the middle school electives will be open to 5th graders, but there is no guarantee that there will be open spaces available. Fifth grade students may be offered the opportunity to participate in some of these electives.

Extended Day Procedures and Hours of Operation

The extended-day program at DMIS allows families additional flexibility in drop-off and pick-up times. It is managed by the DMIS Extended Day Program Coordinator, and all inquiries concerning the program should be directed to Mieke Bushhouse at mieke.bushhouse@dmischool.com.

Parents may drop off their children at the school beginning at 7:15 a.m. and pick up their children from school as late as 6 p.m. Parents dropping off children in the morning must sign their child(ren) in with a DMIS extended care staff member. Drop-off outside of the building is not permitted.

The after-school care operates in much the same manner, except that parents need not be present to sign in their children at 3:45 p.m. All students remaining at the school at 3:45 p.m. and not registered for another after-school club activity are automatically signed into the after-school care. Parents who pick up their children after 3:45 p.m. must sign the register before taking their children from the school. There is a flat fee for the

first hour, from 3:45 p.m. until 4:45 p.m. After that first hour, the activity is billed in 15 minute increments.

For billing purposes, the Extended Day Program is treated like all other extra-curricular activities. Families will receive a monthly bill for all extra-curricular activities.

Note: Any children remaining in school after an after-school club will automatically be signed in to after-school care. Families will be billed at the 15-minute rate for any time spent after the conclusion of the activity.

Extended Day Policy When Students Are Not Picked Up by 6 p.m.

After-school club care is available only until 6 p.m.

The 6 p.m. closure time is strictly observed. **If any children have not been picked up at 6 p.m., the extended day staff will take the following steps:**

- A. STAFF WILL ATTEMPT TO CONTACT BOTH PARENTS AT WORK / HOME / CELL PHONES.
- B. STAFF WILL ATTEMPT TO REACH ALL PERSONS LISTED BY PARENTS AS EMERGENCY CONTACTS.
- C. IF NEITHER PARENTS NOR EMERGENCY CONTACT PERSONS CAN BE REACHED, THE LOCAL POLICE WILL BE CONTACTED.

In all cases, parents arriving late are billed a \$15 flat fee and an additional late charge of **\$5 per minute** for any time after 6 p.m.

Extended Day Services during School Holidays

Day camps will be offered during most school holidays during the school year. Specific information will be distributed ahead of time in Friday Folders, or may be obtained from the office of the Camp Director. Also, refer to the school calendar.

Extended Day Attendance Verification

Parents who need proof of their children's fees in the DMIS Extended Day Program for tax purposes or for their employers may request an attendance log from the accounting office.

VI. SCHOOL POLICIES AND GUIDELINES

STUDENT HEALTH, INCIDENTS AND ACCIDENTS

If a student sustains a minor injury requiring medical attention or becomes ill while at school, DMIS contacts the student's parents immediately (the school does not have a staff nurse, but a nurse consultant on-call). If a parent cannot be reached, the school contacts the persons listed on the child's Emergency Contact Information form. If a child sustains a serious injury, DMIS contacts emergency medical personnel (i.e., nurse consultant, 911) immediately, and proceeds according to parent specifications contained on the "Consent to Treatment" portion of the emergency forms. Accident reports are

prepared by DMIS personnel on duty and a copy is forwarded to parents of all students involved.

In the case of an injury or illness, parents need to make arrangements for their children to be picked up from school. Students who have been ill should return to school only when they have recovered (in accordance with the DMIS Illness Policy) and can participate in school activities.

ADMINISTRATION OF MEDICATION TO STUDENTS

The State of Colorado requires a signed note from the physician for any medication (both prescription and non-prescription). Please give all medication directly to the front office to review medication and accompanying paperwork. The medication must be in its original container with the pharmacy label, accompanied by a completed DMIS "Medication Administration" form signed by both a parent/guardian and the child's physician. Only those authorized to administer medication will do so. Orders are valid for one year from the date they are signed by a physician, unless the physician has noted an earlier end date.

