

Bozeman Summit School

Excellence in Montessori Education

PARENT HANDBOOK 2019 – 2020 School Year



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Responsibilities

***** OF THE CHILD**

To construct the adult he will become

***** OF THE SCHOOL**

To provide an environment that is clean, safe and attractive

To maintain the standards required by state, county and city agencies

To provide a program that is stimulating and developmentally appropriate

To provide teachers who are exceptional in their capacities for teaching, guiding and caring for the whole child

***** OF THE PARENTS**

To bring the child on time

To fulfill financial and legal obligations to the school promptly

To support both child and school community

- by partnering with the teachers and staff
- by attending parent meetings and conferences
- by keeping informed about goals and policies of the school
- by volunteering time and resources

To ensure the success of the school for their own child by actively helping to build enrollment

About the School

History

Bozeman Summit School is a nonprofit, private school serving children three through twelve years of age. The school began as an early childhood program in 1980. In 1997 the elementary program (The Learning Circle Montessori Elementary School) moved into its current classroom building and gymnasium at 3001 West Villard. At that time the two schools became separate entities. The Learning Circle Montessori Elementary School changed its name to Bozeman Summit School (for clarification purposes) in the fall of 2011. In February 2013, the school added an early childhood classroom (ages 3-6).

Structure

BSS is a non-profit school governed by a Board of Trustees. The Educational Director & Administrative Director work with the Board to ensure the overall success and wellbeing of the school.

Bozeman Summit School is a Full Member School of the American Montessori Society, www.amshq.org, and the teachers are certified AMS Montessori teachers. However, within the framework of this philosophy, other materials and the latest research have been utilized to benefit the individual. Through regular consultation our comprehensive curriculum is reviewed against the Montana State Learning Standards.

Mission

Bozeman Summit School's mission is to encourage life-long learning by providing a challenging, well-rounded and individualized education that nurtures the developmental needs of all students based on Montessori principles.

BSS offers three multi-age classrooms: Early Childhood (3-6 years), Lower Elementary (1st-3rd grade), and Upper Elementary (4th-6th grade). We assist each child in reaching their highest potential and strike their imagination through activity and instruction. BSS offers a carefully designed environment that promotes the development of social, emotional and physical skills as well as cognitive understanding and growth. BSS curriculum encourages children to work in groups as well as individually to promote self-confidence, self-discipline, respect, cooperation, and a true excitement for learning. The school's peaceful and non-competitive atmosphere promotes strong moral character and human values.

Children are supported and nurtured by the teachers through a thorough understanding of child development. Positive discipline is used in the classrooms as teachers set firm, yet kind boundaries. BSS fosters the growth of inner discipline and independence thereby facilitating each child to form a healthy, confident self-image. The teacher is not the nucleus of the classroom; she is a supporter, confidante, guide, helper and resource to the child.

Notice of Nondiscriminatory Policy as to Students

Bozeman Summit School, Inc. admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Expectations for Parents and Bozeman Summit School

The purpose of this agreement is to clarify what parents and the school expect of one another as we enter into a long-term partnership to aid the development of your children. Our goal is to ensure a positive relationship between parents and BSS in support of every student, while providing a superior learning environment.

1. Make continuing efforts to understand, embrace, and apply the Montessori approach at home and to work in partnership with the school.

The school embraces parents who understand the mission of the school. We do our best to help parents learn about the Montessori approach by providing information and opportunities for parent education about the Montessori approach – not only during admissions, but through continued education while children are enrolled here.

We expect parents to attend Parent/Teacher conferences and Parent Education nights. Additionally, we expect parents to familiarize themselves with the philosophy, policies, and procedures contained in the Parent Handbook and other school publications.

Professional staff and parents are expected to work collaboratively to foster the development of the child. Children thrive when both the home and school environments work in harmony, sharing the same educational values and expectations. Children develop a love of learning and become responsible, independent, and capable when parents' values and expectations are consistent with those of the school and are reinforced on a consistent basis at home.

Parents are encouraged to apply the Montessori philosophy at home. This begins with the general principle, "Never do something for your child that he can do for himself." Allow your child to engage in all of the simple tasks of everyday life that a child can do for himself at each stage of development. Montessori education also encourages positive discipline and mediation. Applying these principles in the home helps to reinforce expectations in the classroom.

2. Demonstrate respect for all adults and children, the school, and the school's programs and become involved in the life of the school community.

Our most fundamental behavioral guidelines for the children are: "respect yourself, respect others, and respect the environment." We expect the same from adults, parents, and school staff, in all relationships within the school community. You can support your child by speaking of his/her teachers, classmates, and school in positive terms.

As a non-profit, parent participation and involvement is integral to our success. We encourage you to look for ways to get involved and make a positive contribution to the life of the school.

3. Maintain active, timely, direct, and respectful, two-way communication.

Active communication involves parents and teachers sharing observations and concerns about the student with one another. We encourage you to inform the school in a timely fashion of pertinent changes in your child's life that may affect them emotionally. In the event of special concerns in the classroom, your child's teacher or the Education Director will contact you directly. If you should have any questions or concerns about your child's classroom progress, please contact your child's classroom teacher. Any inquiries made via e-mail are typically responded to within 24 hours.

In addition, we expect parents to read communication sent home, and keep contact information current. We also provide several opportunities for families to receive valuable information from staff: Curriculum Night, Parent/Teacher Conferences, and Progress Reports.

Finally, remember the principle of respect; even when there is a disagreement, disagree respectfully, and model problem solving through mediation. Children prosper most when the adults in their lives work in harmony and resolve conflict through side by side problem solving. Asking for information, striving to see other perspectives, and remaining open to all solutions are part of positive mediation.

4. BSS aspires to fulfill its mission as a Montessori school.

Bozeman Summit School's curriculum meets the child where they are and encourages self-guided growth. Cognitive development and a solid academic foundation are important, yet they represent only one dimension of our aspirations for your child. We place equal significance on your child's social, emotional, spiritual, and physical development. Our first commitment is to the multidimensional development of the child as we guide all children to think for themselves as we educate the whole child.

At BSS, children are given choices and a great deal of freedom-within limits-during the school day. They can experience, and learn from, the consequences of their choices thereby strengthening their critical thinking skills and promoting self-correction. The choices a child makes, and the accompanying responsibilities influence the emerging character of your child. Choosing their own work, or shaping it to a considerable degree, following that work through to completion, while working independently or in cooperation with others, the Montessori child identifies their interests and develops their individual gifts with the goal to strengthen intrinsic motivation and self-direction.

