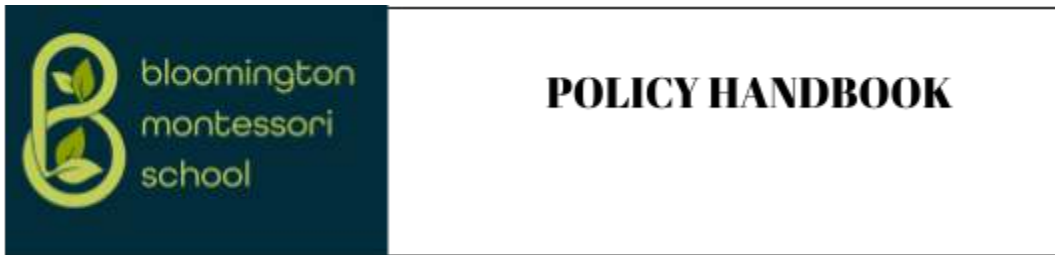


BLOOMINGTON MONTESSORI SCHOOL

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Policy Philosophy

Authority: The Board of Directors (henceforth referred to as the Board) of Bloomington Montessori School (BMS) is the body responsible for determining, implementing, and enforcing the rules of the school by which the school functions. These rules include the by-laws and the Policies.

Force: Policies rank second in order with the provisions of the by-laws and are inversely proportional in detail to them. As such, they can be modified by Board's action at any time, although wisdom (not to mention the lessons of history) counsels caution in direct proportion to the importance of any policy and the effects of its implementation.

Precedents: Past practices, even long-standing ones, are not policies until so designated by the Board's action. They are instead responses to then-existing conditions that may or may not be the best when considered more abstractly. Those practices that provide good solutions to troubling or recurring problems should obviously become policies, but the mere fact of a precedent's existence does not in itself require that the subsequent Board follow its example. Such past practices may also, in specific instances, require action that provides adjustments of traditions from earlier practices to later policies, or compensations for such adjustments of transitions, but these actions likewise do not constitute policies unless specifically confirmed by the Board.

Purpose: Policies aim to provide all categories of members of the BMS community clear and appropriately detailed guidance about matters integral to the mission and activities of the school.

Timeliness: Insofar as possible, policies ought to be formulated and implemented before they are needed. Although the force of events may force immediate, ad hoc, and therefore sometimes premature or unwise actions, such actions are not to be construed as policies unless so designated by the Board.

Explicitness: If policies are to be useful, they should be as explicit as practicable, although we must recognize that a practical flexibility is a counterbalancing demand.

Openness and Procedure: A democratically constituted entity such as BMS can function effectively only if all its members are confident that the policies of the school provide ready access for all matters of governance. While certain matters (such as student discipline, evaluation of teachers, etc.) obviously require the exercise of judgment and varying degrees of confidentiality, no more should be cloaked with secrecy than necessary. Likewise, unless a specific situation demands a response that

precludes following BMS policies and procedures as specified, actions should not be taken that violate policies or by-pass normal channels of action. In such a case that demands such a violation or by-passing, the Board must be informed of deviations from normal actions and procedures and must accept, confirm, or reject the actions taken in its place.

Disinterestedness: While extenuating or mitigating circumstances may suggest that deviations from approved policies are wise in particular circumstances, in general policies should be carried out regardless of the individuals affected. Complementary policies should be followed even if they operate vacuously or their results are completely foreseeable, for it is in the predictability of the operations of policies that their strengths lie.

This policy handbook may not be construed to give rise to a cause of action against a person or Bloomington Montessori School based on an allegation of noncompliance with this handbook. Noncompliance with this handbook may not be used as evidence against BMS in a cause of action of any kind.

ARTICLE I - GENERAL INFORMATION

Section 1: Mission Statement

The mission of Bloomington Montessori School is to guide students from self-discovery to global citizenship through Montessori education.

Section 2: Vision Statement

The vision of Bloomington Montessori School is to become a center for peace and education within our community.

Section 3: Values Statement

At Bloomington Montessori School we value...

- A love of learning
- Nurturing peaceful, self-reliant, empowered citizens
- Respect for ourselves, each other, and the Earth
- Open and honest communication
- Working hard and working together as a welcoming community
- Equality and all the ways in which humans are diverse

Section 4: Equity Statement

Bloomington Montessori commits to championing policies and practices of cultural equity that empower a just, inclusive, equitable world to support a community of diverse and empowered citizen learners that care for themselves, each other, and the Earth.

DEFINITION OF CULTURAL EQUITY

Cultural equity embodies the values, policies, and practices that ensure that all people—including but not limited to those who have been historically underrepresented based on race/ethnicity, age, disability, sexual orientation, gender, gender identity, socioeconomic status, geography, citizenship status, or religion—are represented in the development of policy; the support of children; the nurturing of accessible, thriving Montessori learning environments; and the fair distribution of programmatic, financial, and informational resources.

