Parent Handbook
2019-2020
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Introduction

Welcome to Brixham Montessori Friends School! You and your child are about to begin an exciting and rewarding journey in Montessori education. The BMFS community is a place where dedication and commitment are freely given, helping children to grow into the very best people they can be. A community that nurtures a collective energy requiring everyone – parents, teachers, staff, and children – to participate and invest in open communication, patience and trust; a school that is created by, and evolves with, every participating community member. We are happy to call BMFS our home and you, our family!

Mission Statement

To honor each child’s individuality, creativity, and intellectual potential through an enriched Montessori educational program.

Vision Statement

Brixham Montessori Friends School seeks to inspire a passion for lifelong learning in our students that extends beyond the walls of the school and the community, building bridges of peace, respect, and compassion for the natural world and all of its diversity. An accredited Montessori school that highly values its community, BMFS is dedicated to a holistic approach to education where academic excellence, innovation, creativity and service-minded learning prepares children to be engaged and thoughtful stewards of the world.

Arrival and Departure

We ask that all students arrive and depart promptly at their designated times. Unless your child is attending before school care (7:30am–8:30am), please do not arrive before the program start time as teachers are preparing their classrooms for the day. Elementary and their enrolled siblings should arrive between 8:15–8:30am, Toddlers and their enrolled siblings should arrive at 8:30am, and the 3–6 classes should arrive between 8:30am–8:45am. These staggered arrivals help to avoid congestion in the parking lot and in the hallways/coat locker room. Additionally, it is very important for all children to be present for Morning Circle and to keep disruptions and late arrivals to a minimum. If you do arrive late, please enter the classroom as quietly as possible and a teacher will help you and your child with the arrival routine. As a courtesy to your child’s teachers, please call the Office if you expect to arrive after 8:30am for the elementary program and after 9:00am for the 3–6 program.

Dismissal time for toddlers enrolled in the morning program is 11:45am and dismissal time for 3–6 children enrolled in the morning program is between 11:45am–12:00noon. Children staying for the full day toddler or full day 3–6 program, the Extended Day (kindergarten) children, and the Elementary children are dismissed at 3:00pm. Aftercare is available to 5:00pm. Kindly give at least 48 hour notice if you anticipate any changes to your child’s aftercare schedule, so we can ensure proper staffing and teacher notification. Changes to the before care and aftercare schedule are made in the Office.

Please be sure to check in with the supervising teacher on duty when your child is picked up at dismissal.
time; it’s very important that teachers not only see you, but also have a verbal confirmation that you have your child and that you are leaving the playground or the classroom. In addition to the verbal confirmation, we ask all children to shake their teacher’s hand when they leave as a way of saying good-bye to one another.

**Attendance**

Children are expected to attend school on their assigned days. **Please call or email the Office by 8:00am if your child will not be at school on a given day or if you expect to be late.** In addition, please notify both the office and the classroom teacher if your child will be absent due to a family vacation or other planned event. It is also important for the Office to know why your child is absent, particularly if the child is sick. The school tracks illnesses among children and staff, and it is helpful to know if a child has had a fever or a stomach virus even on days when he or she is not in school (including weekends or holidays, particularly if it’s virus that is highly contagious). For more information regarding sickness and our health care policy, please see page 9 of the handbook.

**Birthday Celebrations**

Celebrating birthdays is special in the Montessori environment. Children tell their life story through photographs, storytelling, and singing the traditional birthday song. We ask that parents help children collect a few favorite photographs highlighting their birth, first year, second year, and so on. It is helpful if parents can place these photos on a poster with a short narrative describing significant facts and details of their child’s life, such as first words, favorite foods, etc. During the celebration, the child walks around a candle (representing the sun) while holding a globe of Earth, while as we share pictures and say “Happy Birthday” for each year. We end the walk with the traditional birthday song. A **healthful** birthday treat, such as muffins or fruit kebobs (no cupcakes, please!), is welcomed and always enjoyed by the children.

Please speak to your child’s teachers to arrange for an ideal day to celebrate your child's birthday at school. Typically, the 3–6 and Toddler classes have birthday celebrations during the Morning Circle and the elementary classes have birthday celebrations at the end of the school day. Arrangements for summertime birthday celebrations are usually made during the last few weeks of school in June.

If you choose to have a birthday celebration at home for your child, please do not pass out invitations at school, as inevitably feelings are hurt if a birthday celebration does not include everyone or cards get lost, etc. Mail all invitations directly to the children’s homes and help your child to be sensitive to any possible feelings of exclusivity. If most of the class is invited to the party, then please include everyone in the class so no one feels left out. A school directory is included in the back to school orientation packet or can be requested in the office.

If your child has food allergies, please pack a supply of allergy-free treats for birthday celebrations that can be frozen until needed. Please label your child’s treats with his or her name; classroom teachers will be sure to have the treat thawed on the day of a classmate’s birthday walk.
Board of Directors

BMFS is governed by a Board of Directors made up of five to nine appointed members of the BMFS community. Board members are responsible for school governance and financial oversight, and they ensure that the school operates in accordance to state and federal regulations. Members of the Board of Directors typically serve three years and have an area of expertise or experience as a committee member that is helpful to the work of the board. On occasion, a board member is appointed from the alumni community or the community at large. Parents who are interested in serving on the Board of Directors or in an advisory role should contact the Head of School; the Board welcomes inquiries about board membership and seeks diversity and experience among its membership. The school’s bylaws are available to read on the community website.

2019–2020 Board of Directors:
Elisa Hegg Marhue, Chair (email: elisahegg@gmail.com)
Derek Ahl, Vice Chair (email: dhc2@wildcats.unh.edu)
Kelly St. Pierre, Treasurer (email: kellykern@comcast.net)
Brianna Martin, Secretary (email: bfgreenleaf@gmail.com)
Deanna Martin, Member (email: dzwarich@gmail.com)
Barbara Jenny, Member (email: brjenny@comcast.net)

Change of Clothes

Much of the learning at BMFS is hands-on and experiential, and children’s clothes will often get wet, dirty or painted on. Consequently, children should wear clothing that can withstand mess. Extra clothing should be available at school for a change of clothes; please pack this extra clothing in a labeled zip-lock bag and label your child’s clothing with his or her name. We will store extra clothing at school (usually in your child’s classroom bathroom), so please check this supply of extra clothing often to be sure that all necessary items are on hand and seasonally appropriate. In addition, we play outdoors in all weather conditions so outdoor wear is essential (rain and snow boots, mittens, raincoats, snow pants, etc.). For younger children, rain paints or rain suits are a great investment for muddy, wet play. A weather advisory guide is posted outside the office to alert parents and teachers of the temperatures outdoors and advise if the temperatures are unsafe for outdoor play.

