



SCHOOL INFORMATION

Community Montessori Office	720-561-3700
805 Gillaspie Dr	
Boulder, 80305	
FAX	720-561-3701
Attendance Line	720-561-5408
SAC	720-561-3777
Transportation	720-561-5125 (Boulder)
	720-561-5126 (Lafayette)
Web Site:	http://schools.bvsd.org/communitymontessori/
E-mail addresses:	marlene.skovsted@bvsd.org , Principal
	rosa.invernizze@bvsd.org , Bilingual Liaison
	kathy.kinney@bvsd.org , Principal's Assistant



MARK YOUR CALENDAR

May 20	----	Retirement Celebration for Marlene – 5:00 PM
May 25	----	5 th Grade Continuation – 9:30 AM
May 25	----	Report Cards Home
May 26	----	Last Day of School – End of Year Picnic 11:30 AM
June 3	----	Last Day Office Will Be Open
August 1	----	Office Will Open for 11/12/ School Year
August 11	----	Class Lists Posted – 4:00 PM
August 12	----	Meet & Greet 3:00 – 4:00/All School Social 4:00 – 5:00 PM
August 15	----	First Day for Students K – 5th
August 17 – 24	----	Staggered Starts for 3's and new 4 yr-olds
August 25	----	Returning 4 yr-olds Start
August 25	----	Back to School Night – 5:30 – 7:00 PM

End of Year Progress Summary on Goals

SMART GOALS:

Equity (E): We will increase median growth scores in writing on the CSAP assessments for ELLS from 27.5 to 49; overall weighted index scores for ELLs from 44 to 50; median growth scores for special education students from 45.2 to 50, by spring of 2011.

Achievement (A): We will increase the median growth scores in writing on the CSAP assessments from 47-55; we will increase the weighted index for 3rd graders in writing on the CSAP assessments from 86 to 91, by spring of 2011.

Climate (C): We will increase favorable response on the climate survey in the areas of physical aggression (#30, 6), hurtful language (#12, 15) and exclusion (#3, 21); we will gather baseline data on specific incident details (event, date, time, resolution), by spring of 2011.

School Goals: End of Year Progress Report to Community; May 20, 2011

SMART Goals (Specific, Measurable, Attainable, Results-based, Time-bound)

SMART Goal for Achievement: We will increase the median growth scores in writing on the CSAP assessments from 47-55; we will increase the weighted index for 3rd graders in writing on the CSAP assessments from 86 to 91, by spring of 2011.

SMART Goal for Equity: We will increase median growth scores in writing on the CSAP assessments for ELLS from 27.5 to 49; overall weighted index scores for ELLs from 44 to 50; and median growth scores for special education students from 45.2 to 50, by spring of 2011.

SMART Goal for Climate: We will increase favorable response on the climate survey in the areas of physical aggression (#30, 6), hurtful language (#12, 15) and exclusion (#3, 21); we will gather baseline data on specific incident details (event, date, time, resolution), by spring of 2011.

Each goal plan consists of strategies that will address practice, policy or programming through action in three domains: the classroom, the school organization/design, and parent/community partnerships. Each teacher aligns classroom and personal goals with our all-school goals. SAC-PTA helps to monitor goal progress and also aligns fundraising and community support with our CM school improvement plan (SIP). Progress is reported on goals in November, February and at the end of the school year. If you have questions, do not hesitate to discuss our school goals with your child's teacher, SAC-PTA leaders, or with the principal.

Achievement: All classrooms have written daily and throughout curriculum subject areas. The program 'Being a Writer' has been well-utilized for content and voice and was supplemented with targeted lessons on mechanics and conventions. The Montessori curriculum, the prior year's CSAP results, writing rubrics, and the district "Curriculum Essentials Document" served to drive and differentiate instruction. Students wrote in their letter journals and notebooks in addition to completing edited works and works of various genres and for a variety of audiences. Homework has been aligned with writing target areas. Teachers shared best writing lessons and analyzed children's writing samples to determine level of proficiency and next steps for individual student growth. Teacher collaboration time was also utilized to revise writing rubrics and score writing samples together to increase inter-rater reliability. Parents have been involved in a variety of ways. In addition to parent information sessions, two parent visiting nights and conferences, parents have had opportunity to learn more about writing expectations. At the primary level parents received a checklist of kindergarten expectations. At the lower elementary level parents received writing exemplars of low, average and high quality writing samples. At upper elementary parents and students have worked together to score writing assignments using the 'kid-friendly' rubric which had been carefully taught and practiced in the classroom prior to homework usage.