ACKNOWLEDGEMENTS & AFFIRMATIONS

In the United States, systems of power grant privilege and access unequally such that inequity and injustice result, and that must be continuously addressed and changed.

Cultural equity is critical to effective education and nurturing children to become empowered and informed global citizens.

We must all hold ourselves accountable because acknowledging and challenging our inequities and working in partnership is how we will make change happen.

Everyone deserves equal access to high-fidelity Montessori education and the hope for a better tomorrow that it brings.

MODELING ACTION

To provide informed, authentic leadership for cultural equity, we strive to...

Pursue cultural consciousness throughout our organization through substantive learning and formal, transparent policies.

Acknowledge and dismantle any inequities within our policies, systems, programs, and services, and report organization progress.

Commit time and resources to expand more diverse leadership within our board, staff, committees, and advisory bodies.

FUELING PROGRESS

To pursue needed systemic change related to equity, we strive to...

Encourage substantive learning to build cultural consciousness and to proliferate pro-equity policies and practices as an organization and within our classrooms.

Improve cultural leadership through organizational education and support of the development of leaders that reflect the full breadth of society.

Generate and aggregate quantitative and qualitative research related to equity to make incremental, measurable progress toward cultural equity more visible.

Section 5: Code of Ethics of the American Montessori Society

AMS requires all member schools and affiliated teacher education programs to comply with the AMS Code of Ethics. AMS relies on self-compliance with this Code.

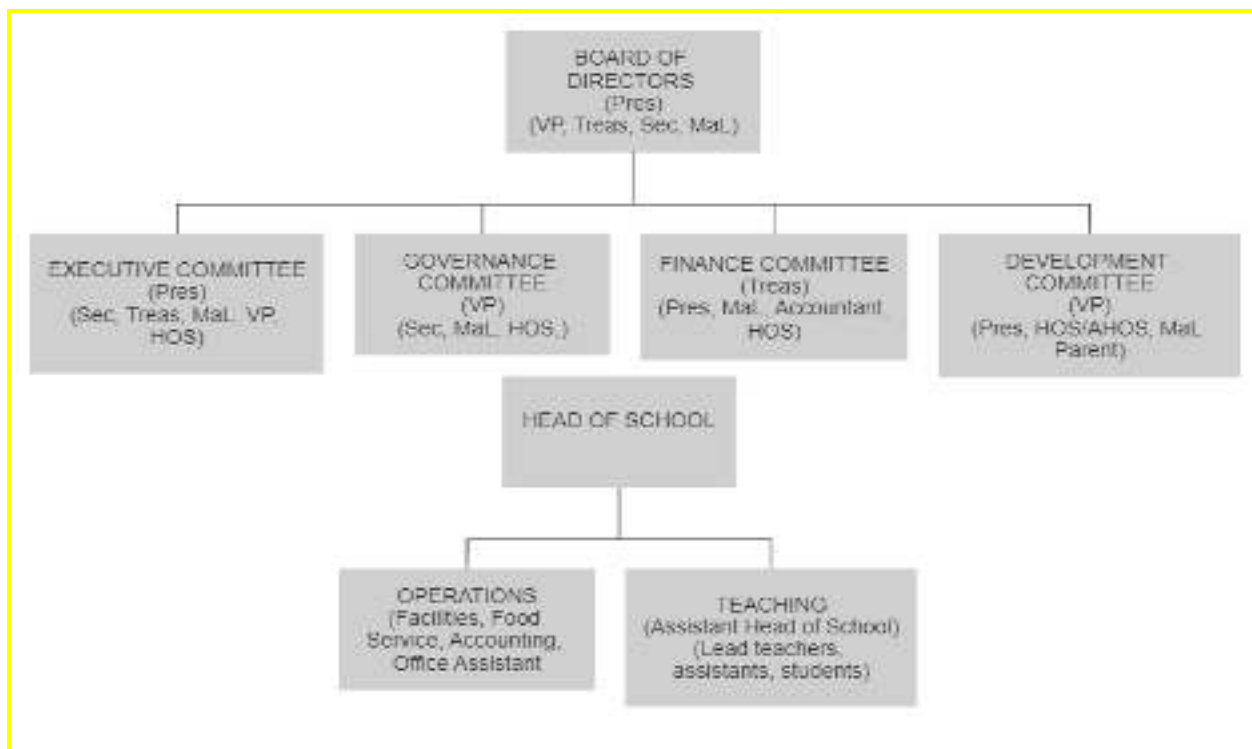
In pledging to accept the Code of Ethics, heads of schools and program directors agree that the educators in their institutions will strive to conduct themselves professionally and personally in ways that reflect their respect for one another and for the children they serve; and that they will do whatever is within their talents and capacity to protect the right of each child to have the freedom and opportunity to develop his or her full potential. For the complete Code of Ethics, please see

<https://amshq.org/Educators/Membership/School-Membership/Member-Code-of-Ethics>.