Communication

Open and respectful communication is critical to the success of a Brixham education. Teachers and staff at BMFS strictly adhere to student and family confidentiality and behave in a professional and discrete manner when discussing sensitive and personal information. Parents, likewise, should respect the privacy and confidentiality of all our students and refrain from “parking lot gossip” or making inappropriate comments about students, problems, etc. in public or at school events. That said, parents sometimes do observe an incident or overhear a conversation among students that troubles them. If this happens, please speak to your child’s teacher about your observation, and she or he will direct your concern to the appropriate teacher or team of teachers. Very often, there are missing pieces of information in an
observation that are not clear to the observer and not fully understanding a problem in this context can lead to misunderstanding or misinformation.

Computers

Computers are available in the elementary classrooms for students needing limited access to the Internet for research projects, keyboarding skills, and for word processing/publishing. As part of the elementary technology programs, students have increased access to computers to complete their work assignments with upper elementary students using computers daily. All computer use is under the careful supervision of the classroom teachers; students, parents and faculty are asked to sign a technology use policy when using the Internet and wireless passwords. BMFS does not support the use of computers in the classroom for children under the age of five years. BMFS believes that all young children benefit from real, concrete learning experiences to build the foundation for academic and abstract thinking of the elementary years.

Daily Classroom Schedule

Lower and Upper Elementary Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am</td>
<td>Before Care (arranged in advance through the office)</td>
</tr>
<tr>
<td>8:15am</td>
<td>Arrival in the Classroom</td>
</tr>
<tr>
<td>8:30am</td>
<td>Independent Work and Small Group Lessons</td>
</tr>
<tr>
<td></td>
<td>Individual Snack</td>
</tr>
<tr>
<td>11:30am</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00noon</td>
<td>Recess</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Reading and Writing Groups</td>
</tr>
<tr>
<td></td>
<td>Specials</td>
</tr>
<tr>
<td></td>
<td>Monday: Strings Program, Studio Art for LE, and Spanish for UE</td>
</tr>
<tr>
<td></td>
<td>Tuesday: Theater and Chorus for 3rd-5th years</td>
</tr>
<tr>
<td></td>
<td>Wednesday: Fitness Program</td>
</tr>
<tr>
<td></td>
<td>Thursday: Strings Program, Studio Art for LE, and Spanish for UE</td>
</tr>
<tr>
<td></td>
<td>Friday: Strings Program, Studio Art for UE, and Spanish for LE</td>
</tr>
<tr>
<td>2:30pm</td>
<td>Jobs</td>
</tr>
<tr>
<td>2:40pm</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:00-5:00pm</td>
<td>Optional Late Aftercare (arranged in advance through the office)</td>
</tr>
</tbody>
</table>

Primary Program (3–6 Year Olds)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am</td>
<td>Before Care (arranged in advance through the office)</td>
</tr>
<tr>
<td>8:30am</td>
<td>Arrival in the Playground</td>
</tr>
<tr>
<td>8:50–9:10am</td>
<td>Transition Inside for Morning Circle</td>
</tr>
<tr>
<td>9:10am</td>
<td>Independent Work and Small Group Lessons/Studio Art (rotating MTWTr schedule)</td>
</tr>
<tr>
<td></td>
<td>Individual Snack</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>11:10-11:30am</td>
<td>Transition Outside for Morning Recess</td>
</tr>
<tr>
<td>11:50-12noon</td>
<td>Dismissal from Morning program</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Rest for Full Day Preschool/Extended Day Begins</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Independent Work for Full Day Preschool (not asleep)</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Afternoon Recess for Extended Day and Full Day Preschool</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:00-5:00 pm</td>
<td>Optional Late Aftercare <em>(arranged in advance through the office)</em></td>
</tr>
</tbody>
</table>

**Toddler Program**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Before Care <em>(arranged in advance through the office)</em></td>
</tr>
<tr>
<td>8:30 am</td>
<td>Arrival/ Independent Work Time</td>
</tr>
<tr>
<td></td>
<td>Studio Art <em>(rotating MTR schedule)</em></td>
</tr>
<tr>
<td></td>
<td>Individual Snack and Toileting</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Morning Circle: Food Tasting</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Toileting*</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Morning Circle: Singing, Dancing, Story</td>
</tr>
<tr>
<td>11:15 am</td>
<td>Outdoor Play Time</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Dismissal from Morning program</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Lunch for Full Day Toddlers</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Afternoon Rest</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Toileting*</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Outdoor Play Time</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

*Toileting is a process of becoming toilet trained with many toddlers transitioning from diapers to cloth underwear; toddlers in diapers will be checked and changed throughout the day.

**Discipline**

BMFS believes that all children are innately good and strive to be good, but that expressing oneself in socially acceptable ways is a learned behavior. A child who “misbehaves” or is “disruptive” may be expressing a need that is unmet or unresolved; our task as parents and educators is to understand that need and to help the child effectively communicate and address it. Belittling, bullying or harassing are unacceptable forms of communication and are not tolerated at BMFS.

BMFS respects the dignity and worth of each child. We work closely with families to support the growth and challenges of raising children. Positive discipline, clear rules and expectation, and close supervision aid the teacher in his or her awareness of potential behavior problems. In the event of a child whose daily behavior is unusually disruptive and where the peacefulness of the classroom community is compromised, a conference will be scheduled to discuss ways to support the child, and to determine if needs of the child can be fully met at BMFS. Critical to success of any student at BMFS, is full partnership and trust between parents and teachers; if it is determined that BMFS cannot fully meet the needs of a child who is struggling academically or socially-emotionally, the Head of School will meet parents to discuss placement at BMFS.
and possible alternatives that will better meet a child’s needs.