Children will not be allowed to attend school if emergency medication has expired or if emergency medication administration paperwork has expired. If your child no longer requires emergency medication, parents/guardians must provide a signed physician's statement confirming such.

Under no circumstances will any staff member administer medication that is not provided and authorized by a student's parents/guardians and physician. The school does not stock any type of medication for dispensing to students.

ALLERGIES

DMIS is an Allergy Conscious school. An Allergy Conscious policy ensures that ALL students who attend DMIS will be presented with a plan to attend school that will keep them as safe as possible during school hours.

What this means for families

If your child has a food allergy, you must:

- 1) Fill out the attached **DMIS Allergy** form;
- 2) Complete the **Allergy and Anaphylaxis Action Plan** form (for epi-pen and antihistamine) signed by parent/guardian AND a physician;
- 3) Provide DMIS' front office with appropriate medications recommended by the child's health care provider that exactly match the provider's orders (Benadryl for Benadryl, generic or brand name for Diphenhydramine HCL) that are current (not expired), with a prescriptive pharmacy label (for epi-pen), with the appropriate measuring tool (for antihistamine);
- 4) If a parent chooses not to supply DMIS with the appropriate Allergy and Anaphylaxis Action Plan signed by an individual with prescriptive authority and/or the appropriate medication needed to implement the Allergy and Anaphylaxis Action Plan, a release of liability must be signed by the parents before the child

can attend school. This form also needs to be signed by a health care provider with prescriptive authority within two weeks of the parents' submitting the form.

Classroom & Cafeteria Allergy Management

If your child has a nut or other food allergy, all snacks and lunches must be provided by the parents/guardians. Participation in the hot lunch program is also considered a lunch provided by parents/guardians. Students will not be able to eat snacks/treats brought in by other parents for birthdays or other special occasions **unless the items they are allowed to eat are explicitly listed on the allergy form**, but parents/guardians are welcome to provide alternative treats for their children with nut/food allergies.

Children with food allergies will be given a special colored tray on which to keep their snacks and lunches during meal times. The trays will serve as a visual reminder that the child has a food allergy and that other children may not put food on that tray and/or take food off of that tray. This new policy applies to all children at DMIS – ECE through middle school. The trays will be present in the ECE classrooms and in the cafeteria.

Of course, if there is a child with a severe airborne allergy, which must be documented by the child's health care provider (no verbal statements will be accepted), DMIS will review with their nurse consultant and the child's health care provider to determine the best way to implement an appropriate health care plan for that particular student to provide the safest environment possible while at DMIS.

GENERAL HEALTH APPRAISAL AND IMMUNIZATIONS

All children are to have a "General Health Appraisal" form from a physician prior to starting at DMIS. These must be updated annually and submitted prior to the start of school.

The State of Colorado requires a "Certificate of Immunization" signed by the physician for every child. Your doctor may complete the shot record on the physician's report, or you may provide us with a copy of your child's immunization card. This must be on file before your child may begin the program as mandated by the State.

ILLNESS

Please notify the school when your child is ill (via phone call or email to the front office or your child's teacher). Watch your child for signs of illness and **DO NOT** send her/him to school if s/he appears to be sick. According to State licensing requirements and for the protection of all children, DMIS cannot accept children with any of the following symptoms (please see the DMIS "Illness Policy" for complete information):

- Elevated temperature (fever of 100° or higher)
- Severe diarrhea or vomiting (twice within an hour or three times within a 24 hour period)
- Undiagnosed rash
- Sore or discharging eyes or ears, or a profuse nasal discharge
- Diagnosed contagious disease such as strep throat or chicken pox

If a child becomes sick during the day, s/he will be provided a comfortable place to rest until s/he is picked up. Parents will be notified and must pick up their ill child within the hour. If not, emergency contact persons will be contacted to pick up the ill child. Your child can return to school once s/he has been symptom free without medication for 24 hours, on antibiotic treatment for 24 hours, or with a physician's note.

Please notify DMIS if your child contacts a contagious disease, such as whooping cough, measles, or chicken pox. It is a licensing requirement that a sign be posted to notify other families that their child may have been exposed. The Health Department may also be notified in the case of communicable diseases.