Section 6: Policy Adoption

It is BMS policy that policy statements are adopted only after consideration at a minimum of two regular Board meetings. Under normal conditions, no policy will be adopted in its first reading, although any Board has the right to adopt a policy if, in its best judgment, immediate adoption is desirable. More than two readings may be required for some policies, at the Board's discretion, especially if the resolution is heavily modified during a previous consideration.

Section 7: All-School Organizational Chart



Chain of Communications

BMS values open, honest communication. To help support your questions and concerns, we ask that you direct any student-specific questions first to the teacher directly involved with your child's issue. If you need further support, then please reach out to the teacher's direct supervisor, whether that be a lead teacher or an administrator (head of school or assistant head of school). If additional resources are needed and you have not spoken to an administrator, please contact an administrator (head of school or assistant head of school) and then subsequently the board of directors if your issue is unresolved. If you have questions or concerns that are organization or policy-related, first reach out to an administrator (head of school or assistant head of school). If you need further support after working with administrators, please contact our board of directors.

ARTICLE II – LEGAL MATTERS

Section 1: Policy on Confidentiality

Students

BMS will adhere to the Family Educational Rights and Policy Act (FERPA) regarding the handling of all student records. Staff and Board Members may not discuss student

personal information, including written/oral reports or observations of student behavior or academics, family information, etc., with anyone other than the child's parent(s) and/or other staff directly involved.

Staff

Employees at BMS are expected to treat their peers with the same respect and confidentiality extended to families and students. As a result, they are expected to address any concerns they have with colleagues through direct conversation. All staff records and documents are kept confidential.

Board

Board Members are expected to treat staff and their peers with the same respect and confidentiality extended to families and students. All staff records and documents are kept confidential. Concerns with Board colleagues are to be addressed through direct conversation. Concerns with staff members should be addressed through direct conversation and elevated through defined conflict resolution channels if necessary.

Section 2: Recognizing and Reporting Child Abuse

Indiana law (IC 31-33-5-1) requires that any person who has reason to believe that a child is a victim shall immediately report any instances of suspected child abuse or neglect. Failure to report suspected abuse is a class B misdemeanor. Any employee who has reason to believe that a child is a victim shall immediately report such instances of suspected child abuse or neglect to their supervisor or Head of School and call the statewide abuse 24/7 hotline.

Further, under Indiana law (IC 12-13-5-3), BMS qualifies as an institution that must provide training to all staff members on recognizing and reporting child abuse and neglect. This training shall be documented and provided within the first two weeks of employment, and updated annually.

If the alleged abuse or neglect occurred at BMS, or if the BMS receives a complaint from anyone regarding possible abuse or neglect of a child by a staff member, the Head of School must call the institutional abuse hotline to report the suspected abuse or neglect immediately after receiving such information from an employee or a supervisor. The statewide institutional abuse phone number is 1-800-800-5556.

If the alleged abuse or neglect occurred in another setting, staff or Head of School shall immediately report suspected abuse or neglect to the statewide abuse 24/7 hotline. The statewide phone number is 1-800-800-5556.

Reporting suspicions to the Head of School or an immediate supervisor does not relieve any individual staff member of their legal obligation to report directly to the Department of Child Services.

Section 3: Prohibition Against Sexual Harassment

BMS strictly prohibits sexual harassment against any employee, volunteer or student. Sexual harassment is a form of sex discrimination which includes verbal, physical or electronic (online) conduct that creates a hostile, intimidating or abusive work or school environment for the victim. Sexual harassment is a violation of state and federal laws against discrimination.

Sexual harassment may include, but is not limited to unwelcome sexual advances, requests for sexual favors, jokes of a sexual nature, graffiti, disseminating sexually suggestive pictures and/or giving the victim a choice between ceding to sexual demands or suffering an adverse action. The school's prohibition against sexual harassment extends to all actions of harassment by any faculty member, Board member, vendor, volunteer, contractor, student, parent, community member or any other person who directly or indirectly comes in contact with the school.