BMFS does not tolerate shaming, ridicule, neglect or corporal punishment, and is obligated under law to report any suspicion of child abuse. For further information about this law, please see the “Reporting Child Abuse and Neglect” pamphlet posted on the parent bulletin.

**Donations**

Cleaning out your basement or attic? BMFS welcomes many items you may not need anymore: carpets, office supplies, small kitchen items, quality children’s books and toys. Please ask your child’s teacher what items are particularly useful. Also, due to our tax-exempt status as a non-profit school, your donation may be tax deductible. Please let the Office know of your donation and a letter of acknowledgement will be sent to you. Typically, we have several school events throughout the year that rely on donations of food, clothing, garden supplies, as well as cash contributions and gifts in kind for services. We appreciate your support for these events and are always grateful for the generosity of our parent community.

**Family Educational Rights and Privacy Act (FERPA)**

In accordance with the Family Educational Rights and Privacy Act (FERPA), BMFS gives parents certain rights with respect to their children’s educational records. Parents have the right to inspect and review their child’s educational records maintained by the school. Parents also have the right to request that BMFS correct records which they believe to be inaccurate or misleading. All inquiries and requests regarding a student’s record should be made directly to the Head of School who will review the request and meet with the parents and teachers for further discussion and possible corrections. Should the Head of School decide not to amend the record, the parent has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, BMFS requires written permission from the parent in order to release any information from a student's education record. However, under certain conditions BMFS may, without parental consent, disclose records to the following parties:

- School officials with legitimate educational interests;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

**Field Trips**

Field trips are a wonderful way for children to experience learning in a meaningful and purposeful context. BMFS promotes the opportunity for every classroom to have these enriching experiences as part
of its studies. However, BMFS does not have the ability to transport children, especially young children, without the help of volunteer parent drivers. For safety we require parent volunteer drivers to provide the school with a copy of their driver’s license and insurance information. In addition, new state regulations require all parent and staff volunteer drivers to complete a transportation safety course and complete a background check. Training for these courses will be made available to parents and staff at no charge. **Children under the age of eight years are required by the State of Maine to have a regulation safe car seat or booster.** Car seats and boosters should be labeled with your child’s name.

### Field Trip Chaperon Guidelines

Parents who sign up to help drive on field trips will also have the important responsibility of chaperoning the children in their care. Please read over the following driving and chaperon guidelines:

1. Make sure booster seat or car seat is properly installed and secured (shoulder strap is off the child’s neck)
2. Review rules of the road: no cell phone use while driving, toll money ready, directions to the event reviewed and clarified, reminders about car behavior, car checked for safety (tires, fueled up, etc.), and the school telephone number available for emergencies. It is very important that you obey all traffic rules, speed limits, and understand that you are responsible for the children in your care.
3. Once at the destination, remind children to hold hands and walk with you to the event. **Children must stay with their chaperone and group unless told otherwise by the teachers.** Be alert to the needs of your group and reinforce good behavior and social etiquette.
4. If a child in your care needs to use the bathroom, escort the child to the bathroom, making sure that another chaperon or your child’s teacher is aware of where you are going and who is with you, etc. (so that he or she may assume responsibility for your group while you are gone). Chaperons may wait outside of the bathroom for an older child or a younger child who prefers privacy or a gender specific bathroom. If the bathroom is a public one with more than one stall, chaperons should request assistance from a teacher or another chaperone of the same gender to assist the child. **Children should never be left unattended** in a public space or when in your care as a chaperon.
5. When leaving the destination, be sure to let your child’s teacher know that you are leaving, and proceed back to school. If you must stop for any reason or if you are delayed in traffic, please call the school so that the office knows you will be late and why. Do not stop unnecessarily for coffee, lunch or a special treat. **Drive directly to the field trip location and back to school again without delay or distraction.**
6. Once at school, please escort the children back to their classrooms or to the playground if that is where the class is meeting. Check out with the supervising teacher before you leave (if no supervising teacher is present, please stay with the children until he or she has arrived).

Expectations for children while in the car:

1. Stay fastened in car seat or booster
2. Use quiet voices
3. Keep hands, feet and arms to self
4. Do not play with windows, door handles, door locks or seat belt buckles

Cautionary Note: Be aware that some children in your care may have food allergies, please do not share food unless you have confirmed with your child’s teachers that there are no allergies or food limitations. Your child’s teacher will alert you to any special needs of the children.

Forest Friday
The Forest Friday program is a special nature education program for primary students. Every month each of the three primary classrooms spend two consecutive Fridays in the Brixham woods for an entire morning using nature as their outdoor classroom. Joined by the studio art specialist, the class is immersed in nature and art during each of the seasons (fall, winter and spring), deeply connecting with nature while strengthening their social, emotional and physical skills. Children build forts and other shelters, climb trees, “cook” in a mud kitchen, observe insects, birds and other creatures, listen to the rain fall on leaves, warm themselves by a fire and more. They also fully exercise their bodies and spirits. If your primary aged child does not attend school on Fridays but you would like your child to participate, please call the office so we can make special arrangements to have your child join. A Forest Friday letter is included in the back to school welcome packet sent to families in August, and will provide more details on clothing, snack, and schedules.

Indoor Shoes
To respect the indoor environment of the school and for the children’s safety, we require children to wear indoor shoes while in the school building and ask adults to remove their shoes upon entering the classrooms. Please provide your child with a pair of indoor shoes that are easy to walk in, rubber-soled, and easy to take on and off. Indoor shoes are stored in the children’s coat lockers.

Lost and Found
Miscellaneous items found on the school grounds are stored in a basket located in the front foyer closet. We make every attempt to identify items and return them to their owners, but often our basket is spilling over by the end of the year. Please clearly label clothing, dishes, and lunch containers with your child’s name. We will donate unclaimed lost and found items to a local charity at the holiday break and at the end of the school year.

Lunch
Children who stay for lunch will need to bring a cold pack lunch that is nutritious, wholesome, and balanced. Please include an ice pack with your child’s lunch as we have limited refrigeration. We ask that you use re-useable containers as much as possible to reduce unnecessary waste in packaging. Because of severe food allergies to peanuts and nuts and the potential for anaphylactic shock (even when not ingested), we do not allow sandwiches, crackers, granola bars or baked goods with peanuts or nuts of any kind. In addition, lunchtime teachers will monitor lunches that seem insufficient and/or lack
nutritional value and share their concerns with you if they think your child may not be eating enough, etc.