We treat each child with dignity and respect and expect that they will treat others with the same respect. We treat each child as an individual and strive to develop each child's unique gifts- within the context of the classroom and the school community. With freedom comes responsibility, and each child learns to balance their personal freedom with a clear sense of responsibility to their self, to others, and to the community.

5. We strive to ensure an environment that is physically and emotionally safe and supportive, as well as aesthetically beautiful.

Dr. Montessori said that the classroom teacher's first responsibility is to prepare the environment. Our furniture and learning materials should correspond to the developmental characteristics of the child at each level. Our goal is to appeal to the child and inspire their work. We strive to make this environment emotionally and physically supportive and safe for every child.

6. Administrative integrity with a focus on the needs of the individual child in harmony with the life of the community. Also, an open door to your questions and concerns.

In your interactions with administration, you can expect professional, courteous, and business-like conduct, as well as respectful communication. The administration makes decisions by balancing competing priorities. Sometimes priorities are mutually exclusive. In making decisions, both the Educational Director and Administrative Director will focus on the interest of the individual child and/or family in balance with the needs of the school. Please feel free to schedule a meeting with either the Education Director or Administrative Director at any time throughout the course of the year.

The Montessori Approach

Montessori Education is based on the work of Italian physician, Dr. Maria Montessori, whose scientific observation in the first half of the twentieth century gave birth to an innovative educational system that has grown worldwide. Dr. Montessori developed a philosophy based on the natural development of the child and his intrinsic desire to explore, discover and learn from the world around him. The fundamental tenet of the Montessori Method is that a child flourishes in a warm, nurturing environment which supports each child's unique development.

Dr. Montessori's ideas were forerunners of contemporary ideas we now know as "individualized learning" and the "open-classroom structure." Among Montessori's original contributions are:

- the identification of early childhood as a distinct period of learning with certain specific needs and characteristics of its own
- the idea of "sensitive periods" of development during which a child is highly receptive to certain concepts and instruction
- the development of child-sized furniture and equipment
- an emphasis on concrete materials for the teaching of concepts
- recognition of the importance of repetitive behavior associated with emerging mental abilities
- the basic design for an educational environment which fosters the development of autonomy in the individual and recognizes the interdependence of freedom and discipline

Montessori schools have long been established in many other countries including Italy, Holland and India. A new wave of American interest began in 1958, when Nancy McCormick Rambusch opened the Whitby School in Greenwich, Connecticut. Currently there are more than 6,000 private Montessori schools in the United States and over 400 public Montessori school programs.

BSS School Affiliation and Teacher Training

There are many organizations that train teachers and certify Montessori schools as members. Bozeman Summit School is an affiliate of the American Montessori Society (AMS). AMS was founded in 1960 by Nancy Rambusch in response to the overwhelming public demand for more information regarding Montessori education. Today, the American Montessori Society is a national, non-profit educational society whose purpose is to help children develop their potential through the educational principles of Dr. Maria Montessori. The organization is dedicated to promoting better education for all children by developing Montessori programs, accrediting schools, granting credentials, encouraging research, organizing seminars and symposia, offering consulting services and promoting all other areas which relate to the dissemination of the Montessori Philosophy.

Those interested in membership or publications may visit the AMS website at www.amshq.org or write to the AMS office at 281 Park Avenue South, New York, NY 10010-6102.

The Montessori Classroom

A typical Montessori classroom includes children within a three-year range (e.g. 6 to 9 years old), adults who guide and facilitate rather than direct, and a wide variety of materials and activities which are structured in a sequential manner to facilitate natural development and to communicate concepts basic to a western, technological culture. The uniqueness of the Montessori approach to education is immediately apparent as each child chooses his/her own work, receives a teacher demonstration if needed, uses his/her chosen materials independently, and then returns them to their places on the shelves. Firm yet kind boundaries are in place to ensure each individual's success of a given task. The teachers spend time observing individuals as well as groups to prepare a classroom environment that meets the needs of all students.

It is our firm conviction that all children are unique, intelligent and talented. We know that all children learn at different rates and in different ways, and that all children have special interest areas. The Montessori classroom is a responsive environment where the needs and spirit of each child can be tended to with care and respect. The curriculum is formulated around the developmental, emotional and academic interests and needs of each child.

In the early childhood classroom, the children are in what Maria Montessori referred to as the First Plane of Development. These years of life are marked by tremendous physical and psychological growth, exploration and development. Physically, the body develops from head to toe. Psychologically, the child is a concrete thinker, taking in everything around him/her. Montessori believed that more learning takes place at this stage of life than during any other stage. The child in this stage of development has many needs. Emotionally, he/she needs love and acceptance, respect and understanding, warmth and protection. The child also has a need for security, order, as much freedom and independence as he/she can handle, and social relationships. Montessori believed that a prepared environment should be provided to allow the child to explore and experience purposeful activities. The three to six age child's need for order is why these classrooms are meticulous and carefully organized with a place for everything. Additionally, carefully established ground rules and routines are paramount. Lastly, the teachers are true professionals who are trained, supportive nurturers of children.

At the elementary level, the children enter the Second Plane of Development where they flourish as individuals and contributing members of society. Our Montessori elementary environment is designed to provide a smooth and rich transition from the early childhood world of absorption of concrete information to the second plane of development that is of reason, relationships, socialization and abstraction. Children at the elementary level no longer learn primarily by absorption but by direct application of the conscious will. They are eager to understand and are more conscious of the world around them. The 6-12 age child is no longer interested primarily in facts (what and when) but questions (why and how). In addition, this age child is an incredible social being. He is concerned with constructing a self-image and wants and looks for feedback from his peers. The elementary program encourages a sense of community and allows for group work through conversation and the sharing of ideas. A Montessori elementary environment fosters concern for others through sharing, compassion, generosity and helpfulness.

Respect for Oneself, Others, and the Environment

Respect for oneself, for others, and for the environment is basic to the Montessori philosophy. We encourage all members of our community to treat one another respectfully and to respect the environment. Respect is not only in how we communicate with one another, but also in being inclusive, cooperative, and understanding of differences.

We expect all parents who are involved at the school to treat all children they interact with respectfully. As a guide, parent volunteers should:

- Encourage children.
- Speak to children in a tone and manner you would like them to use with you.
- Ask questions in a respectful tone of voice – no sarcasm or put downs.
- Listen to the child, not only for content but also for the meaning behind the words.
- Clarify what the child is saying by asking for feedback.
- Be professional and discreet in any discussion with staff regarding a child.
- Be fair. Don't overreact. Take your time in making a judgment.
- Admit when you have made a mistake or an error in judgment.
- When handling disrespectful behavior, do so in a manner that respects the child's dignity and worth.