CSAP writing data will be sent to us in August. School results of the CSAP for third grade reading were released last week and individual scores sent home in Friday folders. Third graders were assessed on how well they understood **Colorado Reading Standard #1: Students read and understand a variety of reading materials.** The test included a variety of multiple-choice questions and short-constructed response questions that required written answers. The purpose of the CSAP is to provide the State a picture of student performance on state academic content standards for educators, policy makers and the public and also to provide a context for improving public education. A score of proficient or above represents a high level of competency. 82% of our students scored proficient or above for the 2010-11 school year. Please contact your child's teacher if you have any questions about this assessment or your child's overall progress during the past school year.

Equity: Teachers continue to differentiate instruction through the Montessori Model and by closely aligning to the district grade level Curriculum Essentials Document (CED). Writing interventions occur with the classroom teacher and with support specialists. Instruction is targeted and progress closely monitored. Teachers have met weekly with support staff to determine push-in, pull-out or co-teaching strategies for students struggling on specific skills. Intervention classes met twice weekly to target instruction based on student need. A few examples of interventions include a computer program for

dyslexia, a CBM for high frequency words, and a specialized spelling list integrated with reading instruction. Two thirds of classroom teachers have obtained their ESL endorsement in addition to Montessori and CO state licensing. Teachers regularly shelter instruction and support language acquisition through building vocabulary and background knowledge. 80% of CM teachers have participated in a district equity cohort. From August through May teachers have collaborated at levels meetings three times a month and attended district in-service sessions in backward design, progress monitoring, RtI (tiered response to intervention), sheltered instruction in writing, math assessments, and ESL reading. Thanks to the passage of the 3A mill levy, some funds were restored to schools and we were able to increase some interventionist time from three days to five days per week for the remainder of the school year. DRA2 assessments for targeted students were completed by February 1st to insure monitoring of continuous and adequate progress. CELA results were thoroughly analyzed to drive instruction for the remainder of the school year. 69% of our ESL students advanced a level from January, 2010 to January, 2011 on the CELA assessment for English Language Learners. Parents were involved through parent information sessions, homework assignments including translated rubrics, and conferences. Community Montessori also partners with community organizations such as the Family Learning Center or Dream Catchers through coordination of classroom websites and homework packets.

Climate: Lessons continue in Montessori Grace and Courtesy, Restorative Justice, the anti-bias curriculum, conflict resolution, social skills, and peer mediation. Staff continues to participate in Nurtured Heart Professional Development. All staff spent a half day learning principles and practice on September 20th. Many parents have purchased the nurtured heart book, All Children Flourishing and twenty parents have attended a 4-week parenting class. The consistent language used at CM was discussed and passed out at Back to School Night and at new parent coffees. NHA information appears in school and classroom newsletters. The Positive Behavior Support (PBS) “Code of Respect” has been introduced to all children. Posters clearly identifying our Community Montessori Code of Respect are displayed throughout the school. Ask your child about the Community Montessori Code of Respect: **Respect Self, Respect Others, Respect the Environment.** Desirable character traits have been identified and distributed to all staff and are communicated to parents in newsletters. Please celebrate and articulate to your student when you see evidence of **respect, consideration, self-control, generosity, patience, cooperation, risk-taking, courtesy, independence, inquisitiveness, responsibility, thoughtfulness, confidence, communication and tolerance.** Writing assignments have addressed issues such as sportsmanship, attitude, fairness, leadership and the various traits listed above. Everything we strive to do and be as individuals, and as a community, reflect this code of respect and these positive attributes.