Reporting Sexual Harassment

1. If anyone believes that he/she is the victim of sexual harassment or has reason to believe that somebody else is the victim of sexual harassment, he/she should immediately report it to the Head of School.
2. That person or his/her designee will conduct an immediate and thorough investigation.
3. Confidentiality will be maintained to the extent possible, however, it is important to recognize that those with pertinent information will be interviewed as part of the investigation, including the accused.
4. The results of the investigation will be reported to the Head of School, who will take swift and appropriate action against any person who is found to have violated this policy, up to and including dismissal or removal from the school.
5. The school strictly prohibits retaliation against anyone who, in good faith, brings forth a complaint or otherwise cooperates in the investigation as a witness.
6. When the investigation ends, a determination will be made, and the results will be communicated to the complainant, the alleged perpetrator, and, as appropriate, to all others directly concerned.

Section 4: Personal Relationship Policy

BMS strives to provide a work environment that is collegial, respectful and productive. This policy establishes rules for the conduct of personal relationships between employees and other members of our community in an attempt to prevent conflicts and maintain a productive and friendly work environment.

A “personal relationship” is defined as a relationship between individuals who have or have had a continuing consensual relationship of a romantic or intimate nature.

An employee who is involved in a personal relationship with another employee may not occupy a position in the same classroom as, work directly for, or supervise the employee with whom they are involved. Furthermore, a personal relationship, as previously defined, between a teacher and a parent/guardian of a student in their class is strictly prohibited. Similarly, relationships between BMS Board Members and staff are not permitted.

BMS reserves the right to take action up to and including termination if an actual or potential conflict of interest arises concerning individuals who engage in a personal relationship that may affect the terms and conditions of employment. Supervisors are prohibited from dating subordinates and may be disciplined for such actions, up to and including termination.

When a conflict or the potential for conflict arises because of a personal relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment, or terminated from employment. If such a personal relationship between employees develops, it is the responsibility and obligation of the employees involved to disclose the existence of the relationship to the Head of School within 30 days.

When a conflict or a potential for conflict affecting terms or conditions of employment arises because of the relationship, the individuals concerned will meet with the HOS to discuss a resolution. The Head of School shall have sole discretion to determine the appropriate resolution which, in the case of a relationship between an employee and a parent/guardian, may include transferring a student to a different classroom if the transfer will not unduly impact the student’s education and development or BMS’s mission statement, vision, and values as expressed in this Handbook, and in all other situations may include transfer of one or both employees involved to a different position (if available and appropriate) or termination of one or both employees (if appropriate). If the employees are given the option to decide which of the employees should be transferred or terminated and no decision is made within 30 calendar days of the offer to resolve the situation, the Head of School in their sole discretion will determine who is to be transferred or, if necessary, terminated from employment.

A BMS employee with supervisory responsibilities shall not seek a romantic/intimate relationship with any subordinate BMS employee if there is a direct or indirect reporting

relationship. Board members shall not seek a romantic/intimate relationship with any BMS employee. If the Head of School becomes intimately involved with a board member, the board member should remove him/herself from the board. All other employees who enter into romantic/intimate relationships should be aware that there is potential for several conditions: sexual harassment claims, uncomfortable working relationships, morale problems among other employees, the appearance of impropriety and difficulties associated with relationships that end poorly. If it is discovered that the romantic/intimate relationship is detrimental to the school in any way or negatively affects the employees' ability to perform their jobs, employees should be aware of the potential for immediate termination.

Section 5: BMS Policy on Controlled Substances and Other Drugs

BMS prohibits at all times the unlawful manufacture, sale, distribution, use, dispensation, receipt, transportation or possession of illegal drugs or unauthorized controlled substances on BMS's premises or while engaged in business for BMS off the premises. BMS prohibits the unauthorized use of alcoholic beverages on the premises. Further, it is a violation of BMS's policy for anyone to engage in work for BMS or to report to work in any impaired or intoxicated condition or under the influence of alcohol, drugs, or illegal substances.

BMS prohibits the use of all forms of tobacco on the premises.

E-cigarettes and vaping are prohibited on campus regardless of the type of substance being used.

This policy applies to all regular and part-time employees and temporary workers of BMS as well as to all consultants, vendors, and other individuals providing services to BMS at any time on the premises or while engaged in business for BMS.

Employees may be required to submit to random drug and alcohol abuse screenings.

BMS will assist and support employees who voluntarily seek help for drug or alcohol addiction before becoming subject to discipline or termination under this or other BMS policies. Such employees will be allowed to use accrued paid time off, be placed on leaves of absence, referred to treatment providers and otherwise accommodated as required by law. Employees may be required to document that they are successfully following prescribed treatment and to take and pass follow-up tests if they hold jobs that are safety-sensitive or require driving, or if they have violated this policy previously. Once a drug test has been initiated under this policy, unless otherwise required by the Family and Medical Leave Act or the Americans with Disabilities Act, the employee will have forfeited the opportunity to be granted a leave of absence for treatment, and will face possible discipline, up to and including termination.