During special events, meetings, and other gatherings, we expect parents to behave respectfully to other adults as well. For example:

- Listen and follow the instructions of the adult in charge or leading an event. This includes not talking during while others are talking.
- Ask questions in a respectful tone of voice and at appropriate times.
- If you feel that an adult rule or request is unfair, discuss it politely with the adult in charge.

Finally, we expect parents and students to respect our environment. The following actions demonstrate respect for the environment:

- Taking care of one's own personal belongings.
- Cleaning up after one's self.
- Treating all animals, plants, natural phenomena, and man-made materials in the environment with care.
- Hang up backpacks and coats in appropriate area.
- Place personal belongings carefully on designated shelves.
- Walk indoors – running feet are for the gym or outdoors.
- Use an "indoor" or talking voice; shouting is reserved for the gym and playground.
- Put your work away when finished.
- Not sitting or standing on furniture that is designated for that purpose unless an adult specifically gives you permission to do otherwise.
- Using all work, games and activities in the manner for which they are designed unless a teacher specifically gives you permission to do otherwise.
- Report all broken, lost or dangerous materials or supplies to the adult in charge.
- Use only the materials and supplies allotted to you. Many materials and supplies belong to specific programs such as music, health enhancement and art.

Child Arrival & Departure

Regular drop-off time begins at 8:15–8:30am. Please, respect this timing to ensure your child can participate in the morning recess period and begin their day in the classroom with the rest of the students. A staff member will greet at the door beginning at 8:15am, letting you know that we are ready to begin school. Until the students enter the building, the parents are responsible for the supervision of their child/ren.

School dismissal begins at 3:15pm and runs until 3:30pm. Once a student is dismissed from school, they become the parent's responsibility – even if they remain on school property.

Any students remaining in the school beyond 3:30pm will be transferred to aftercare where parents must sign them out.

In the event that a child has not been released by 5:30pm, employees will try to contact the parents and emergency contacts through the information listed on the emergency contact form.

Drop Off and Pick Up Procedures:

- Each vehicle entering the driveway circle should pull up to the area by the door to release or pick up your child/ren. The area along the curb is for loading and unloading only. Adults should remain in their vehicles. Once children have entered or exited the vehicle, pull away to allow the next car to pull into the space. This will keep the traffic flowing.
- All Early Childhood students **MUST** be walked to the classroom by a parent or guardian. All Early Childhood families must follow the rules below regarding parents who need to exit the vehicle.
- Have your child/ren ready to exit when it is your vehicle's turn.
- To expedite the process, if you need or want to enter the building with your child, please park in an available space in the circle, on the street (Villard) or behind the gymnasium. **Please do not park in the driveway along the sidewalk** if you come in to the school during drop-off and pick-up time.
- If you must leave your vehicle, do not leave siblings or other children unattended in vehicles. This is for the safety of all children.
- Please inform any nannies, babysitters or family members who may be picking up or dropping off of the procedures.
- During pick up, please roll down a window as you arrive so the staff member can send the student walker to get your child – tinted windows or glare may make it difficult for us to identify parents or guardians at pick up.

Children will only be released to parents unless other specific, written arrangements have been made.

Clothing

We request that children wear appropriate and comfortable clothes to school that all neither violent or a distraction to the classroom. We also request that all children have weather-appropriate clothes to wear year-round. We go outside each day for two recess periods. On days when temperatures are below 10 degrees, we will hold recess in the gym.

Please also keep a change of clothes at the school. All clothing should be labeled with the child's

name. The child should also have a pair of indoor shoes and gym shoes that are kept at school.

Bringing Things from Home

Sharing books, records, pictures, unique educational toys, items related to special studies or natural phenomena brought from home is encouraged. Children have the opportunity to share with their classmates during Morning Meeting or Circle in their respective classrooms. Please keep toys, guns, collectibles, games, cards, and other toys at home or in your car as they can become very distracting to other students. Occasionally there may be an exception to this rule that is directly related to the curriculum or classroom activities, and this will be communicated to students and parents.

Immunizations

BSS requires that all students - kindergarten and younger - meet the needs of the State of Montana immunization requirements. Each student within the school must have in their student file a completed immunization form or immunization record from their Primary Care Physician.

Minimum Requirements

Except as provided by law, students will be required to have completed the following:

1. DPT/DT4 doses, at least 1 dose after the 4th birthday (DT vaccine should be given to children age 7 years or older. *)
2. Polio3 doses of live, trivalent oral vaccine, at least 1 dose after the 4th birthday
3. Measles1 dose of live vaccine, after 1st birthday, or a history of disease diagnosed by a physician.....
4. Rubella1 dose of live vaccine, after 1st birthday, history of disease NOT ACCEPTABLE. Females who have reached the age of 12 are exempt from the rubella requirement.

*If a student has received less than 2 doses of DPT, DT, or Td vaccine at enrollment, a total of 3 doses will meet the minimum requirements.

If all admission requirements have not been met, but the student has received at least one dose of each of the required vaccines, the student may be admitted conditionally for 90 days, at which time the student will be ejected from school if immunization has not been completed.

Transfer students may be given up to 30 days from the date attendance began to submit immunization documentation from a previous school, qualifying for conditional enrollment, or claim an exemption for all or part of the immunization.

EXEMPTIONS

1. Medical
 - a. A doctor's written and signed statement is required which must include the types of immunization contraindicated and the specific nature and probable duration of the medical condition. This statement will be maintained as part of the immunization record.
 - b. Or, a physician's medical exemption form may be obtained and used as documentation.

2. Religious

- a. Religious exemptions may be given, at the elementary level, when the immunization is contrary to the parents' religious belief. *An Affidavit of Exemption on Religious Grounds Montana School Immunization Law* must be submitted annually and maintained as part of the immunization record.

If a child to whom an exemption has been filed has already been exposed to or will be exposed to as a result of school attendance, a disease specified by law, that child may be excluded from school by the health authorities. This exclusion will be in force until the excluding authority is satisfied that the person no longer risks contracting or transmitting that disease. The exclusion period shall not exceed 30 calendar days.

Communicable Diseases

Communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening. The school shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

For common colds and stomach bugs, we require any student with a fever (over 100 degrees) or vomiting to wait 24 hours after symptoms end before returning to school.