A key strategy this year to extend our peaceful environment to less structured times of the day has been to reduce the number of children in the lunchroom and on the playground at any one time. We are happy to report that we do observe a difference now that we have switched our lower and upper elementary scheduling. Supervision is much more realistic and has created a positive experience for more children than in the past. Elementary supervisors meet on a monthly basis and have collected specific data to discuss with principal and teachers. At the primary level the parents have attended training. In addition, we have hired two additional playground supervisors for the primary playtime. Teachers build in time to communicate with each other about issues on the playground and these are brought to group times so all students are hearing what needs to change.

Our student climate survey will be more carefully analyzed in the fall but at first glance our data appears to be consistent with our prior years. An area of significant improvement is in a subsection called ‘fitting in.’ 92% of our children report that they have friends at school compared to 84% the prior year. Similarly, more children report that “they do not play alone at recess.”

The complete End of Year Progress Report will be available on line after June 2nd or hard copies will be available in the office. (<http://schools.bvsd.org/communitymontessori/>)

ARRIVAL and DISMISSAL PROCEDURES (2011–2012)

Some Times and Procedures are Changing

For the 2011-2012 school year, we are making some changes to our bell times and our procedures for two important reasons. First, to increase safety for our children and our neighbors we must reduce Gillaspie traffic congestion and reduce pedestrian/vehicle conflict.

Secondly, we are eliminating the bulk of the arrival/dismissal windows to reduce the amount of time that staff spends with before and after school supervision. During the 2011-2012 school year teachers will be using a portion of this arrival/dismissal time toward our teacher collaboration model instead of moving toward an early release or late start collaboration model as some other schools have done. The remainder of this time will be restored for preparation of the Montessori environment and other teacher planning and professional development to improve instruction.

Many meetings have occurred with teachers and parents and traffic advisors to work through the details of our 2011-2012 arrival and dismissal procedures. As soon as the DAT makes final decisions we will announce the plans through school messenger so that parents can prepare for the fall. All parents will receive complete information in the August Buzz as well. In the meantime, please plan on an **8:00 start, 11:30 midday dismissal** and a **2:30 finish** for the school day. Thank you very much.

LAST DAY OF SCHOOL PICNIC

Join your child for a picnic lunch on May 27th, the last day of school. All families may join together from 11:25 – 12:30. Your child may stay at school in the afternoon or leave with you.

- Bring a picnic lunch & something to sit on; please **arrive by 11:25 and pick up your child in the classroom.**
- If you are unable to attend the picnic, please send your child with a sack lunch and he/she will be supervised by their classroom teacher
- Hot lunch will not be available; **you may order a sack lunch for your child if your order is called in to the office by 2:00 PM Tuesday, May 24th**
- If you choose to take your child with you after the picnic you **MUST** sign the Student Sign-out Sheet (the sheet will be with your child's teacher).
- You may **NOT** sign your child out in the office.
- If your preschooler will not be riding the bus home at 11:30, please notify transportation @ 720-561-5125.
- If you choose to leave your child at school for the remainder of the day, please notify the child's teacher that you are leaving and that your child is back in the care of their teacher.
- Children may not leave with other parents unless prior arrangements have been made.
- **In case of inclement weather, picnic will be cancelled. Please send sack lunch w/your child in the morning.**

This will be a great opportunity to spend time together as a community and wish friends well for the summer. See you there!

SAFETY FIRST – Don't forget to tell the classroom teacher if you leave and be sure to sign your child out if you take him/her with you. Classroom teachers will have sign-out sheets.



TEMPLE HOYNE BUELL FOUNDATION

We are so pleased to report that through the generosity of the Temple Hoyne Buell Foundation, Community Montessori has been approved in the amount of \$21,000 for our primary program. A very special thank you goes to Community Montessori parent, Noel Yegian, who wrote this grant and continues to help manage the Temple Buell Grant. Especially during these difficult economic times, we are so very grateful to the Temple Hoyne Buell Foundation for their continued support and to Noel for her expertise and commitment to this grant.

SUMMER GARDEN HELP

Hi Parents,

The students have worked hard to plant their organic vegetable garden that will provide a wealth of vegetables to eat and opportunities to learn this fall when they come back. Meanwhile, we need your help to weed and make sure that it is getting sufficient water over the summer. And of course to pick and enjoy any ripe vegetables you find while you are out there.