Employees should report to work fit for duty and free of any adverse effects of illegal

drugs or alcohol. This policy does not prohibit employees from the lawful use and possession of prescribed medications or over-the-counter medications; however, employees shall secure such medications by keeping them locked up and restricting student access. Employees must, however, consult with their doctors about the medications' effect on their fitness for duty and ability to work safely, and they must promptly disclose any work restrictions to their supervisor.

Section 6: Whistle Blower Policy

If any employee or Board member reasonably believes that some policy, practice, or activity of BMS violates the law, the employee or Board member should file a written complaint with the President of the Board of Directors. It is BMS's intent to adhere to all applicable laws and regulations. The support of all employees is necessary to achieve compliance with various laws and regulations. Accordingly, if an employee or Board member brings allegedly unlawful activity to BMS's attention and provides BMS a reasonable opportunity to investigate and correct any such activity, he or she is protected from retaliation. The protection is only available to employees that comply with this requirement. BMS will not retaliate against an employee or Board member who in good faith, has made a protest or raised a complaint against some practice of BMS's, or of another individual or entity with whom BMS has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. BMS will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of BMS that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law.

Section 7: Document Retention Policy

Purpose The purpose of this document retention policy is for the Bloomington Montessori School ("Organization") to comply with applicable laws and regulations and to promote the proper treatment of records of the Organization.

Policy Records should not be kept if they are no longer needed for the operation of the Organization or required by law. Unnecessary records should be eliminated from files periodically. The cost of maintaining records can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established by state law regarding student information, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for

litigation relevant documents and any other pertinent factors. The Organization may establish at any time retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance.

Exception for Litigation Relevant Documents The Organization expects all officers, directors, and employees to comply fully with any published records retention or destruction policies and schedules required by law and/or by this policy, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the Organization informs you, that Organization records are relevant to litigation or potential litigation (i.e., a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Minimum Retention Periods for Specific Categories.

- **Organizational Documents.** Organizational records include the Organization's articles of incorporation, bylaws, and IRS Form 1023, and Applications for Exemption. Organizational records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- **Tax Records.** Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the Organization's revenues. Tax records should be retained for seven years from the date of filing the applicable return.
- **Employment Records/Personnel Records.** State and federal statutes require the Organization to keep certain recruitment, employment, and personnel information. The Organization should also keep personnel files that reflect performance reviews and any complaints brought against the Organization or individual employees under applicable state and federal statutes. The Organization should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. All employment applications, regardless of whether the applicant was hired, should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.
- **Board and Board Committee Materials.** Meeting minutes should be retained in perpetuity in the Organization's minutes file. A clean copy of all other Board and Board Committee materials should be kept for three years by the Organization.
- **Press Releases/Public Filings.** A copy of all press releases and publicly filed documents should be kept permanently.

- **Marketing and Sales Documents.** Final copies of marketing and sales documents should be kept for three years. Related documents that include an agreement, such as sales invoices, contracts, leases, licenses, and other legal documentation, should be kept for three years beyond the life of the agreement.
- **Contracts.** Final execution copies of all contracts entered into by the Organization should be retained for three years beyond the life of the agreement.
- **Correspondence.** Unless correspondence falls under another category listed elsewhere in this policy, correspondence including emails, chats, and texts regarding board official business (like voting or legal discussions) should be saved for two years if not already included in official minutes or documentation.
- **Banking and Accounting.** Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips, and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.
- **Insurance.** Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- **Audit Records.** External audit reports should be kept permanently. Internal audit reports should be kept for at least three years.
- **Legal Files.** Legal counsel should be consulted to determine the retention period of particular litigation documents, but legal documents should generally be maintained for a period of ten years.
- **Electronic Mail.** E-mail that needs to be saved should be either: (i) printed in hard copy and kept in the appropriate file; or (ii) downloaded to the appropriate shared drive or administrative computer file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

Indiana State Requirements and Other Resources

The following chart is intended as an example of common legal issues that may require special retention of documents. Please refer to the official Indiana Code for the most current information on Statutes of Limitations under Indiana law. This does not include claims under federal law.

Statutes of Limitation in Indiana

The chart below highlights some civil statutes of limitations in Indiana. See Details on State Civil Statute of Limitations and Time Limits to Bring a Case: The Statute of Limitations for more general information.

Injury to Person	2 yrs. §34-11-2-4(1)
Libel/Slander	2 yrs. §34-11-2-4(1)

Fraud	6 yrs. §34-11-2-7(4)
Injury to Personal Property	2 yrs. §34-11-2-4(2)
Professional Malpractice	2 yrs. §34-11-2-3
Trespass	2 yrs. §34-11-2-4
Collection of Rents	6 yrs. §34-11-2-7
Contracts	Written: 10 yrs. §34-11-2-11; 6 yrs. for contract for payment of money §34-11-2-9; Oral: 6 yrs., 2 yrs. employment agreements §§34-11-2-7 and 34-11-2-1
Collection of Debt on Account	6 yrs. §34-11-2-7
Judgments	20 yrs. §34-11-2-12

Note: State laws are always subject to change through the passage of new legislation, rulings in the higher courts (including federal decisions), ballot initiatives, and other means.