Management of other common and uncommon communicable diseases will be in accordance with Montana Department of Health guidelines, but final decision is made by the Bozeman Summit School administration. The local public health officer has the discretion to institute appropriate measures to control or eliminate the spread of the disease in the school population and may include the recommendation for closure of school and exclusion of susceptible persons from school.

In all proceedings related to this policy, the school shall respect the student's right to privacy.

Close cooperation and consultation between the administration and the health department is essential for the effective control of such nuisance diseases as lice, ringworm, and scabies. The administrator may consult the health officer for assistance in handling suspected cases. Specifically, in instances when Pediculosis or head lice have been identified, the school administrator will follow the steps as appropriate below. Consultation with central administration and county health officials will determine appropriateness of each step.

Head Lice/Pediculosis

- Notify the school administrator(s), the County Health Department and the Department of Family Services,
- Notify the building staff,
- Contact the parents of the children affected and have them remove the children from school.
- Provide the parents with advice on who to consult regarding treatment and requirements for reentry to school.
- Send an explanatory notice and instruction to all parents/guardians of children in the affected classroom. All school notification will be at the discretion of the school administration.
- Clean out and disinfect all lockers, desks and other locations where head lice might live and be

transmitted,

- Arrange with the designated school personnel to screen students in direct contact with the affected students,
- Readmit affected students only after treatment and verified lice and nit-free hair by designated school personnel,
- Work in close cooperation with the County Health Department if additional steps are needed,
- The school personnel will keep the school administrators apprised on a daily basis of the Pediculosis status.

Child Abuse and Neglect

Staff is expected to report every instance of suspected child abuse or neglect. Sample indicators of abuse and neglect are listed below. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the school administration regardless of whether the condition is listed among the sample indicators.

Reporting Procedure

The following procedures are to be used in reporting instances of suspected child abuse:

1. When there is reasonable cause to believe that a student has suffered abuse or neglect, staff shall immediately contact the nearest office of Child Protective Services (CPS) of the Department of Social and Rehabilitation Services (DSRS). If this agency cannot be reached, the report shall be submitted to the police, sheriff, or prosecutor's office. Staff shall also report instances of suspected abuse or neglect to the school administration.

Any doubt about the child's condition shall be resolved in favor of making the report. A social worker, county attorney or a peace officer has the responsibility of determining the fact of child abuse or neglect. At times a staff member may wish to discuss the circumstances with an employee of CPS for assistance in determining if a report should be made.

2. A written report shall be submitted promptly to the agency to which the phone report was made. The report shall include:
 - a. The name, address and age of the child,
 - b. The name and address of the parent or person having custody of the child,
 - c. The nature and extent of the abuse or neglect, and
 - d. Any evidence of previous abuse or any other information that may relate to the cause or extent of the child abuse or neglect.

Sample Indicators of Observable Abuse of a Child

1. Bilateral bruises, extensive bruises, bruises of different ages, patterns of bruises cause by a particular instrument (belt, buckle, wire, straight edge, coat hanger, etc.),
2. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops), burn patterns consistent with a spattering by hot liquids, patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.).
3. Lacerations, welts, abrasions,
4. Injuries inconsistent with information offered by the child,
5. Injuries inconsistent with the child's age,
6. Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving

sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy or unnatural or perverted sexual practices. Indicators include:

- Child having difficulty sitting down,
- Child refusing to change into gym clothes (when s/he has been willing to change clothes in the past),
- Child running away from home and not giving any specific complaint about what is wrong at home,
- Young child daydreaming to an excessive degree – almost out of touch,
- Child “dropping” lots of questions about how pregnancy occurs.

Sample Indicators of Observable Neglect of a Child

1. Lack of basic needs (food, clothing, shelter),
2. Inadequate supervision (unattended),
3. Lack of essential health care and high incidence of illness,
4. Lack of experiences that produce feelings of being loved, wanted, secure (emotional neglect),
5. Irregular school attendance,
6. Long working hours,
7. Continuous friction in the home, marital discord, mentally ill parents.

NOTE: The above examples do not prove that abuse or neglect has actually occurred, but provide evidence for further investigation.

Vision and Hearing Screening

Bozeman Summit School will occasionally offer optional vision, hearing or developmental screenings. Permission slips will be sent home prior to any screenings and families will have the opportunity to opt-out if they chose to do so.

We encourage all families to get regular hearing and vision screenings through their primary care physician or another specialist, and staff members will be sure to communicate any concerns with vision or hearing in the classroom as it is observed.

Attendance/Illness

Please inform the school ahead of time if your child will be absent due to illness or vacation. We require at least two days' notice if work is needed to take home.

We do not recommend that your child miss more than 10 days of school each year. Please be mindful that it is your child who misses out in classroom experiences and learning when he/she misses school. If you do need to take your child out of school or if he/she has a prolonged illness, the Educational Director may contact you to discuss the future needs of your child.

We do our best to keep the classroom a safe and healthy environment. If your child is unable to participate in the classroom activities, we ask that you keep them home. If your child has a fever and is sent home or has a fever over the weekend or in the evening that exceeds 100 degrees, we ask that you keep them home for at least a full 24hrs after their fever and symptoms have cleared.

Colds and other illnesses are easily contracted by children in a school setting. For the health of the other children and staff, we ask that your child remain home if they exhibit contagious symptoms. Children who are well enough to be at school are expected to participate in all school activities i.e. Health Enhancement, recess, etc. If their illness would not allow them to participate in these activities, they should stay home.

Medication Policy

The school will oversee self-administered medication but will not administer any medications. The parent should deliver medication directly to the office to be stored in a safe, designated area. Medicines should never be sent in a child's lunch box.

For students who requires medication on an ongoing basis the parent shall request that the physician prescribe duplicate bottles of medication (childproof container) if it is necessary that it be given during school hours. One bottle should be kept at home, and the other at school under the care of school authorities. The medication will be stored in a safe, designated area. The bottle shall be properly labeled pharmaceutical container and contain the name and number of the pharmacy, pupil's identification, physician name, the dosage of the drug to be given, and the time the medication should be administered. Only enough medication for **one week** can be stored in the designated area.

It is the responsibility of the parent/guardian to supply the medication in a regular and timely fashion. Under no circumstances should school personnel provide aspirin or any other patent medicine or nostrum to students. The school shall not be held liable if the parent/guardian fails to provide the prescribed medication. The school may also require a release form from the parent/guardian waiving any responsibility to the school for possible adverse effects to the student from the medication.

