



Community-Driven Refinement of Mission, Values, and JEDI Commitments

Montessori Del Mundo, Charter School Institute

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At Montessori del Mundo (MdM), equity and inclusion are not static ideals—they are dynamic commitments, shaped and reshaped by the voices of the school community. In a bold, innovative process, MdM invited students, families, staff, alumni, and community partners to co-create the school's mission, core values, and Justice, Equity, Diversity, and Inclusion (JEDI) statement. This wasn't a one-time event or a simple survey—it was a sustained dialogue that allowed every stakeholder to reflect on what belonging, justice, and inclusion should feel like within the school walls.

Montessori del Mundo Charter School

Growing tomorrow's bilingual leaders



Through listening circles, focus groups, and open forums, the school created safe spaces for honest conversations about lived experiences and aspirations. The process led to more than just refined words on a page. It catalyzed tangible shifts in policy and culture, ensuring that the school's guiding principles actively shaped daily life. One standout example of this is MdM's proactive policy protecting hair autonomy and affirming cultural identity—adopted even before the CROWN Act became law in Colorado. Recognizing the impact of hair-based discrimination on student well-being, the school formalized protections that allowed students to express their full identities confidently and without fear.

This practice illustrates how MdM translates dialogue into action, embedding community voice at the heart of its governance and culture. The school's evolving mission and values are living documents, constantly enriched by the diverse perspectives of those it serves, ensuring that every student feels seen, respected, and empowered.

Since engaging in this process, MdM's staff survey results show a marked increase in the percentage of staff who agree or strongly agree that they feel seen, heard, and valued in their role. Additionally, there has been a marked increase in inclusive practices in the classroom, based on regular classroom observations by the leadership team. The school has also seen a marked increase in student retention at the upper grades, which historically had the highest percentage of student turnover. Finally, the school has organized a team including staff, parents, current and former students, and leadership team to develop a 25-year strategic plan; this group of stakeholders has developed a tool to measure the operationalizing of shared JEDI commitments which also was a direct result of the school's initial community-driven work.