Please let Jess Hernandez (jess@jph.net, [720-289-8659](tel:720-289-8659)) know if you can sign up for one or more of the weeks listed below or have any questions.

Thanks!

May 30 - June 5
June 6 - June 12
June 13 - June 19
June 20 - June 25
June 26 - July 2
July 3 - July 9

July 10 - July 16
July 17 - July 23
July 24 - July 31
Aug 1 - Aug 7
Aug 8 - Aug 14

IMPORTANT HEALTH ROOM NEWS

NEW VACCINE REQUIREMENTS (2011-2012)

KINDERGARTEN

Parents of students entering Kindergarten in Colorado will need to be sure their student is up to date with their required immunizations.

Each new Kindergartner must show proof of:

- 5 Diphtheria/Tetanus/Pertussis doses (1 more than for preschool)
- 4 Polio doses (1 more than for preschool)
- 2 Measles/Mumps/Rubella doses (1 more than for preschool)
- 2 Varicella (Chickenpox) doses (1 more than for preschool)
- 3 Hepatitis B doses (same as for preschool)

It is the responsibility of the parents to provide an updated record of immunization to the school.

http://www.cdphe.state.co.us/dc/Immunization/11-12schoolYear/IZ_ParentLetterChildcareFeb2011.pdf

It continues to be a rule, that if a child has had chickenpox disease, a laboratory test showing immunity or a documented disease history from a **health care provider** is acceptable.

If you do not wish your child to have any of these vaccines for personal or religious reasons, please sign a waiver that is available in the Health Room of your child's school or at this link:

<http://www.cdphe.state.co.us/dc/Immunization/Forms/CARD-certofimm.pdf>

A medical exemption must be signed by a physician.

For a list of clinics where these immunizations can be obtained, click here:

<http://bvsvd.org/health/Pages/immunizationclinics.aspx>

Tdap REQUIRED FOR 6TH

Pertussis (whooping cough) can be a very serious disease in infants and small children. It has been found that siblings who have Pertussis disease can frequently expose other children in the household. Colorado ranks fifth of all states in the country with this disease. Per Colorado state law, Tdap vaccine will be required for all students in grades 6-12 for the upcoming school year (2011-12). (If your child has already received this immunization, the requirement is fulfilled.) It is the responsibility of the parents to provide an updated record of immunization to the school.

http://www.cdphe.state.co.us/dc/Immunization/11-12schoolYear/IZ_ParentLetterSchoolFeb2011.pdf

If you do not wish your child to have this vaccine for personal or religious reasons, please sign a waiver that is available in the Health Room. <http://www.cdphe.state.co.us/dc/Immunization/Forms/CARD-certofimm.pdf>

A medical exemption must be signed by a physician.

Parents of 6th graders: The most commonly used vaccine for Tdap in the Boulder area requires that the child be at least 11 years old. If your child is entering 6th grade and is not yet 11, please check with your provider ahead of time to see if you will need to wait until the 11th birthday. A vaccine licensed for 10-year-olds is available at the Boulder or Broomfield County Health Departments.

<http://bvsvd.org/health/Pages/immunizationclinics.aspx>

UPDATES



- ☞ **First Buzz for the 11/12 school year** will be a hard copy in the Family Packet to be received at Meet & Greet/All School Social on August 12th, or on the first day of school (August 15th) if you are unable to attend prior events.
- ☞ **Help needed for the 2011-2012 Personal Giving Campaign**
 - A “lead” “accountable” person, and schedule keeper
 - 2 people that can count money
 - 2 helpers- as needed- (help with posters inside and out and updating the thermometer)Please contact Carol Springer, 2011-2012 PGC chair, carol@gabrielsales.com for further information or to volunteer.
- ☞ Please let your friends and neighbors know that at this time **we do not have a 3-yr-old waitlist for the 2011/12 school year**. That age group may still apply through open enrollment. The cut-off birth date is September 30th. Thank you for helping us spread the word.
- ☞ **Reminder – Pre-school staggered start dates** – All new 3 & 4-year old 11/12 students will receive letters in June noting the date when they will begin school for the 11/12 school year. As always, the 3’s and new 4’s are staggered, a few each day, the first week and one-half back. Returning 4’s will start on Thursday, August 25th. Kindergarten students will start on Monday, August 15th along with elementary students. New 3 & 4 year-olds will start on their designated date.
- ☞ Please be sure to keep the attached **11/12 Community Montessori School Calendar**.
- ☞ Please see the attached **11/12 Supply List**.
- ☞ **BVSD’s Lifelong Learning program has something for every kid under the sun**
Keep BVSD Lifelong Learning in mind when making summer plans for your child. Lifelong Learning is offering a wide variety of half-day (and some full-day) Summer Camps from June to August.