We will provide a copy of this policy to parents of all students who need medication at school.

Recess/Outside Play and Minor Injuries

It is staff's responsibility to be familiar with playground rules and safety procedures prior to duty. Supervision on the playground is always mandatory. Please ask the Office if you are interested in reviewing our Playground Policy.

Recess will take place in the Gym when the temperature is 10 degrees or below.

Students engage in many kinds of recess activities and even when precaution is taken, accidents may happen. Minor scrapes and bumps are to be expected as children grow in their knowledge of the physical world and their own capacities. Standard first-aid procedures are practiced, include applying ice to bumps, washing out cuts and scrapes with soap and water, and applying band-aids as necessary.

***By signing the Parent Handbook form, parents agree that they understand and expressly acknowledge their release of Bozeman Summit School and its staff members, board members and volunteers from all liability for personal injury or death connected in any way whatsoever to their child's participation in activities on BSS's premises. This release includes any claims based on negligence, action or inaction on the part of BSS, its staff and volunteers. This includes all activities on the school grounds such as using playground equipment, skateboarding,

sledding, etc. ***

In case of more serious injury, see the policy on “*Emergency Procedures/First Aid Treatment.*”
Please be sure you maintain current telephone numbers where you or a friend can be contacted in case of an emergency.

Safety and Discipline

Our school policy for discipline is one of “positive discipline” and mediation. We have a mediation/conflict resolution curriculum in place, which teaches children personal responsibility and the skills of conflict resolution through mediation. Whether or not a child is in your direct charge, staff is encouraged to intervene when children are displaying inappropriate behavior.

Students have a right to an education in a safe environment. Students do not have the right to deprive others of their fundamental right to an education. It is, therefore, the duty of the school administration to establish and enforce rules and regulations that contribute to a productive, orderly and safe school environment. Employees must review rules of conduct and corrective action on an annual basis to ensure we are implementing the most developmentally appropriate policies.

Teachers have the authority to exclude a student from the classroom until a resolution can be made. Prior to excluding a student, the teacher shall have attempted one or more corrective actions, unless in an emergency situation.

Guidelines of Conduct

Each student is expected to strive to take full advantage of his/her educational opportunities and to do his/her best in all areas of school life. Each student has the right to an education in an orderly, safe, and sanitary atmosphere and is expected to contribute to his/her environment by meeting the following responsibilities:

1. Respect and work cooperatively with his/her fellow students and school staff,
2. Be punctual and regular in school attendance,
3. Respond positively and promptly to direction by faculty or staff members,
4. Refrain from fighting or other abusive behavior directed toward any student, faculty or staff member,
5. Refrain from the use of profanity or vulgarity,
6. Avoid encouraging or assisting another student to take action which would subject a student to suspension or dismissal,
7. Refrain from possession or use of explosives, dangerous chemicals, or weapons on school property or at a school function,
8. Possession, use, and/or distribution of illicit drugs and alcohol on school premises or as a part of any school sponsored activity are strictly prohibited,
9. Refrain from damage to or theft of personal property,
10. Refrain from unauthorized entry into or misuse or damage of school property,
11. Be financially responsible, with his/her parent or guardian, for willful damage or destruction of school property,
12. Refrain from throwing rocks or snowballs.

Corrective Actions or Punishment

All students shall submit to the reasonable rules of the school. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension or dismissal. Corrective action and/or punishment for misconduct must reflect good faith effort of the part of the staff.

For the purpose of the school's policies relating to corrective action or punishment:

1. "Suspension" is the exclusion from school for a specific period of time, after which the student has a right to return. A suspension may not exceed ten (10) days. Only the Educational Director may suspend.
2. "Dismissal" is the exclusion from school for a period that exceeds ten (10) days. Once a student is dismissed in compliance with school policy, the dismissal shall be brought to the attention of the Board of Trustees. Only the Educational Director may dismiss.
3. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the work period, including exclusion from any other type of activity conducted by or for the school.

Except in extreme cases, students will not be suspended or dismissed unless other forms of corrective action or punishment have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or dismissals shall be used only for instances of serious student misconduct.

Corrective Action or Punishment – Due Process

It is the intent of the school to provide each student with due process rights.

In the case of repeated inappropriate behavior at any age level, consequences will be determined by the Educational Director and teachers and could result in the removal from the environment. Blatant or continued misbehavior of any kind is considered grounds for suspension or dismissal.

Suspension

In the event the is suspended from any single work period or full day of class for more than one or up to ten consecutive days, the student and wherever possible the parent will be provided

1. an oral or written notice of charges,
2. an oral or written explanation of the evidence in support of the charges,
3. an oral or written explanation of the suspension which may be imposed,
4. the opportunity to present his/her explanation.

The parents and student will be informed of any confidential record of disciplinary action that will be maintained.

Any parent or student who is aggrieved by the imposition of a short-term suspension shall

have the right to an informal conference with the Educational Director for the purpose of resolving the grievance. At such a conference, the student and the parent shall be subject to questions by the Educational Director and shall be entitled to question staff who were involved in the matter being grieved.

Students who are absent as a result of a suspension are responsible for the work missed.

Homework due during a suspension period must be turned in by the student on the same date as required for any other student. The student is responsible to see that the work arrives or is delivered to the teacher but may not appear at the school to do so.

Emergency Suspension

In the case of a serious or life-threatening overt action by a student that necessitates the student's immediate removal from school, the following action will be taken:

1. The student will be suspended immediately, and both the student and student's parents will be informed of the reasons for the suspension.
2. Parents will be informed that a confidential record of disciplinary action will be maintained.
3. The Educational Director will maintain a confidential written file of all suspension proceedings, including communications both written and oral, with parents, teachers, and the Board of Trustees.

In cases of serious misconduct which may warrant dismissal from school, the student may be suspended following the appropriate procedures.

Dismissal

Only the Educational Director may dismiss a student from school.

Dismissal is the exclusion of a student from school for more than 10 days.

The purpose of dismissal is to protect the educational atmosphere and to provide for the rights and general safety of all persons. Bozeman Summit School reserves the right to dismiss any student who in conduct, industry, or progress proves not to be in harmony with the standards or policies of the school.