ADMISSIONS POLICY

Enrollment

Parents interested in enrolling their children at DMIS must submit the following information to the school for review:

- A completed DMIS application form
- A recommendation from a preschool or child-care provider (for students entering the ECE & Kindergarten sections); or academic transcripts from all schools previously attended (for students entering 1st through 6th grades)
- A parent questionnaire
- A student questionnaire (for middle school admission)
- An application fee to accompany the application.

Visiting the school

Families interested in enrolling their children are welcome to visit the school during its hours of operation with an appointment. Parents are encouraged to schedule appointments to meet with the Academic Director and Admissions and to observe classes as part of the application process. We encourage families to bring their children on these visits to the school. Shadow days are available for students seeking admission to middle school.

The selection process

New student applications and supporting documentation are reviewed by the Admissions Coordinator and Academic Director, who makes decisions based on the following criteria:

For ECE and Kindergarten sections:

- Space availability
- Interest from parents in long-term enrollment in the DMIS program
- Level of student's social development and ability to function as part of a group
- Sibling priority
- Prior experience with selected Program Language

For 1st through 5th grade:

- Space availability
- Proficiency in the selected Program Language
- Academic merit

For middle school:

- Space availability
- Academic merit

Completed applications are due by December 15 for full consideration. In January, the Admissions Coordinator and Academic Director will meet to evaluate the applicant pool. In February, the first round of enrollment contracts and waitlist letters are mailed to families. Parents are informed by mail once a decision has been made with respect to their application. An enrollment packet and contract are sent to those parents whose children have been accepted for enrollment. Once parents have returned their signed student contracts and accompanying enrollment documentation, their children are considered officially enrolled in the school for the period for which they applied, and are added to the enrollment roster.

Re-Enrollment

Re-enrollment of current students for the following year typically begins in late January, when enrollment contracts and letters of invitation to re-enroll are sent out to parents. Parents are required to return this completed documentation to the school by the applicable deadline so that class lists and waiting lists can be compiled, and so that the school can make staffing decisions based on reliable information.

SCHOOL SECURITY

DMIS holds as paramount the maintenance of a safe and secure learning environment for its students. Students are under constant adult supervision while in the school and during recess times. Adult visits to the school are arranged by appointment, and closely monitored when they take place. Parents also play an important role in student safety by completing and updating all emergency contact documentation on file at the school. This documentation includes the "Authorization for Outings," "Consent to Treatment of a Minor" and "Authorization to Release Student" forms, as well as all home and work address and telephone information. The school can maintain contact with parents only to the extent that parents can be located. Parents must inform the school immediately of any change in address, telephone number (home, cell or work), e-mail, emergency contact persons, physician or insurance. Likewise, they must keep the school informed about any changes in their children's general health, so that DMIS personnel can monitor any medical conditions.

Students, for their part, receive training on risk evaluation and risk taking as part of the physical education curriculum, and learn to set limits for their own behavior as well as others' behavior in interactions with them. They learn how to respond to various emergencies and potentially dangerous environments. Fire and severe-weather safety is part of this training, and school-wide fire drills are held on a regular basis. Tornado drills are also part of the safety agenda.

DMIS' commitment to safety extends as well to extra-curricular activities and field trips. Groups of students who depart the school for a trip to the park or an overnight excursion to the mountains are always within reach via cellular phones that accompany outings. DMIS also maintains a mobile file of student emergency contact information that is taken on every field trip, so that parents may be reached easily and immediately in the event of an emergency. DMIS personnel are first-aid and CPR-trained as well, and are capable of evaluating students' needs and taking appropriate action should an accident occur.

Building and Facility Access

Before 8:15 a.m., the doors are closed and locked. From 8:15 -- 8:30 a.m., parents of 3-Year-Old, Pre-K and Kindergarten students are asked to drop off their children in their classrooms. 1st grade and above children should be dropped off in the supervised area outside. During regular school hours, access to the building is possible only through the main doors and the security buzzer system.