**Parent/Teacher Conferences**

Parent/Teacher Conferences are held in the fall and spring. Please see the school calendar for the specific dates for this year’s conferences. A sign-up sheet will be posted in your child’s classroom several weeks in advance. Conferences typically last 30 minutes and both parents are encouraged to come if possible.

**Should you have a concern that requires immediate attention, please arrange to meet with your child’s teacher before or after school hours.** Discussions of your child’s progress and/or behaviors are *confidential* and private. Parents should refrain from discussing concerns while school is in session, and to be sensitive to the feelings of your child if he or she is present when discussing a concern or arranging a meeting with teachers.

If possible, parents should try to observe at least once in their child’s classroom, and to attend as many parent education and parent orientation events as possible. This observation will help parents understand the kind of work his or her child is doing and will provide a context for discussing the child’s accomplishments during parent/teacher conferences. *While observing, parents need to be mindful of the confidentiality of each child in the classroom and refrain from making comments or assumptions about the work of another child.* If you have any questions or concerns regarding your observation, please speak directly with your child’s teacher. The parent education and orientation events are also very helpful in a parent’s understanding and appreciation of the unique education his or her child is receiving at BMFS.

**Parent Volunteers and Committee Work**

Parents are expected to contribute to the life of the school community through their contributions of time, expertise, and financial donations. There are many ways for parents to volunteer in a variety of capacities at BMFS both in and out of the classroom. Throughout the year, we ask parents to help with special school-wide events, such as the fall and spring clean-up days, holiday wreath and poinsettia fundraiser, and the annual benefit auction. Classrooms also need parents to help with special class events, such as teas and parent education nights, or to help with class laundry or special cooking or cultural activities. Please let us know they ways you can contribute to the life of the school!

**Parking Lot and Playground Safety**

Parents are responsible for the safety and supervision for their child in the school parking lot. Please hold your child’s hand and/or use extra caution for older children. **Drivers of vehicles need to drive slowly and use caution when entering and exiting the parking lot.** Be vigilant and always mindful of small children or older distracted ones. **No child should be left unattended in a parked car, and please do not leave your vehicle running or idling while picking up or dropping off your child.** Parents who visit with one another near the entrance of the school or in the parking lot need to be mindful of the traffic and potential problems with parking congestion, as well as **actively supervise their children** if they are at play in the garden or vernal pool area (not a designated playground space).

All children should be supervised during school hours when on the playground or in the gardens by at
least one adult. Teacher supervision on the playground is at designated class recess times only. **Parents are responsible for the supervision of their children at all other times.** The playground safety rules are generally as follows:

- No standing or walking on top of the monkey bars
- No jumping from the top platforms of the climber or gazebo
- No war-like games or aggressive fantasy play

For a more comprehensive list of playground rules for the different age groups (elementary, 3-6 classes, aftercare), please see the playground rules posted to the right of the playground exit door. Parents who linger on the playground with their child(ren) at the 3pm pick-up need to be mindful of the aftercare program, and to defer to the needs of the program if the number of children is high or the behavior of the group seems better managed without the distraction of additional children and their parents. We appreciate parent efforts to be consistent with playground rules and expectations.

**Sharing**

Sharing news and/or items from home is an opportunity for children to practice their social skills and gain confidence in speaking to a large group. The elementary classes and the 3-6 classes will design a schedule for sharing that works well for their respective classes. **Sharing should be noncommercial, educational and peaceful.** We do not allow children to share items that depict negative cultural or gender stereotypes, are aggressive or violent in nature, or are overly commercial (such as Barbie, GI Joe, Star Wars, etc). Generally, books, pictures, small collections of nature objects, a special box, musical instrument or even a flower or leaf picked on the way to school can make for a lovely sharing. As a Montessori school, BMFS strives to help children experience the wonder of real things, which they naturally delight in.

**Snack Basket**

Each classroom will design a snack schedule and procedure that meets the need of the individual classroom. If your child’s classroom assigns a snack basket, then your child will bring snack for the whole class on a designated day. The snack basket is a fun and inexpensive way for the children to experience the responsibility for caring for and feeding the group. Children are usually quite proud of their role as “snack provider.”

Parents should try to include their child in the planning and preparation of snack whenever possible (shopping, cooking, organizing food items). Snacks should be simple and nutritious: cheese and crackers, carrots and hummus, orange slices, apples, etc. No juice or paper goods are needed. As a cautionary note, we have several children with severe food allergies (peanuts, nuts, eggs, and milk); please do not bring in baked goods that have been commercially prepared and if baking from home, please check with your child’s teacher about food allergies in the classroom**. In addition, there are students at BMFS with sensitivities to food dyes, sugars, and additives, so we encourage you to choose snacks that are unsweetened, minimally processed, and as organic as possible.

**Do not use peanuts or nuts of any kind in preparing snack or special birthday muffins (such as oils, add-ins, etc.), and be aware that peanut or nut contaminated utensils or preparation surfaces
can trigger an allergic reaction leading to potentially fatal anaphylactic shock in severe cases.

Snow Days

BMFS carefully considers the driving conditions of the school community when determining a delay or cancellation of school due to snow or icy conditions. Cancellations or delays are usually determined by 6:00am and posted on local television stations and their websites, WCSH6 and WMTW8. A text messaging alert system is also used to communicate a school cancellation or delay, as well as a message on the school voice mail (assuming the power and cable lines are in service). In the unlikely event that weather conditions warrant an early dismissal, parents will be notified by e-mail and text to pick up their child as soon as possible to ensure safe traveling for everyone. There are no make-up days due to school cancellations for snow days.

School Policies

Documentation Policy

By signing the Tuition Enrollment Contract, parents give permission for pictures of their child taken at school or at school functions to be used in any publication or promotional material for Brixham Montessori Friends School. Non-consent for said documentation shall be submitted in writing to be kept on file.

Signature of the Tuition Enrollment Contract is also an agreement by the parent to permit the use of the family name, address and telephone number in the school handbook, which is printed as a service to the BMFS community.