The following violations (but not exclusive of others) occurring on school property or at school functions, or in any other context where the school may lawfully assert jurisdiction over the student, may bring dismissal:

1. Continued open defiance of authority,
2. Destruction of school property,
3. Physical or sexual abuse threat to any person,
4. Unlawful or unauthorized use, possession, distribution, or sale of drugs (prescribed or non-described), alcoholic beverages, or other illegal contraband,
5. Unauthorized possession of objects that are dangerous to persons or property,

6. Violations of school regulations,
7. Violation of state or federal law.

The Educational Director's report of dismissal is made in writing to the Board of Trustees and shall contain the following:

1. Date suspension occurred,
2. Reasons for dismissal,
3. Administrator's signature.

A copy of the administrator's letter shall be sent by certified mail, return receipt requested, or hand delivered, to the student and his/her parent, together with a notice which shall contain a statement that a subsequent notice explaining the Educational Director's action be sent.

Intervention Procedure for Violent Behavior Toward Self, Other Children and Adults

1. Bring to child's attention that their behavior is unacceptable. State that the behavior is or can be harmful to themselves and others. Tell the child that they must get in control of their body and cooperate with the teachers. Encourage 5 deep breaths.
2. If the child refuses to listen, cooperate, and/or shows signs through body language or verbally that s/he is going to harm him/herself or others, the teacher should state, "You are out of control. I am going to restrain you so you do not harm yourself or someone else. I need to remove you from this area," (or some similar statement).
3. If the child is verbally threatening, tell them that you have no choice but to believe them. (i.e. "If you are saying you are going to be violent toward another, I will believe that you are telling the truth.")
4. The child should be watched by an adult while another adult calls the parent(s) and can then be removed from the school by the parent, if necessary.
5. A Behavior Report should be written immediately documenting the incident and be signed by the staff and parents of the child.

A copy of the *Suspension or Dismissal Procedural Checklist* can be found at the back of this packet.

Snacks and Lunch

We discuss food groups and nutrition throughout the year and encourage nutritious snacks and lunches. We request:

- no soda or candy in the lunch
- send appropriate amounts of food to avoid food waste or hungry children
- respect classroom requests regarding food allergies when packing lunches
- try to include one of each of the following in your child's lunch each day:
 - protein
 - fruit
 - vegetable

Please be sure to label all lunch boxes and containers with your family/child's name.

Uninterrupted Work Period

One of the key components of an authentic Montessori classroom is each child's creation of a personal work cycle. Some schools' work cycles go as long as three hours. A work cycle consists of choosing an activity, completing it, achieving some internal satisfaction, returning the activity to its original order, followed by the selection of the next activity.

In many traditional schools, students are required to sit for long stretches, whereas a Montessori student has the freedom to take individual breaks as needed. Also, students in a Montessori setting are not stuck in a tightly controlled, diverse-less curriculum; therefore, the students are rarely bored and the capacity for individual concentration is greater.

During the uninterrupted work period, if students are self-directed, self-paced and uninterrupted; deeper exploration is developed helping to promote concentration, self-discovery and internal development. With the Montessori approach to the uninterrupted work period, a student is developing a greater understanding of life. As adults, we have our work routines, capturing our interest and undivided attention, leading to satisfaction and fulfillment. When we are fully absorbed by our daily activities, we are happy. As students participate in uninterrupted work periods, they are gaining immeasurable independent skills needed to continue through life.

Each of our three classrooms are required to have uninterrupted work periods throughout the day. Teachers are still present and available during these periods, but they are largely self-lead periods of work.

Parent-Teacher Conferences

Two school days are set aside twice a year for the teachers to meet with you for carefully planned conference days. Appointments will be arranged two weeks prior to your conference date. Preparing a schedule so we can meet with all families is challenging. We ask that you make every effort to attend at the time for which you are scheduled. If you are unable to attend during your selected time or arrive late for the meeting, you must work with your teacher to reschedule at another time.

If you feel it is important to communicate with the teachers in between Parent/Teacher Conferences, please contact your child's teacher and they will be happy to schedule a time with you. Please remember classroom time is devoted to the needs of the children. Teachers are not available to visit with you during these times but are happy to talk with you by appointment. If you have an emergency and need to speak with a teacher immediately, please contact the office first.

Student Assessments

BSS expects that each student will develop the habits of a life-long learner: academic competency; a willingness to work hard and meet challenges; recognition of the relationship between efforts and outcome; confidence and security with skills; an ability to acquire the knowledge needed to meet personal objectives; and a sense of responsibility and caring for other and the community.

Our goal is not to teach to a test, but to prepare your child for the wide range of experiences and opportunities that life will offer him/her. Our long-term goals for our children are in line with characteristics essential for success in the work force. To develop a well-rounded individual, with confidence and respect for others, we have to balance our curriculum to focus on both cognitive and

social/emotional outcomes. This kind of a curriculum ensures your child will have the wide range of both cognitive and social/emotional skills needed to be a happy, successful adult.

That being said, we do complete student assessments. Our student assessment program is designed to provide the student and parent with comprehensive feedback about personal, social and academic development. As there is no one single type of assessment that can begin to measure the entirety of your child, Bozeman Summit School's student assessment consists of a number of different assessment tools including:

- Observations by teachers and staff of behaviors that indicate the student's personal/social/academic development
- Demonstration through oral and written tools of mastery of knowledge and skills with specific instructional material
- In-class performance of work
- Student work portfolio
- Evidence of work habits at school
- Performance of homework and out of class assignments
- ADAM and DORA testing materials (see below)

Bozeman Summit School students may take diagnostic, criteria-based assessments in reading and math twice a year. The Diagnostic Online Reading Assessment (DORA) and Adaptive Diagnostic Assessment of Mathematics (ADAM) from the company Lets-Go-Learn, provide comprehensive information regarding student's language, reading and mathematics development. We use the DORA and ADAM information to complement our Montessori teaching. We also use the information to ensure we have a thorough understanding of every child's strengths and challenges, and to provide specific guidance, instruction and support for our students.

Birthdays

The teachers welcome and encourage celebrating each child's birthday at school. We do ask that you help keep the school celebration for the classroom and use time outside of school to celebrate as a family. The teachers will lead a birthday celebration in which the child will have the opportunity to share memories of his/her life. Teachers will communicate with you prior to your child's birthday about appropriate snacks and other needs and expectations for the celebration.

Field Trips, Trip Permission Slips and Transportation Policy

Field Trips

Field trips are an important part of our curriculum and are encouraged. We work hard to plan trips and coordinate appropriate coverage for these events. If you are volunteering to support a field trip, we ask that you provide ample notification if you are unable to attend so we may find alternative coverage.

In addition, we work closely with local organizations to ensure the successful execution of these events. The cancellation or change of a field trip schedule will be a coordinated effort between the BSS administration, teaching team, and the hosting organization. We often default to other organizations to help determine the appropriateness of certain trips as they are considered the experts in their industry.