Parent and Visitor Passes

As a security measure, DMIS uses a system of passes for all parents and visitors entering the main school building. Parents and visitors are required to sign-in in the school office and obtain a pass before entering the school building. They must wear these passes for the duration of their stay at the school, and sign out in the front office when they leave. In addition to providing security for the school, this system allows us to keep track of all persons who may need to be accounted for in case of a fire or other emergencies requiring evacuation of the building. Thus, it is essential that even regular visitors sign in and receive a visitor pass.

RELEASE OF STUDENTS

As part of its ongoing effort to provide a safe and secure educational environment, DMIS maintains a strict policy regarding the release of its students into adult custody. DMIS releases its students to adults other than parents or legal guardians only when such a release has been approved and communicated in advance in writing to the administration by the student's parent or legal guardian. This authorization pertains to all students under all circumstances, including students who car pool, and must be communicated to the administration by one of the following means:

The "Emergency Contacts/Pick-up Authorization" Form

This information is required as part of the DMIS emergency forms for each student, and is completed by each family to finalize enrollment/re-enrollment. This section contains a list of all adults other than a student's parents or legal guardian who are authorized by the student's parents/guardian to take custody of their children. It also contains a list of adults into whose custody a child may not be released under any conditions. If a person not authorized to pick-up is a biological parent, a court order must be supplied supporting this request. A copy of this file is kept in the Front Office.

Note: Parents/legal guardians may at any time amend this list by informing the administration of names that need either to be permanently added to it or deleted from it. It is the parents'/ guardian's responsibility to ensure that this form is current, and includes especially the names of all adults with whom a child car pools.

Other Written Authorization in Advance

In the event of a sudden change in plans that involves the release of a student into the custody of an adult not presently specified on the "Pick-up Authorization," parents or legal guardians must contact the administration in advance in writing (or email) to inform the school of a change in transportation arrangements for their children. Information given to the administration must include the name of the child, the adult(s) authorized for custody of the child, and the dates for which the release is applicable.

This procedure applies even if the change in transportation plans is only for a single occasion/event. The front office maintains a Daily Student Release Authorization list. Parents may indicate a single day authorization of release on this list for their child. DMIS personnel will demand identification from all unfamiliar adults before releasing a child into adult custody. No student will be released to a non-custodial adult under any circumstances without prior authorization of this release by the student's parent/ legal guardian.

Early Student Departure

Parents or other authorized adults arriving to pick up a student for any reason before classes end for the day must come to the office and sign the Early Student Departure Authorization form prior to leaving the premises with the student(s) in their custody. In return, the authorized adult will receive a "Student Release" slip to provide to the student's teacher. This documentation enables the administration to more closely monitor student departures from the standpoint of security, and to maintain a more accurate record of student attendance.

DRUG AND ALCOHOL POLICY

Denver Montclair International School does not condone under any circumstances the use, abuse, manufacturing, selling or possession of alcohol, tobacco, marijuana (which is an illegal drug), other illegal drugs or inappropriate use of prescription and non-prescription drugs¹ on school grounds or during school-sponsored activities, with the exception of the International Bash (beer and wine are sold at this event for adults over the age of 21), by its students, employees or parents/guardians. DMIS will deal with alcohol and drug matters through education, counseling, and firm, consistent disciplinary actions. The use and abuse of these substances are of serious concern in our world today. As educators and parents/guardians, we believe that we have the obligation to model appropriate behavior for our children and teach them about healthy and responsible ways of living.

Students: The use, abuse, manufacturing, possession, distribution, dissemination or selling of the substances identified above on school grounds or during school-sponsored activities are considered major violations of the school's discipline policy and will lead to suspension or expulsion of the student. When a violation of the school's policy has occurred, the student's parents/guardians will be informed, as will the student's teacher or advisor. An appropriate consequence will be imposed, which may include suspension or expulsion. In such circumstances where a student is permitted to continue at the school, a school approved drug/alcohol treatment and counseling program will be required. Suspended students will be placed on substance probation for the duration of the school year. Any student who is found to be in possession of an illegal substance on school grounds will be reported to the local police authorities. If off-campus use of drugs or alcohol draws attention to the school or results in

¹ Prescription drugs are defined as medications prescribed by a licensed physician for a particular person, to be taken in the way prescribed by the physician and for the reason ordered by the physician.

legal action against the student, the school reserves the right to take disciplinary action.