Health Care Policy

1. Immunizations

Brixham Montessori Friends School requires all children to be fully immunized according to the current Bureau of Health Immunization recommendations for the on time and delayed schedules. Dates of immunizations and vaccine type will be on file for the following:

   a. Measles
   b. Mumps
   c. Rubella
   d. Diphtheria
   e. Pertussis
   f. Polio
   g. Tetanus
   h. Haemophilus influenza type B (Hib)
   i. Varicella

Any child not immunized because of medical or religious beliefs shall be admitted to Brixham Montessori Friends School with a written statement by the child’s parent or child’s physician documenting that such immunization is medically contraindicated. In the event of a disease outbreak, children who are not immunized will be excluded from the program until the outbreak no longer exists.
2. Sickness and Disease
Brixham Montessori Friends School requires parents to notify the school within 24 hours if a child has any serious signs of illness, such as a fever of 100 degrees or higher, vomiting, diarrhea, or has been diagnosed with conjunctivitis, strep, chicken pox, lice, or other communicable disease. Children are not permitted to attend school until symptoms of illness are gone and/or medical treatment has been provided. State regulations recommend that children be symptom free for 24 hours without medication before returning to school. We ask all parents to notify the school if a child is absent due to any sickness (common cold, sore throat, or cough). In addition, please notify the school immediately if the child is injured at home or during non-school hours, particularly a head injury, sprain, or other physical impairment. Please see Appendix A for the school’s Policy for Management of Concussive and Other Head Injuries.

3. Administering Medication
Any prescription or nonprescription medicine will be administered only by written, signed, and dated parental permission naming the medication and dosage, and must be given directly to the office for safe keeping. All medicine shall be stored in its original containers and properly labeled. Records will be kept on file for any medication dispensed at school. Only staff members who have been trained to administer medicine will be allowed to dispense medication unless the situation is an emergency, such as administering medication to a student with a life-threatening allergy. Please see Appendix B for the school’s Protocol for Management of Students with Life Threatening Allergies.

4. Sudden Illness or Injury
In the event that a child should become suddenly ill or seriously injured while in attendance, parents will be notified immediately, and first aid/emergent care will be provided by a certified First Aid and CPR staff member until further professional medical treatment/ambulatory service can be provided. Documentation of all accidents or injuries will be recorded on the day of occurrence and made available to the parent and/or licensing specialist.

5. Staff Health and Training Requirements
All teaching staff is required by Brixham Montessori Friends School to be trained and certified in CPR and First Aid. Teaching staff is also required to be in good physical and mental health, and be fully immunized against measles, mumps, rubella, tetanus, and diphtheria. Any teaching staff not immunized for medical or religious reasons shall have written documentation on file, and will be excluded from school in the event of a disease outbreak.

6. Diapering and Toileting
Brixham Montessori Friends School believes that every child has exclusive rights to his or her privacy in regard to toileting, and will encourage children to be as independent and self-managing as possible.

The expectation for toddler children, ages 2-3 years, is that a teacher is needed in the bathroom to assist with wiping and learning how to use the toilet independently. This includes helping children dress and undress as needed, and discussing the necessary steps to successfully use the toilet. If the child is still
wearing diapers or pull-ups, the teacher will encourage the child to participate in removing and replacing his or her own diaper or pull-up, and disposing of the soiled items into an approved waste bin. While a teacher is assisting a toddler child in the bathroom, the expectation is for the door to be left open, allowing the teacher to maintain supervision and communication with the class as a whole, to include the assisting teacher and children who are waiting to use the bathroom.

The expectation for preschool children, ages 3–4 years, is that a teacher is needed only occasionally depending on the individual needs of the child and the child’s readiness for independence in both toileting and dressing/undressing. Teachers will assist children in learning how to safely wipe themselves by demonstrating the proper wiping procedure, and encouraging them to wipe independently. While a teacher is assisting a preschool child in the bathroom, the expectation is for the door to be left ajar, allowing the child some privacy while maintaining an open door to the classroom. Children in the 3–6 classroom should be toilet-trained prior to entering as a three year old; if the child is still “in process,” then cloth training pants are preferred over pull-ups as cloth gives immediate feedback to the child learning how to manage his or her toileting needs. It’s also important that clothes continue to be easy pull on and off at this age with little need for adult assistance in zippering, buttoning, snapping or hooking a belt.

The expectation for extended day (kindergarten) children, ages 5–6 years, is that a teacher is not needed for assistance in toileting or for dressing and undressing. Extended day children are expected to have the necessary skills to independently manage their bathroom needs, to include toileting and dressing and undressing. If an extended day child asks a teacher for assistance, then assistance will be given if deemed necessary by the teacher; if a teacher is required to be of assistance, the door will be left ajar, allowing the child some privacy while maintaining an open door to the classroom. Extended day children are strongly encouraged not to share a bathroom with another child for their toileting needs.

The expectation for elementary children, ages 6–11 years, is that a teacher is not needed for assistance in toileting or for dressing and undressing.

As a final note, it is expected for every child and teacher to practice safe hand-washing procedures, and proper disposal and containment of soiled items. Every classroom should be equipped with plastic bags, disposable non-latex gloves, and disinfectant spray/cleanser.

7. Health Screenings

Upon entering the third year of the 3–6 Program, every Extended Day (Kindergarten) child will be screened for vision and hearing by our school nurse consultant. This screening is to detect possible sight or hearing defects as required by the State of Maine Department of Education. Parents who object to the screening due to religious or personal beliefs may be exempt when such objections are provided in writing to the school.

Additional vision and hearing screenings may be conducted by our school nurse consultant for children entering the lower and upper elementary programs in accordance with the Title 20–A M.R.S.A Sections 6451-6454 and Maine Department of Education Regulation Chapter 45. Parents who object to additional vision and hearing screenings due to religious or personal beliefs may be exempt when such objections are provided in writing to the school.
Late Pick-Up Policy

BMFS is committed to ensuring that all children are properly supervised in a safe, nurturing environment. We consider our Late Aftercare program to be an invaluable service that we are happy to provide for the convenience of participating families. However, it is important that we know when parents will require care beyond their contracted hours. If you will be late picking up your child, please call the school as soon as possible.