ARTICLE III – ENROLLMENT

Section 1: Prohibition Against Discrimination

BMS is committed to maintaining an environment that is free of any type of discrimination and where students, staff and everyone associated with the school is treated with dignity and respect.

The school's strict prohibition against discrimination includes, but is not limited to discrimination based upon a person's race, creed, color, religion, national origin, ancestry, sex, pregnancy, gender identity or expression, age, disability, veteran's status, sexual orientation, marital status, civil union status, domestic partnership status, affectional or sexual preference or orientation, genetic information, atypical heredity, cellular or blood trait of any individual, family status, or because of the liability for service in the Armed forces or because of the refusal to submit to a genetic test or make available the results of a genetic test to an employer or based upon any other characteristic or status protected by State or Federal Law.

This anti-discrimination policy applies to, but is not limited to all educational opportunities, classroom practices, employment practices, compensation, training, hiring, advancement, promotion, discipline, discharge and the selection of vendors, contractors and consultants who do business with the school.

Section 2: Reporting Discrimination

If anyone believes that he or she is the victim of discrimination or has reason to believe that somebody else is the victim of discrimination, he/she should immediately report it to the Head of School.

That person or his/her designee will conduct an immediate and thorough investigation. Confidentiality will be maintained to the extent possible, however, it is important to recognize that those with pertinent information will be interviewed as part of the investigation, including the accused.

The results of the investigation will be reported to the Head of School who will take swift and appropriate action against any person who is found to have violated this policy, up to and including dismissal or removal from the school.

The school strictly prohibits retaliation against anyone who, in good faith, brings forth a complaint or otherwise cooperates in the investigation as a witness.

When the investigation ends, a determination will be made, and the results will be communicated to the complainant, the alleged perpetrator, and, as appropriate, to all others directly concerned.

Section 3: Disability Nondiscrimination Policy

1. Bloomington Montessori School does not discriminate against any individual on the basis of disability, including against applicants or members of their families, students or members of their families.

2. Applicants and students with disabilities and members of their families have an equal opportunity to participate in or benefit from the goods, services, facilities, privileges, advantages, and accommodations provided by Bloomington Montessori School.

3. Bloomington Montessori School may not deny admission to or disenroll a child on the basis of the child's disability, or because Bloomington Montessori School regards the child as having a disability.

4. Bloomington Montessori School will make reasonable modifications to its policies, practices, and procedures when the modifications are necessary to afford goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities.

5. Requests for reasonable modifications beyond the scope of daily classroom accommodations may be directed to Bloomington Montessori School's Head of School,

either formally (as in writing) or informally (as in orally) and will be addressed in collaboration with the Assistant Head of School within three (3) business days.

6. Bloomington Montessori School will not make decisions about admission, continued enrollment or re-enrollment, or about needs for reasonable modifications, based on assumptions, myths or stereotypes about people with disabilities. Before making any enrollment decision where disability or behaviors associated with a disability is considered as part of the decision-making process, Bloomington Montessori School administrators will engage in an interactive process that includes consultation with or consideration of information provided by the following individuals: the child's parents or guardians, current teacher(s), anticipated teacher(s), and any persons providing support, therapy or other services to the child, to determine whether reasonable modifications to Bloomington Montessori School policies, practices and procedures could allow the child to attend Bloomington Montessori School;

7. If Bloomington Montessori School denies admission, continued enrollment or enrollment to a child with a disability, Bloomington Montessori School shall set forth in writing its reasons for the denial, including the names and titles of all persons consulted, any modifications proposed or considered, and the reasons, if any, why Bloomington Montessori School decided reasonable modifications were not available or would not allow the child to attend Bloomington Montessori School.

8. Bloomington Montessori School will not retaliate against or coerce in any way any person trying to exercise the rights of any person under this Agreement.

Section 4: Enrollment Policy

BMS strongly believes in the benefit of a nine-year Montessori program for development of the vital Learner Outcomes toward which we strive. These outcomes are discussed in our Parent Handbook. The Enrollment Policy establishes a structure to provide this education to as many children as possible.

The purpose of the Enrollment Policy is to set forth the BMS enrollment philosophy as well as to explain to current and prospective families our application and enrollment methodology.

Enrollment Philosophy

Inclusivity: The Bloomington Montessori Association, Inc. (BMA), which operates the Bloomington Montessori School (BMS), offers equal opportunity to all through the Enrollment Policy, which does not discriminate based on race, ethnicity, sexual orientation, disability, national origin, or religion.