If a faculty or staff member has good reason to suspect that a student has been using, distributing, possessing or disseminating drugs or alcohol, he or she will consult with the Executive Director, who will then work with the student's teacher or advisor to plan an intervention with the student. Parents/Guardians will be informed of the concern, and they will be asked to participate in the intervention. The aim of the intervention is to promote awareness of the perceived problem on the part of all those concerned with the student and the student, him or herself, and to initiate appropriate support measures approved by the Executive Director and the student's parents.

The school will inform families about its concern about students who may be using, possessing, abusing, manufacturing or selling drugs and/or alcohol outside of the jurisdiction of the school.

School Employees: Employees are encouraged to seek help and support from the school if they are dealing with a drug and/or alcohol problem.

Staff who are under the influence of alcohol or drugs while responsible for students will be relieved immediately of their duties while an administrative review of the matter is conducted. Employees found to be in violation of the school's drug and alcohol policy may risk the loss of employment or be required to participate in a school-approved drug/alcohol treatment and counseling program at the school's discretion.

All employees are required by this policy to report immediately any drug/alcohol infraction to the Executive Director.

Education: The school will offer age-appropriate programs to students that teach them about making healthy life choices and provide factual information about the abuse of drugs and alcohol, as well as the legal and moral implications of their use and abuse. The school will also make a concerted effort to inform and educate parents about issues related to drug and alcohol use and abuse by students.

Smoke-free Environment: Denver Montclair International School recognizes the need for the health and safety of students, employees and visitors throughout the school environment. Therefore, smoking or the use of other tobacco products is prohibited on school property at all times and at school-sponsored events where students are present.

EXPECTED STANDARDS OF CONDUCT

DMIS reserves the right to dismiss a student at any time if, in the judgment of faculty and administration, the student's industry, progress, conduct or influence

is not in keeping with the rules, accepted standards, or behavioral expectations of DMIS. There shall be no refund of tuition or other obligations for such dismissal and any unpaid obligations are payable in full accordance with the payment schedule.

If, in the judgment of DMIS, information developed or considered after the contract date but prior to the commencement of the school year suggests the inappropriateness of attendance at DMIS for the students concerned, DMIS may withdraw an offer of re-enrollment or new enrollment and void the executed Contract. In such case, the entire liability of DMIS is limited to the refund of the monies on deposit in excess of any outstanding balance due to DMIS for prior periods.

DMIS promotes a philosophy of harmony and generosity among its students as well as among its parent body. Any action or behavior by a parent/guardian that conflicts with the promotion of this philosophy could result in the cancellation of a child's Enrollment Contract at the sole discretion of the Executive Director. In this event, paid tuition will not be refunded nor will unpaid obligations be canceled.

FINANCIAL AID FROM DMIS

A limited amount of financial assistance is designated each year by the Board of Directors and is available to qualifying families. Priority is given to families whose children have completed at least one full year at the school. French families interested in applying for this assistance must first apply for the French Government Scholarship.

Procedure

All families seeking DMIS Educational Assistance must provide the following, in order:

- 1) **To the admissions office:** Prior to applying for tuition assistance, a completed DMIS admissions application, including the \$150 application fee (for new students);
- 2) **To our on-line application system:** A School and Student Service form must be completed on-line (SSS charges a \$35 fee); go to <https://sss.nais.org/parents/> to apply, and click on "Complete a PFS On-line". Our school code number is **3574**.

NOTE: No application will be processed without steps 1) and 2) being completed first.