Trip Permission Slips

Parents are asked to sign a trip permission statement on the back of BSS Emergency Contact Form before the first week of school. Parents will be notified in advance of a scheduled trip.

Transportation and Safety Policy

The law requires children under 6 years of age and weighing less than 60 pounds to be in a booster seat when traveling in a vehicle. **Please be sure to leave your child's booster seat at the school on field trip days.**

The safety of children, staff, and volunteers must be provided for during all school activities. Proper restraint systems and the correct use of them are critically important during travel to and from school activities.

This policy is in force any time students are transported for BSS activities. Staff will adhere to the policy guidelines even if no children are present when using a vehicle owned by the school.

- Volunteer drivers must have completed BSS Volunteer Agreement form prior to driving for any school activity.
- Volunteer drivers will not be reimbursed by BSS for providing transportation to or from school activities.
- Private passenger vehicles used to transport students must be properly registered and insured and must be driven by individuals with a valid driver's license for the type of vehicle used. **Prior to any school activity where a volunteer driver is utilized, a copy of the volunteer's proof of registration, liability insurance and valid driver's license must be submitted to the school office.**
- Private passenger vehicles must be used for their intended purpose and a working seat belt must be provided for each passenger.
- Students will be transported properly in a seat belt, car seat or booster seat according to current Montana regulations. Parents may be required to supply a booster or car seat as needed for their child. Staff and/or volunteer drivers will be sure that car seats, booster seats and seat belts are used properly, and each child is properly secured before setting the vehicle in motion. Staff and/or volunteer drivers will assist with releasing children from their transportation safety restraints when needed. All adults in the vehicle will use proper restraining devices according to the vehicle manufacturer's recommendations.
- No child weighing less than 75 pounds or less than 13 years old may sit in the front seat of any vehicle used to transport students. The only exception to this rule is when the parent of a student is the driver of the vehicle where the student sits in the front seat.
- The number of passengers in the vehicle will not exceed the manufacturer's stated capacity for the vehicle or the number of seat belts available.
- Students will never be left unattended in a vehicle, even for brief periods. All students will be accompanied by an adult to and from the vehicle to ensure safety.
- All children will be accounted for before leaving the school and again before returning.
- All travel routes will be planned, and the driver will be familiar with the route ahead of time. If possible, vehicles should attempt to travel together to and from school activities.
- Smoking is prohibited in any vehicle used to transport students.

- To prevent distractions, the driver is not permitted to talk on a cell phone or play loud music. If a cell phone must be used, the driver must safely pull off the road and come to a complete stop.
- If one vehicle is being used for an activity a first aid kit (provided by BSS) and list of emergency contacts for all students and adults will be in the vehicle during transportation of students. If multiple vehicles are being used for an activity, one first aid kit and one list of emergency contacts must be available to all drivers and is the responsibility of the accompanying staff person.
- The school's 15 passenger van will only be driven by a staff member who has been instructed about the van's proper use and driving procedure. It is the responsibility of the Operations Manager to ensure that staff members receive this training and subsequent annual review.
- The school's 15 passenger van may only be used for school activities within the Bozeman city limits and the van's traveling speed may not exceed 35 miles per hour. This policy is subject to being waived following the Board of Trustees approval of a written proposal. (i.e. A classroom field trip to Hyalite in the spring or fall of the year.)

Visiting the Classrooms

Parents and other family members or caregivers are welcome into the school building any time. In order to better accommodate your needs, we ask you to contact the classroom teacher or the office to schedule a visiting time. We monitor the number of adults in the classroom to minimize disruption. Remember, you can observe through the two-way mirror outside each classroom at any time, as well.

Parent Participation

We have found over the years that students are happiest, have high self-worth, and succeed academically when parents and teachers work together as a team. Therefore, your involvement as a parent is essential to your child's success. You are encouraged to consider ways in which you wish to participate. Each parent has special skills and interests therefore we encourage you to share yours with us. Please remember that we ask you to be patient and respectful of the students and teachers as it is our responsibility to ensure the classroom needs and the needs of the children are being met. If you have a way that you would like to help in the classroom, please share your interests or talents with classroom teachers, the Education Director or the Administrative Director. Otherwise, staff will reach out to the parent community with needs throughout the year. **Prior to volunteering, we ask that you read and sign BSS *Volunteer Agreement* to ensure that the school and classroom needs, and expectations are understood and communicated.**

Parent Circle

Parents are encouraged to participate in our Parent Circle to become acquainted with other families and support the needs of the school beyond the classroom. Committees and teams are often times created to meet the needs of the school throughout the year. Please see the Administrative Director if you are interested in getting involved with the Parent Circle. Typical needs include Community Outreach, Community Building, Facilities, Fundraising, and more.

We encourage each parent to complete a volunteer survey at the beginning of the year to get an idea of how each family would like to be involved.

Many of the Parent Circle needs are often communicated via e-mail or through Friday Folders.

Emergency Procedures

BSS has a comprehensive Emergency Procedure Manual. Please ask any member of the staff to review the policies and procedures, if interested.

Student Conduct Outside of School Hours or Away From School

Bozeman Summit School provides a comprehensive program of educational services. The educational environment must be favorable if students are to take full advantage of these opportunities. Student discipline is essential to a productive and meaningful learning environment.

Any conduct by a student outside of school hours or away from school grounds which has a direct effect on the discipline or general safety and welfare of the school, and its students will subject the student to corrective action or punishment by the school. This includes, but is not limited to, conduct which endangers the health, safety, property or welfare of other students, teachers, administrators, trustees, or employees of the school or their families.

Corrective action or punishment may include but not be limited to immediate, short-term (not to exceed 10 days) suspension to a recommendation for expulsion from school. A separate civil and/or criminal action may also be initiated against the offending party.

Outside Care Conflict of Interest Policy

In order to maintain the professional integrity of our school program, it is inappropriate for parents to employ Bozeman Summit School staff for personal childcare.

Student Records

The school shall maintain those student records necessary for the educational guidance and/or welfare of students for orderly and efficient operation of the school. All information related to individual students shall be treated in a confidential and professional manner. Student records are the property of the school but shall be available in an orderly and timely manner to students and parents. A parent may challenge any information in a student record believed to be inaccurate, misleading, or in violation of the privacy or other rights of the student.

Student records shall be forwarded to other school agencies upon request. Parental consent shall be required before the school may release student records other than to a school agency or organization, except as otherwise stated.