The Board of Directors has approved the following 2019-2020 fees for late pick-up:

Late Pick-Up before 5:00pm
$5.00 for 10-30 minutes beyond contracted aftercare hours
$10.00 for 30-60 minutes beyond contracted aftercare hours

Late Pick-Up after 5:00pm*
$10.00 for 10-30 minutes after school hours
$20.00 for 30-60 minutes after school hours

*Please note that a child who is not picked-up in a timely fashion at the designated dismissal time compromises the teaching staff’s ability to prepare their classroom for the following day’s lessons, and may require staff to stay beyond their contracted time. Children waiting for a late pick up will be under the care and supervision of the Office.

Non-discrimination Policy

Brixham Montessori Friends School admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. Brixham Montessori Friends School does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, tuition assistance, athletics, and other school administrated programs.

Smoking Policy

The School supports a smoke-free environment. Therefore, smoking is not permitted on School grounds or at School events where children are present.

Student Directory

A student directory has been provided in the orientation packet for the convenience of our school population. This information is confidential, private, and should not be reproduced without the approval of the Head of School. Parent contact information, including the on-site parent mailboxes, is not to be used for personal and/or business solicitation and marketing. Every effort must be made to maintain the confidentiality and privacy of our students and families.
Student Record Policy
Student records will be made available by written request of parents or legal guardian. All records are kept confidential and secured as required by the State of Maine.

Transportation and Car Seat Policy
As required by State Law, all children under the age of eight years or weighing less than 80 lbs. must arrive and depart from school in a regulation safe car seat or booster.

Tuition Policy for the 2019-2020 Academic School Year
The BMFS Board of Directors has established policies governing billing and payment so that the school may meet its financial obligations and so that each family’s commitment to the school is clear. The school’s budget & operations depend on fulfillment by all parents and/or guardians of their Tuition Enrollment Contracts. Students are enrolled for the full academic year, and there will be no waiver, release, reduction or cancellation of payment obligations, nor any refund for prior payments for any absences, withdrawal, departure or dismissal after April 1st, 2019 unless the criteria for withdrawal is met for first time students only.

Tuition Payment Plans for the 2019-2020 Academic School Year
The BMFS school year is considered to be continuous from September through June. The September through June tuition is divided into equal payments (annual, semi-annual, or monthly) according to a plan agreed upon and committed to in the Tuition Enrollment Contract. Payments are due on the 1st of each month as outlined below. Allowances will not be made for phasing-in, illness or vacation.

Plan A: Annual Tuition due by July 1, 2019
Plan B: Semi-annual Tuition due by July 1, 2019 and November 1, 2019
Plan C: Nine monthly tuition due July 1, 2019, August 1, 2019, September 1, 2019, October 1, 2019, November 1, 2019, December 1, 2019, January 1, 2020, February 1, 2020 and March 1, 2020

Explanation of Fees for the 2019-2020 Academic School Year
Application Fee: A non-refundable $50 fee for each new applicant must accompany the initial application.

Tuition Deposit: A $100 non-refundable registration fee is due and payable with the Annual Registration Form due February 1, 2019 for returning students and March 15, 2019 for new students. A 10% non-refundable tuition deposit is due with a signed copy of the enrollment contract on April 1, 2019.

Fees, costs, and charges (“Fees”) in addition to tuition may be incurred during the school year for which the parent or guardian is responsible. Such additional Fees may include, but are not limited to, aftercare charges, field trip costs, diagnostic testing, and educational services. An incidental account must be set up to cover Fees with any credit left on the account refundable at the end of the school year. Incidental accounts should start with a credit of $25 balance for the toddler program, credit of $50 balance for the 3-6 program, and a credit of $200 balance for the elementary program to be established no later than September 1st or the first day of school.
Payments are due upon receipt of monthly statements, but no later than 5 days past the statement date. A late fee of $25 for any balance past due will be assessed if payment is not received within 5 days of the statement date. Unpaid balances that are more than 30 days past due will incur a late penalty fee of 1.5% interest per month. A $25 returned check fee will be charged for any check returned for insufficient funds. The parent or guardian is responsible for the School’s expenses incurred in the enforcement and collection of the tuition and Fees, including reasonable attorney fees and costs.

Enrollment Procedure for 2020–2021 Academic School Year

In most cases, a re-enrollment form will be extended to returning students and placed in parent mailboxes in late January. Occasionally, a re-enrollment form is not extended to a student because the school has ongoing concerns about a child’s placement that have not been resolved. The Head of School will work diligently with families and teachers to address these concerns and ensure that continued enrollment at BMFS is appropriate. Annual re-enrollment forms along with a $100 non-refundable fee are usually due back by February 1st.

Brixham Montessori Friends School reserves the right to deny attendance and the preparation or receipt of transcripts or progress reports for students whose tuition accounts include overdue balances.

Financial Obligation

The school’s budget and operations depend on fulfillment by all parents and/or guardians of their Tuition Enrollment Contracts. If the school is required to initiate legal proceedings to enforce an Enrollment Contract, the parents and/or guardians will be held liable for the school’s legal costs, including reasonable attorney and collections fees as stated in the Enrollment Contract.

Withdrawal for the 2019–2020 Academic School Year

Parents and/or guardians are responsible for the full amount of the annual tuition stated in the signed Enrollment Contract. Withdrawals, departures or dismissals occurring after April 1, 2019 may result in prorated tuition reimbursement (if tuition payments have been made) or a prorated tuition obligation (if any tuition payments are due and owing) if the following condition is met:

- In the case of students attending Brixham for the first time and the student has attended at least four weeks of the academic school year and the School is given written notice of withdrawal before October 15, 2019.

Tuition Assistance

The granting of tuition assistance awards is based on financial need, up to a maximum of 50% of tuition cost. Tuition assistance will be awarded for a single academic year. Students are encouraged to reapply each year that they are in the program and efforts will be made to ensure that children are able to stay in the program from year to year.
Tuition assistance awards are available for the September-June academic year and are only available for the full-time elementary or extended day program/kindergarten. All parents wishing to apply for tuition assistance are required to fill out the application form. The application form is available on the www.brixhammontessori.org website or in the office. Applications for tuition assistance are due no later than January 15th for the following school year. Estimated family contributions are determined by submitting the application (provided by BMFS) to School and Student Service for Financial Aid, and tuition assistance awards are determined by the BMFS tuition assistance committee. All applications and awards are confidential.