Classroom Balance: The ideal Montessori classroom consists of approximately equal numbers of children at each level, with a balance of genders both within the classroom and within grade levels.

Student-Teacher Ratios: There will be a standard student: teacher ratio of 10:1 at the Early Childhood level, 11:1 at the Lower Elementary level, and 12:1 at the Upper Elementary level.

Lead Teacher(s) may approve up to, but not exceed, student-teacher ratio of 11:1 at the Early Childhood level, 12:1 at the Lower Elementary, and 13:1 at the Upper Elementary level. The Board and Lead Teacher must approve any further increase in a classroom's student-teacher ratio.

Application

Bloomington Montessori School accepts applications year-round, and application date is an important factor in determining enrollment priority (see Method of Prioritizing Admissions, below). Children are eligible at their date of birth for application. Students wishing to enroll at BMS for the first time must submit an application form and application fee. Parents will be contacted to schedule a tour if they have not previously toured the school.

Student classroom assignment is based upon the student's development and upon chronological age as of the beginning of the school year under consideration. Applicants for the first year of the Early Childhood program must have turned three by August 1st of their desired enrollment year. When appropriate based on classroom enrollment and composition in the Early Childhood program, BMS may consider enrolling a student who turns three during the school year and who meets required criteria of the Early Childhood Readiness Checklist. This constitutes an Early Start year for that student, and the following year will be the student's Youngest Group year. Applicants for the first year of the Elementary program must have turned six by August 1st of their desired enrollment year.

First-Time Enrollment into Early Childhood, Lower Elementary, or Upper Elementary Programs

Annual enrollment usually occurs in January through March for the following school year, according to the following process.

1. Enrollment administrator determines school openings based on the Enrollment Philosophy (gender, age, level; Section 1-I).
2. Enrollment administrator follows the Method of Prioritizing Admissions to organize the applicant pool (Section 1-V).

3. Deferral: Outside students who are invited to begin the enrollment process but who defer (choose not to accept enrollment at BMS yet wish to remain in the wait pool for future admission) lose their initial date of application. Their date of deferral becomes their new date of application.
4. Applicants may be required to submit additional materials (school records, medical records, IEP/ISP, etc.) to ensure BMS can meet the needs of the student and classroom. Prior to admission, each incoming Early Childhood student must submit a completed Early Childhood Readiness Checklist.
5. Enrollment administrator facilitates a student visit.
6. Lead Teacher determines student recommendation status, and parents are notified. Enrollment invitations will be accompanied by an enrollment packet.
7. If enrollment is offered, parents submit completed enrollment documents and fees. Enrollment offers expire in ten (10) business days.
8. Mid-year enrollments will be considered at the time of application, with Lead Teacher approval and as determined by the needs of BMS and its classrooms.

Enrollment Renewal

For current students who will remain in the same classroom the following year, parents must update their children's enrollment paperwork in January and pay a deposit for the following year.

Early Childhood: Students wishing to transfer to a different Early Childhood classroom are considered to be In-House Transfers. Parents must complete an In-House Transfer form on or before January enrollment renewal deadline. These students will be prioritized over outside applicants.

Full-Day Kindergarten: In the event that kindergarten spots remain open in the Hickory classroom after enrollment of half-day kindergartners, half-day kindergarten families may choose to seek Lead Teacher approval to expand to a full-day program. Approval will be contingent on the child's developmental readiness for a full-day program. If more families seek full-day kindergarten than there are spots available, this option will be offered to families in accordance with the Method of Prioritizing Admission.

Enrollment into Lower Elementary or Upper Elementary: Parents with children transitioning from kindergarten to first grade or from third grade to fourth grade must follow the enrollment process for First-Time Enrollment.. While every effort is made to accept all current students into their new classrooms, the number of openings varies and enrollment in new classrooms is not guaranteed.

Deadlines for re-enrollment are very important. Once the deadlines have passed, current students who have submitted the required re-enrollment forms are placed in classrooms and any open spots are offered to outside applicants. Current families who have not submitted re-enrollment forms by given deadlines will lose their priority

enrollment status and classroom enrollment will proceed. Current students with late re-enrollment forms will be prioritized above Outside Applicants who have not yet received an offer.

Method of Prioritizing Admissions

In the event that the number of new applicants to a classroom exceeds the number of classroom openings, BMS uses the following criteria, in the order listed below, to establish the sequence in which students will be offered enrollment. The Enrollment Philosophy, particularly Classroom Balance and Student: Teacher Ratios, guides the admissions process, as does our belief in a nine-year BMS program and the value of long-term families. If gender balance could cause a current student not to be re-enrolled, the Lead Teachers and Enrollment administrator(s) will meet to make a final decision. Students who are not offered enrollment during this process will be placed in our wait pool. Families are called as openings become available, using the Enrollment Philosophy and the following prioritizing criteria to determine the order of invitations. Students who are not offered enrollment will remain in the wait pool for future admission, unless they notify BMS that they would like to be removed.