The **cumulative folder** may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (name, birth date, sex, year in school, address, telephone number, parent's name, emergency information [parent's place of employment, family doctor, baby-sitter, siblings]); attendance records; grades and other student progress reports; results of tests of school achievement; immunization status reports; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken; such other information as shall enable staff to counsel with students and plan appropriate activities; and progress reports.

Supplementary records about a student may be collected and maintained in connection with special school concerns about the student, such as a current referral form, permission for evaluation, child study team report with accompanying data, individualized education program, and permission for program placement. All such reports included in records shall be dated and signed.

For the purpose of these regulations, **working notes of staff** are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute for that staff member. Working notes are not considered student records within the purview of these regulations and procedures.

Student Rights

Whenever a student has attained 18 years of age, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.

Annual Notification

The school shall publish annual notification that parents, and eligible students are permitted to inspect and review the education records of the student in accordance to this policy.

Parents and eligible students who wish to inspect and review the student's educational records shall request an appointment with the Educational Director.

Request to Amend Education Records

1. The parent of a student or an eligible student who believes that information contained in the education records of the student are inaccurate or misleading, or violates the privacy or the rights of the student, may request in writing that the school amend them.
2. The school shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time of receipt of the request.
3. If the school decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or the eligible student of the right to a hearing by the Board of Directors.
4. The Board of Directors shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.
5. The decision of the Board of Directors shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

Tuition, Fees and Other Charges

Early Childhood	3 Half Days - \$6,291/year	3 Full Days - \$7,191/year
	4 Half Days - \$7,056/year	4 Full Days - \$8,180/year
	5 Half Day - \$7,506/year	5 Full Days - \$8,946/year
Elementary	\$9756/year	

TUITION DEPOSITS

The *early childhood program* requires a one-month, non-refundable tuition deposit in order to complete the registration process. The deposit is billed on May 1st. The one-month tuition deposit received will be applied to the May tuition due for the school year registered. **All deposits are non-refundable.**

The *elementary program* requires a two-month, non-refundable tuition deposit in order to complete the registration process. The first deposit is billed April 1st and the second deposit is billed May 1st. The two-month tuition deposit received will be applied to the April and May tuition due for the school year registered. **All deposits are non-refundable.**

TUITION

There are a variety of payment options for families to choose from:

One Payment – Tuition paid in full in September – less tuition deposits

Two Payments – September through December paid in September AND January through March (Elementary)/January through April (Early Childhood) paid in January – tuition deposits applied in April and/or May

Monthly Payments – Equally monthly payments from September through March – less tuition deposits

Parents are billed monthly for other services rendered the previous month.

AFTERCARE

Aftercare is billed at a rate of \$7/hour in full-hour increments. Students dismissed from aftercare between the hours of 3:30 and 4:30 will be billed for one hour. Students dismissed from aftercare between 4:30 and 5:30 will be billed for two hours. All students remaining in the classroom after 3:30pm will automatically be transferred to aftercare for the day. All aftercare fees will be charged on the following month's invoice (i.e. September hours will be billed on the October invoice).

DISCOUNTS

A 5% per month **discount** from tuition fees is available for each additional sibling from a family.

FEES

A \$35 late fee will be applied for any invoices not paid by the 25th of the month.

COMMITMENTS

Bozeman Summit School has annual commitments for salaries and maintenance. Parents/or Guardians are responsible for tuition and other fees regardless of illness or vacations. Enrollment is for the full school year. The school is an independent, non-profit organization and must meet expenses of a continuing nature, based on tuition for the entire year. A thirty-day written notice is required before withdrawing a child from the school or the tuition is still due.

The Montessori philosophy is based on a three-year curriculum (3-6 years, 6-9 years and 9-12 years). We strongly recommend children be enrolled for at least two years to ensure they receive the benefits of the program.

Notice on Asbestos

In compliance with the Asbestos-Containing Materials in School Rule, the builder responsible for the construction of Bozeman Summit School, has certified that to the best of his knowledge, **no asbestos-containing building material (ACBM) was used as a building material in the construction of the school building.**

Upon confirmation of the absence of ACBM in the school building, an Asbestos Management Plan was developed for Bozeman Summit School.

The Asbestos Management Plan includes:

1. the certification of the builder, responsible for the construction of the school that the building is free of ACBM;
2. the document appointing Operations Manager as the Asbestos Program Coordinator for Bozeman Summit School, who is responsible for ensuring that the school adhered to all applicable requirements of the Asbestos-Containing Materials in Schools Rule;
3. a dated copy of this notification;
4. copies of training certificates of maintenance and custodial personnel receiving two hours of asbestos awareness training; and
5. a copy of the school's Short-Term/Contractor Certification Regarding ACBM.

A copy of the Asbestos Management Plan is available for your review in the school office during regular office hours. Alicia Kennedy, Administrative Director, is the designated Asbestos Program Coordinator for the school. Please direct all inquiries regarding the Asbestos Management Plan to her at (406) 585-3778.

BOZEMAN SUMMIT SCHOOL

PROCEDURAL CHECKLIST ~ SUSPENSION or DISMISSAL

Student: _____

Charge: _____

Date of Charge: _____

I. Proper authority utilized

II. Emergency Suspension

Choose one:

- Clear and present danger existed
- Serious disruption likely

III. Suspension

- Term did not exceed ten (10) days
- Student/parent given notice of misconduct
- If student denial: authority explains evidence
- Student given opportunity to present position
- Student/parent immediately notified (phone/mail)

IV. Dismissal

- Dismissal reasons appropriate (violation stated)
- Report of dismissal made by letter to Board of Trustees
- Notice sent to parents
 - Included copy of report to Board
 - Power of dismissal stated
- Opportunity for meeting sent to parents six (6) days prior
- Dismissal properly conducted
 - Access to evidence and records provided
 - Representation available
 - Student permitted to comment on evidence
 - Student exempted from self-incrimination
 - Student representation available
- Conditions for reinstatement stated if applicable

Description of previous action: _____

Final action: _____

Additional comments:

Procedural Reviewer: _____

Date of review: _____

Bozeman Summit School

Excellence in Montessori Education

I have read the 2019-2020 Parent Handbook and I agree to follow the policies and procedures as written.

Name of Student (s): _____

Name of Parent/Guardian (please print): _____

Signature of Parent/Guardian: _____ Date: _____

PLEASE RETURN TO THE OFFICE BY FRIDAY,
SEPTEMBER 20