Funds for tuition assistance are limited. It is important that applications for assistance be made only after careful consideration of your need. Tuition assistance awards will be paid out as follows:

- With exception to the final tuition payment, 50% of the total tuition assistance award will be deducted in equal amounts from the tuition payments in accordance with the BMFS Tuition Payment Policy.
- The remaining 50% of the total tuition assistance award will be deducted from the final tuition payment in accordance with the BMFS Tuition Payment Policy.

Volunteerism

Parents need to understand that, as a not-for-profit 501(c)(3) organization, Brixham Montessori Friends School depends on its parent community to contribute time and expertise to support the school and the Brixham community, and expects parents to volunteer in many different capacities, such as committee work, special events, classroom helpers, and school governance. While no set amount of time is required to fulfill this obligation, parents should enthusiastically support the efforts each parent brings to the community, understanding that a healthy school community is built on each member’s willingness and desire to contribute to the emotional and financial well-being of the school.

APPENDIX A: POLICY FOR MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

Brixham Montessori Friends School recognizes that concussion and other head injuries are serious and could result in significant brain damage and/or death if not recognized and managed properly. The Board of Directors adopts this policy to promote the safety of students participating in school activities, including but not limited to the school’s fitness and outdoor education program.

I. Training

Prior to the start of the school year, teachers and staff at Brixham Montessori Friends School are trained in cpr and first aid. This biannual training takes place at school during the teacher work week in late August and is mandatory for all school personnel. During the training teachers and staff are made aware of the school’s policy and protocols, related to the management of concussive injuries and participate in concussion awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury. This training must be consistent with the protocols as identified and
developed by the Maine Department of Education (DOE) and include instruction in the use of reporting forms as required by the DOE.

II. Students and Parents/Guardians
Annually at the beginning of each school year, students participating in the school’s fitness and outdoor education program and parents/guardians of these students will be provided information including:

1. The risk of concussion and other head injuries and the dangers associated with continuing to participate with a concussion or other head injury is suspected;
2. The signs and symptoms associated with concussions and other head injuries; and
3. The school protocol’s for:
   a. Removal of the student from the activity when the student is suspected of having sustained a concussion or other head injury,
   b. Evaluation, and
   c. Return to full participation in school activities.

The student participating in sports, and his/her parents/guardians must sign a statement acknowledging that they received and read this information before the student is allowed to participate in the school’s fitness and outdoor education program.

III. Management of Concussive and Other Head Injuries
It is the responsibility of staff members involved in school activities and trained in the signs and symptoms-related to concussion or other head injury, to act in accordance with this policy when the staff member recognizes that a student may be exhibiting such signs and symptoms of a concussion.

A student having sustained a head injury is prohibited from further participation in any school activities until he/she is evaluated for concussion. If a concussion is suspected, the student must be removed from school activities. The student and his or her parents/guardians will be informed of the need for an evaluation from brain injury before the student is allowed to return to full participation in school activities including learning.

No student is permitted to return to the activity or to participate in other school activities on the day of the suspected concussion.

If a concussion is confirmed, the student is not permitted to return to full participation in any school activities until medically cleared to do so by a licensed health care provider trained in concussion management. More than one evaluation by the student’s health care provider may be necessary before the student is cleared for full-participation.

Teachers and staff shall comply with the student’s treating health care provider trained in concussion management recommendations regarding gradual return to participation. If at any time during the return to full participation in school activities the student exhibits signs and symptoms of concussion, the student
must be removed the activity and be re-evaluated by the treating licensed health care provider trained in concussion management.

IV. Cognitive Considerations
Teachers and staff should be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury, including but not limited to:

- Difficulty with concentration, organization, long-and-short term memory and
- Sensitivity to bright lights and sounds

Teachers and staff shall accommodate a gradual return to full participation in activities as appropriate, based on the recommendations of the student’s concussion trained health care provider.

V. Concussion Policy Management Team
The Head of School will appoint a Concussion Policy Management Team including a school administrator to be responsible to make recommendations relating to the implementation of this policy. The Concussion Policy Management Team will include the school nurse, the office administrative assistant, and the elementary program coordinator.

The team shall oversee and implement this policy and related protocols for concussive head injuries based on the generally accepted protocols. All school personnel will be trained biannually in concussion signs and symptoms and the school activities covered by this policy.

The policy and/or related protocols should be reviewed when generally accepted protocols change.

APPENDIX B: PROTOCOL FOR MANAGEMENT OF STUDENTS WITH LIFE THREATENING ALLERGIES

1. Keep an emergency epinephrine auto-injector where it can be reached quickly.
2. Parents will notify the school nurse by providing an allergy plan if a student has identified allergies.
3. The parent will bring medication to the school office to have available in the event of an allergic reaction. A medication permission form or allergy emergency action plan must be completed and signed by the parent and the student’s physician on an annual basis.
4. The school nurse will notify the school staff via a medical alert as appropriate and/or allergy plan of any student identified with known allergies.
5. The allergy medication for a specific student will be sent with the student or appropriate staff if the student leaves the building on a field trip.
6. The school will have available an emergency epinephrine autoinjector in the school office for students with unknown allergies who present with a life-threatening situation.
7. School personnel will be trained annually in the care of the student with allergies with specific training on how to administer an epinephrine auto-injector (epi-pen).
8. The school will notify a student’s parent whenever an epinephrine auto-injector (epi-pen) is used and record in student’s health care record the date and time of administration of an epinephrine auto-injector (epi-pen).

9. The epinephrine auto-injector (epi-pen) should be used as follows:
   • Most epinephrine auto-injectors contains .3 mg/.3ml epinephrine for intramuscular use (use for person over 55 pounds).
   • The epinephrine auto-injector (junior) contains .15 mg/.15ml epinephrine for intramuscular use (use for person under 55 pounds).
   • Epinephrine auto-injectors may be used through clothing if necessary.

IN THE EVENT OF A SEVERE ALLERGIC REACTION (ANAPHYLAXIS EMERGENCY PROCEDURE):

   Step 1 Remove the blue colored cap or top on the epinephrine auto-injector (epi-pen).
   Step 2 Place the orange colored tip on the thigh at a right angle to the leg.
   Step 3 Press hard into the thigh until the auto-injector functions, count to ten and then remove the epinephrine auto-injector (epi-pen).
   Step 4 Call 9-1-1.