3) To the financial aid office:

- A written statement explaining the family's current financial situation that justifies consideration for tuition assistance;
- One copy of each parent/guardian's last 3 paychecks;
- Copies of supporting documentation verifying the information included in Section C of the SSS on-line application, including a copy of each parent/guardian's complete United States federal income tax and applicable state tax returns for the most recent tax year, including W2 forms and all applicable "Schedules" and "Itemizations," and any other supporting documentation;

- If applicable, a copy of each parent/guardian’s last “Declaration d’Impots Français” (for French families only);
- For divorced or separated parents in which both parents maintain legal responsibility, a copy of the legal decision specifying custody of, and legal responsibility for, the children; alimony and/or child support payment information should also be included;
- A copy of the mortgage agreement or rental lease agreement for the primary residence, and a copy of the check for the most recent payment; and
- Copies of supporting documentation verifying the information included in Section D of the SSS on-line application, including valuation of non-retirement assets and other non-primary residence real estate – (for financial assets or other property, you may submit insurance policy statements or other valuation and/or transaction documents; for real estate, you may use property tax statements or other valuation documents).

Families must provide copies, no originals please!

NOTE: A Parent’s Financial Statement instruction guide and application are available in the front office or copy this link into your browser and download the worksheet <https://www8.student-1.com/SSS/application/pfs-new.asp>. You must, however, complete your application on-line and not through the mail.

Interested families should obtain instructions from the front office, and should submit them along with the supporting financial documentation indicated on the application. (Note: Tax information must be provided for the most recent tax year). French families must submit French Tax information. In addition to the application form, families should submit a letter explaining their request for the scholarship, including any changes in family financial status that merit special consideration. Deadlines for applications typically are in March for the following school year. Incomplete files will not be considered, and applications submitted after the deadline may be refused.

Financial Aid Decisions

Financial aid awarded to families varies in amount based on total resources available for distribution. Typically, the school awards two-thirds of the financial aid resource pool to applicants in May, and reserves the remaining third for any family emergencies that occur during the course of the following year. Financial aid decisions are made by the Financial Aid Committee, which comprises the Director of Administration and Finance, the Director and a representative of the Board of Directors. All financial aid decisions are confidential, with information shared on only a need-to-know basis, and are made at the sole discretion of DMIS.

Informing Families

Families will be notified of the decision of the financial aid committee. Acceptance of awards for educational assistance must be submitted to the financial aid office by each family in writing within fourteen days of notification. Families who choose not to accept educational assistance awards may either withdraw their DMIS admission/enrollment documentation within the seven days, or without further written notice to DMIS, accept full responsibility for all tuition and fees as contracted.

Payment of Financial Aid

DMIS financial assistance does not represent cash available to families. It appears as a credit toward tuition monies owed for the year. Families receiving assistance will notice this credit on the first billing statement. Families who accept the amount of financial assistance proposed to them, and thus remain enrolled for the following year are responsible for payment of all tuition fees not covered by their assistance, as well as all activities and before and after school care costs.

Conditions

Distribution of financial assistance is contingent upon families' timely payment of remaining tuition costs according to the payment schedule they selected at the time of enrollment. Families who are late with their payments, or who do not pay the full balance of their remaining tuition costs according to their payment schedule may risk losing their financial assistance. Families receiving financial assistance are asked to notify the Financial Aid Committee immediately if their financial situation improves to the extent that they can resume full, regular payment of their school accounts. Failure to notify DMIS of a change in financial circumstances may result in the cancellation of financial assistance.

Financial Hardship

While DMIS maintains a financial structure and set of regulations for families regarding payment of their children's tuition and fees, the school also recognizes that families may experience a sudden change in life situation or family finances that affect their ability to fulfill their financial obligations at the school. Families who experience a significant hardship are encouraged to contact the Director of Administration and Finance and, if necessary, the Executive Committee with supporting financial documentation. The school is committed to working with families who experience periods of financial difficulty, so that a solution can be reached, if possible in the school's sole determination, that enables their children to remain enrolled. The application must be complete to be considered. The date the application is complete is the date at which the assistance will start.