Here’s a small sample of the camps we’re offering: *The Amazing Math Race*, *Field Biology*, *Clay Play*, *Primitive Survival Skills*, *Fun in the Kitchen*, and *Anime Cartooning*. We’re also offering camps in collaboration with Science Matters (including *Catapults and Backyard Ballistae*), the YWCA (including *Video Genius for Boys & Girls*), Rocky Mountain KidStage (including *Beauty and the Beast*), The Spot Gym (*Intro to Bouldering*), and The Mustang Center (*Horse Play*).

If you call the Lifelong Learning office and mention that you saw this article in your school newsletter, you will receive \$15.00 off a camp held in a Boulder Valley school. Offer available from 5/1 to 5/20. For more information, call Tammy at 720-561-3768 or visit www.bvsd.org/LLL.



**COMMUNITY MONTESSORI
SUPPLY LISTS FOR 2011-2012 SCHOOL YEAR**

KINDERGARTEN/PRIMARY

No supplies needed

Needs will be placed in individual teacher's classroom newsletters throughout the year as needs arise.

LOWER ELEMENTARY SUPPLY LIST

Please do not put child's name on supplies as they are all placed in general classroom supplies.

- 4 Spiral Notebooks
- 4 Dozen #2 Pencils (Ticonderoga brand ONLY)
- 1 Package of Markers
- 1 Box Colored Pencils
- 1 Box Tissues
- 6 Glue Sticks
- 3 Wide-ruled Composition Book
- 5 Plain Pocket Folders (No Fasteners!)
- 3 Pocket Folders w/slick covers (for Friday & Homework folders)
- 1 Package of Sponges (O-Cello, please)
- 1 Package of cap erasers
- 1 Box of *plain* Band-Aids



UPPER ELEMENTARY SUPPLY LIST

- *2 standard Steno Pads with spiral tops – no perforated pages
- 3 Composition Notebooks
- 1 Box of Basic or Classic Markers (no smelly markers)
- 1 Boxes (small) of Colored Pencils
- 1 Black Sharpie
- 1 Pair of Standard Size Scissors
- 1 Box Tissues
- 3 Glue Sticks
- 4 Pocket Folders with horizontal pockets (slick covers please) - 12" x 9 1/4"
- 1 ea Yellow, Red & Green Highlighter
- 2 Package Basic Three Ringed Tabbed Dividers (5 tabs)
- 1 Pencil Box
- 2 Pack of Wide Ruled Loose leaf Paper
- 3 Three Ring Binders no more than 1/2" thick
- 3 3-brad Pocket Folder

Notes: for Upper El

All supplies are for student's own personal use.

Individual classes may have additions to this list, which students will receive in the fall.

The amounts marked with * represent an estimate of what will be needed over the course of the year. Students only need to bring one of each of these items on the first day of school.

If you choose to buy the full amount in the fall, we ask that you keep extras at home until needed, since storage space is limited in the classroom.

Please don't bring trapper-keepers or other large supplies not included on list.

Please bring items ready to go on the first day of school: Mark student's name on all items, place unwrapped pens and pencils in pencil box. We want to hit the ground running!