10. A copy of this anaphylaxis emergency procedure should be located in the emergency field trip boxes and in the medication notebook in the school office.

11. Classroom Protocols for the Management of Students with Life Threatening Allergies:
   • The parent or guardian of a student with food allergies should be responsible for providing classroom snacks for their child. These should be kept in a separate container.
   • Sharing or trading foods should be prohibited.
   • Parents should be notified that there is a student with life-threatening food allergies in the class/school and identify the restrictions in bringing certain foods to school including lunches, parties, and snacks.
   • Students should be instructed to use proper hand washing techniques.
   • Annual training for teachers and staff on the management of students with life threatening allergies should include:
     ▪ Allergy safe snacks and foods served in the classroom
     ▪ Food product labels and ingredients
     ▪ Food handling
       • Cleaning and sanitation
       • Retaining labels for each food served for 24 hours after the meal in case of an allergic reaction
• Education and need for cleaning and the type of cleaning solutions appropriate for use.
• All surfaces, including classroom tables and desks to which the student has access, should be washed after food has been present.
  ▪ Must have a method of communication for emergency calls (call directly from the classroom or by cell phone if offsite)
  ▪ Must know where an individual student’s emergency medication is located
  ▪ Must be trained in the administration of epinephrine following an individual student’s allergy plan.
  ▪ Must be trained in the school’s Integrated Pest Management Plan to include identification and removal of insect nests, management of garbage, etc. to reduce the presence of insects.
  ▪ Training in latex allergies (latex gloves, chalk, balloons, or other latex products not be used in schools, as well as familiarity of a list of foods that contain latex, such as carrots, tomatoes, and avocados.
  ▪ Resources for teacher and staff training:
    • http://www.allergyhome.org/schools/management-of-food-allergies-in-school-what-school-staff-need-to-know/
    • Video for classroom use http://www.allergyhome.org/schools/food_allergy_awareness_for_school_kid/
  ▪ Resources for parent education:
    • http://www.allergyhome.org/schools/food-allergies-in-schoolwhat-parents-need-to-know/
    • Video for classroom use http://www.allergyhome.org/schools/food_allergy_awareness_for_school_kid/

APPENDIX C: SUPPORTING LEARNING AND BEHAVIOR CHALLENGES

At Brixham we are privileged to have a curriculum that nurtures the whole child. The Montessori curriculum is designed to build the child from within and is an evidence-based scientific method of learning. Integral to Montessori are the principles of independence, self-direction, and control. These principles are embedded in every activity of the child and lead to success in a Montessori classroom. For some children, learning to be independent, self-directed, and in control is especially challenging (despite many experiences in and out of the classroom to practice and develop these skills). If this describes your child, be assured that your child’s teachers will work to uncover the reasons for any challenge that adversely affect his or her learning, or the learning of the classroom community, and will share their concerns with you as soon as the challenge becomes evident. Teachers will observe, consult with our school learning specialist, and schedule meetings with you to help determine ways to support your child.
Open, honest and direct communication with you is essential and contributes to a healthy, positive, and successful home-school partnership.

In some cases, teachers in consultation with the school learning specialist, will make a recommendation for an evaluation to better understand your child’s learning or behavior challenges. Evaluations can be done privately or possibly through the York School Department for a school-age child or Child Development Services for a preschool or toddler-age child. Brixham teachers, the learning specialist, and the school administration, will guide parents through this process and will help ensure that forms and documentation are submitted in a timely manner.

On occasion, a child will present with a learning or behavioral challenge that cannot be successfully supported in a Montessori classroom despite efforts by the school and parents. In this situation, the school and parents must have the difficult conversation on whether or not Montessori is effective for the child. If it is determined by the school that continued enrollment would negatively impact the child or the learning of the classroom community, a meeting with the Head of School will be arranged to discuss alternative placements for the child and a re-enrollment form will not be extended to the family.

**Screenings**
To assist in identifying children who may have learning challenge, Brixham screens children ages 4 and up in the fall, winter and spring in literacy and math depending on the age of the children. These screenings help teachers know if there are gaps in academic or pre-academic skills and provide data points to inform teachers if targeted instruction is needed and how lessons might be modified using the Montessori materials, or if more intensive support is needed to address a suspected learning challenge or to make recommendations for additional testing.

**Learning Lab and Academic Support Plans**
In 2019, Brixham will construct a learning lab to support students who would benefit from targeted small group instruction or more intensive one-on-one academic support in literacy with a certified instructor. Learning lab fees will be assessed on a case-by-case basis and in accordance with the academic learning support plan co-created by the teachers, learning specialist, and parents. Academic learning support plans are very helpful tools to identify and communicate learning goals, accommodations and modifications, strategies, and a shared understanding of academic expectations.

**Learning Lab**
The Learning Lab at Brixham is a wonderful opportunity for our school community to meet the needs of our students who is in need of structured, additional support for literacy. The Learning Lab is an auxiliary program paid for by parents that provides extra support to identified students and is led by certified instructors in the Orton-Gillingham Approach. Meeting two, three or four days a week, identified students will work in either small groups or on-on-one with the specialist for 45 minutes a session depending on the needs of students. Lower elementary teacher, Michael Stone, and learning specialist,
Sophie Bednarek, are instructors for the 2019-2020 academic school year. The Learning Lab is currently under construction and will be located adjacent to the lower elementary classroom on the first floor of the school. Construction completion date is expected August 2019.

Fees for the Learning Lab will be established annually by the school and paid by parents for the academic school year depending on the level of support needed (Tier I, II, or III). The fees for the 2019-2020 academic school year for the Learning Lab is $20 per 45-minute session for Tier II small group support and $35 per 45-minute session for Tier III one-on-one support. Parents of students receiving Tier II or III level support will receive bi-monthly progress reports and an opportunity to sit in on a session to support follow up work at home.

**Tiered support (I, II, III)**

**Cost of Tier I** is included in the tuition for students who needs targeted instruction by their classroom teachers in consultation with the school’s learning specialist.

**Cost of Tier II and III** is not included in the tuition and is a fee paid by parents to the school for students who have been identified as needing more intensive support by a certified specialist in either a small group (Tier II) or one-on-one (Tier III).