FINANCES AND ACCOUNTING

With the enrollment of their children at DMIS, parents accept certain financial obligations associated with the cost of their children's education. When they sign their enrollment contracts, parents indicate their acceptance of the school's financial terms and conditions for payment of tuition and fees. Tuition payments will be made to Smart Tuition according to the plan selected on the Smart Tuition form, returned with the enrollment contract. All other fees including extended day care, after school clubs, bus service, study hall and other applicable fees are billed directly to parents by the DMIS Finance Office. For all financial inquiries or to schedule an appointment, parents should contact the Finance Manager at 303.340.3647 or Laura.Shulda@dmischool.com.

If the school is required or asked to participate in personal matters involving a child or family (e.g., divorce proceedings, custody proceedings, evaluations), the parents/guardians may be billed for the costs associated with such participation, including attorney fees.

TUITION COSTS

Siblings of enrolled DMIS students receive a tuition discount. Families may pay tuition in one or nine installments. The tuition insurance fee is mandatory with a nine installments plan. Financial assistance is available for families that qualify. The financial assistance procedure can be found on the DMIS website.

FRENCH GOVERNMENT SCHOLARSHIPS (BOURSES)

French families may apply for these scholarships on an annual basis. In order to be eligible for a French government scholarship, the following conditions must be met:

- the student must be a French citizen, or a dual/multi-citizen with one of the nationalities being French
- the family must be registered at the French Consulate in Los Angeles, CA
- the student must either be currently enrolled at DMIS, or must have a complete and current enrollment documentation on file at the school.

The amount of the scholarships awarded to families is based on the total amount of available funds allocated by the French government for scholarships, and on an assessment of individual families' financial needs as demonstrated in their supporting documentation.

Procedure

For families applying for French government scholarships, two application periods are scheduled every year. Dates of each application period as well as their accompanying deadlines are established for every year by the French Consulate. Upon receiving this information, DMIS announces the scholarship information to French families in an email announcement to French program families. Historically, these application periods have been scheduled according to the following calendar:

- The "Normal" Application Period. This period is for families who meet the prerequisite conditions for application before the application deadline. Typically, this application period begins in February, with an application deadline during March. The general scholarship meeting at the French Consulate in Los Angeles is then held sometime in April.
- The "Late" Application Period. This period is for families new to the Denver area who do not meet the prerequisite conditions for application in time for the first deadline, or who enroll at the school after the first application period. Families wishing to appeal decisions from the first application process must submit their appeals at this time. Typically, this application period begins in September, with an application deadline at the end of September. The general scholarship meeting at the French Consulate in Los Angeles then is held at the end of October.

Note: These application periods and deadlines are approximate, based on past schedules established by the French Consulate. The schedules can change, and DMIS will update all families should the application process or period be modified.

The Application Process

Once the application periods are scheduled, families are informed (by DMIS, the French Consulate and/or the Consulate Agency in Denver) of pertinent dates and deadlines, as well as the procedure for obtaining all the necessary forms to complete. Forms and all supporting financial documentation must be submitted to the Academic Director for review before the scholarship deadline. Once the Academic Director has reviewed all of the scholarship applications, he will forward them on behalf of the school to the French Consulate in Los Angeles.

Scholarship Decisions

Scholarship amounts can vary from a percentage of tuition costs to full sponsorship. All final scholarship decisions are made by the National Scholarship Commission, based on the decisions proposed by the Local Commission in Los Angeles. The Local Commission is headed by the General Consul, and comprises the heads of the scholarship divisions, the elected French representatives, and the directors of accredited schools. All deliberations regarding scholarships and amounts are confidential.

Informing Families

Families are contacted directly by the Consul General or by the school Academic Director concerning scholarship decisions once the National Scholarship Commission has communicated its decision. Families therefore should not contact the school concerning scholarship decisions or announcements.

Payment of Scholarship Funds

All scholarships are paid directly to the school once the scholarship decisions have been made. Once preliminary results are communicated from the Local Commission to the school, these results are used as the basis for the calculation of families' remaining tuition costs. Families consequently are billed according to their preferred payment schedule for remaining tuition costs once the preliminary scholarship monies have been deducted. Once the final results are approved and announced by the National Scholarship Commission, any changes from the preliminary results are immediately corrected, and families' tuition bills adjusted accordingly. Families are responsible for payment of all tuition and additional costs not covered by their scholarships.