Parent Engagement Network presents:
Thriving During the Elementary Years
The Secret Opportunity of Summer
By Dr. Jan Hittelman

As another school year winds down, we start to set our sights on summer. For many of us the summer is a time of transition; finishing the school year, preparing for the next, moving up to the next grade or school, family vacations, and general rejuvenation for what's to come. It's interesting how the school year has a life of its own and we all seem to get so caught up in the demands, timelines, and all too harried pace. But once again the end is in sight and the promise of summer is around the corner. It is a welcome and much-needed time for everyone. Hopefully we will all get the opportunity for some well-earned rest and relaxation. Another challenge of the school year is trying to address all of the unexpected issues that arise and require us to provide feedback/educate/discipline for our children on everything from school responsibilities, at-risk behaviors, and household chores to even larger life lessons involving morals, values, ethics and overall good judgment. No wonder we feel so exhausted this time of year! Invariably for most families the tenor of these conversations during the school year is more negative than positive. It is often in response to a behavior or situation that requires correction. Several years ago the National Parent Teacher Organization did a study that found that the ratio of negative to positive statements made by parents to their children was 18:1. That's eighteen negative statements to every positive one! This dynamic is more common in our own homes than we might like to think. This brings us to the secret opportunity of summer. As we decompress from the school year and find opportunities to relax with family, this is a great time to reconnect with our children in a positive way. To purposely schedule time to go for a walk, share a meal, go out for coffee, or go on vacation, and make a real effort to simply share and catch up. To discuss and heal from the challenges of the past, while beginning to brainstorm ways to increase our successes during the next school year. To make sure our children know how much we love them and to provide genuine praise for the very many things that they do right. To let our children know that we will always be there to support them and welcome them to seek us out whenever they'd just like to talk. To let them know how honored we are to be their parents. While we often assume that our children know that we love them, it is important to try and balance the necessary negative feedback that our children require, with the unconditional love that they need most of all. Make this summer a time of rejuvenation and strengthening of the relationship that you have with your child.

Learn more about PEN by visiting their website: www.parentengagementnetwork.org or by contacting Paula Nelson, PEN chair (pjn6225@yahoo.com, 303-880-6030) or Betsy Fox, PEN Lead Coach, (foxbetsy123@msn.com, 720-563-7007).

Dr. Jan Hittelman, a licensed psychologist, is Director of Boulder Psychological Services and the Founder of the Boulder Counseling Cooperative. Questions or comments for this monthly column can be sent via email to: jan.hittelman@gmail.com, or by phone: 720-217-3270

Dear Families,

Caution: As a result of the fire in Fourmile Canyon last fall, rain events could result in:

- muddy creek water
- creek levels rising more quickly
- higher frequency of flooded underpasses. Use caution near creeks.

For tips on what to do before, during and after a flood, visit www.boulderfloodinfo.net.

Did you know? The City of Boulder is the number one flash flood risk in the state of Colorado and floods can literally occur **in a flash** during a severe storm. Although Boulder's peak flood season is April 1 through Sept. 30, floods can happen anytime throughout the year. If you live, work or play in Boulder, you are at risk. Be prepared for flooding at any time.

To help you prepare for a flood event, the City of Boulder has put together a family [Flood Action Plan](#) for you to complete and post in your home and an informational brochure that will help teach you what to do before, during and after a flood. To view these materials and other flood information resources, visit www.boulderfloodinfo.net.

Sign up for FREE emergency alerts on home, work, and cell phones, text messaging, e-mail and Twitter.

Alert sign-up: BoCo911Alert.com.

Updates on emergencies (fires, floods) as they unfold: Web: www.boulderoem.com.

Twitter: [@BoulderOEM](https://twitter.com/BoulderOEM).

What Can You Do in Case of a Flood?

Be Prepared

- Find out if your home or place of work is in a floodplain.
- Develop an emergency plan.
- Keep an emergency kit accessible.
- Complete a family [Flood Action Plan](#) so you know where your family will meet in an emergency.

During a Flood

- Move to higher ground immediately.
- Stay out of floodwaters. Swift moving waters may sweep people away, causing death.
- Avoid driving through flooded areas. Cars float in 18 inches of water and half of all flood fatalities are auto-related.
- Stay away from power lines and electrical wires. Electrocutation is the number two killer in floods.

After a Flood

- Do not return to disaster areas until authorized.
- Clean everything that got wet.