HARASSMENT POLICY

DMIS strives to foster a climate that affirms the value of each individual and is free from all forms of harassment. Harassment will not be tolerated by DMIS, and all students, faculty, staff, parents, and other members of the DMIS community have a responsibility to foster an environment that is free from harassment.

Harassment Defined: Harassment occurs when an individual is subjected to an environment or specific treatment that is hostile or belittling because of the individual's race, color, creed, religion, national origin, physical characteristics, sexual orientation, or other bases protected by law or school policy. Harassment includes, but is not limited to, off-color language; offensive comments, jokes, or innuendos; bullying or threatening; unwanted touching, hitting, pushing or contact, or deliberately impeding or blocking movement or work; unwelcome sexual advances and propositions; or the use of degrading words, gestures, or pictures.

This policy covers harassment conducted on school property, at any school-related event regardless of location, or utilizing any school equipment or resources.

Responding to Harassment: Anyone who is subjected to harassment is strongly encouraged to respond by (1) telling the person exhibiting the harassing behavior to stop immediately, preferably in front of a witness; and (2) immediately reporting the incident in accordance with the reporting procedures listed below. Anyone who witnesses harassment or learns of a member of the DMIS community being harassed is also encouraged to report such behavior to the appropriate DMIS personnel. These steps are very important in helping to react to and halt further harassing behavior.

Anyone who is made aware that his or her behavior is harassing must cease such behavior immediately.

Individuals wishing to report harassing behavior should contact the following people:

- Harassing behavior by a student should be reported to that student's teacher.
- Harassing behavior by a school employee, a parent or any other member of the DMIS community should be reported to the Executive Director of DMIS.
- Harassing behavior by the Executive Director should be reported to the Board President.

Policy Enforcement: There will be no retaliation against any person who submits a complaint in good faith or who assists in providing information about a complaint and all such information will be handled discreetly and in a manner necessary to investigate and respond to the complaint. DMIS will investigate complaints of harassment and will make a determination based on the information gathered during the investigation.

If the facts and the results of the investigation substantiate the complaint, then the appropriate corrective and/or disciplinary action will be taken. If a complaint is discovered to be false or frivolous, corrective and/or disciplinary action may likewise be taken towards the one making the false or frivolous complaint. In either case, DMIS will treat such matters with the utmost seriousness and may terminate the employment of or expel offending parties.

Training and Policy Familiarity: All members of the DMIS community are expected to be familiar with and to abide by this policy. DMIS is committed to providing periodic anti-harassment training to faculty and staff, which all faculty and staff are required to participate in not less than once in any three-year period and not more than one year following their date of hire. Failure to participate in such training, and lack of familiarity with this policy, shall not be mitigating factors when the school is reviewing a claim of harassment.

NON-DISCRIMINATION POLICY

Federal, state and local equal opportunity laws prohibit discrimination on the basis of sex, race, religion, sexual orientation, color, national and ethnic origin, and other legally-protected characteristics. DMIS follows all such equal opportunity laws in the administration of its admissions, hiring, employment and evaluation practices.

The guidelines contained in this policy express DMIS's intention to comply with federal, state and local civil rights laws. **DMIS does not intend to create a contractual agreement through this policy, independent of its intentions to follow the applicable equal employment opportunity laws.**

DIVERSITY POLICY

In accordance with the spirit of its mission and philosophy, DMIS embraces the essential strength of diversity in our society and in our school community. The school seeks to enhance and support the ethnic, racial, cultural, sexual, religious, gender and economic diversity within the school and as best as possible to reflect the diversity of the world outside of our school community among its student and family population, employees and Board of Directors composition, consistent with applicable law. The school affirms the use of multicultural approaches in education, fosters respect and understanding for people and experiences of diverse cultures and endeavors to develop a strong sense of justice and social responsibility within our students. The school strives to provide a safe, friendly, warm and caring environment in which parents, students, faculty, staff and administration feel appreciated, known and valued. The school seeks to build connections with broader community and to provide opportunities for our students to learn within and take an active role in the world beyond the school.