1. First priority: Children of BMS teachers and staff contracted for the enrollment year in question are placed in the appropriate classroom.
2. Second priority: Current students returning to the same classroom are given the next priority.
3. Third priority: In-House Transfers. See policy on enrollment renewal
4. Fourth priority: Current students moving into a new classroom at 1st and 4th grade are placed in the following priority order. Enrollment in this new classroom is not guaranteed. See Section 1-IV: Enrollment Renewal for further details.
 - a. Initial Enrollment Date--Students are sorted by gender then by initial enrollment date (first day as a student at BMS), with those who enrolled earlier receiving higher priority. If a student withdraws and returns to re-enroll at BMS, the re-enrollment date will be used. Students who share an enrollment date are then sorted as follows.
 - b. Family Length of Attendance at BMS--This is a sum calculated by adding together the number of years the student, siblings, parents, and grandparents have attended BMS. Students with equivalent priority in this regard will be offered admissions based on the earliest application date.
 - c. Application Date--This is the date that the family submitted an application for this student to attend BMS.
5. Fifth priority: Outside Applicants. Once all current students have been enrolled, students from outside the school are considered. Outside applicants are prioritized for admission using the following criteria, in this order:
 - a. Family Length of Attendance at BMS.

- b. Students who have attended another AMS or AMI-affiliated Montessori school, prioritized by length of Montessori experience.
- c. Application Date. This is the date that the family submitted an application for this student to attend BMS.

Section 5: Attendance Policy

A student's success at school is dependent upon regular and consistent attendance. Beginning in kindergarten (if enrolled) or first grade, Bloomington Montessori School (BMS) has a legal obligation to ensure the continuous education of all enrolled students (Indiana Code 20-33-2-6). When a child is frequently absent or arrives late consistently, a negative impact on the child's ability to stay current with lesson concepts and targeted areas of study occurs and results in impeded academic and social progress.

Excused Absences:

Partial or whole days missed from school for the following reasons will be considered excused. Please notify the school in advance when possible or when the absences occur to ensure they are counted as excused. Information regarding absences can be submitted in person, via phone, or by emailing officeassistant@montessori.k12.in.us. For previously arranged absences in elementary, contact teachers for possible class work that can be done while away to avoid falling behind.

- Medical appointments (with a note from the provider)
- Religious holidays
- Pre-arranged educational experiences approved by the school administration
- Performance-related activities approved by the school administration
- Bereavement (please make special arrangements for periods beyond three days)
- Absences for documented mental or emotional disabilities
- Absences for medical reasons
 - Beyond three consecutive days, medical absences require a note from a medical provider.
 - After 10 days of parent-excused medical absences, doctor notes will be required for any subsequent medical absence of any length to be able to count the absence as excused.

Unexcused Absences:

Any absence not covered in the Excused Absence section is considered unexcused unless the Head of School approves special circumstances. Unexcused absences include:

- Vacations
- Family visits
- Rest days
- All unexplained absences

Tardies:

Tardies (arriving after the end of the arrival window in your child's classroom) also negatively impact students. They start their day behind schedule, often requiring teachers to repeat lessons or information, and can be disruptive when entering lessons. Children must arrive during their classroom's arrival window.

Coming late for a reason listed as an excused absence is considered a partial absence. Tardies (coming late for any other reason without Head of School approval) are considered unexcused. If a child has tardiness over 10% of school days, a meeting will be called with the family, Lead Teacher, and administration to create an attendance plan for on-time arrivals.

Exceptions:

- Sabbaticals are considered temporary withdrawals and do not count toward absences. It is the responsibility of the family to enroll their child(ren) elsewhere to satisfy compulsory attendance during the sabbatical period.

Obligation to Report:

According to the Indiana Department of Education (IDOE) Attendance Guidelines (October 7, 2014) and the Indiana Code (IC) 20-20-8-8, which was recently amended, habitual truancy is defined to include students absent ten (10) days or more from school within a school year without an excused absence on file (this includes absences for which the parent did not contact the school at all with a reason for absence). Chronic absenteeism was defined as a student being absent for ten percent (10 percent) or more of a school year for any reason (about 18 days of school). Chronic absenteeism and habitual truancy constitute educational neglect. As mandatory reporters, BMS is required by law to report families whose students are chronically absent to the Department of Child and Family Services.

- After five unexcused absences or if a child is absent 10% of any quarter, families receive a letter reminding them of their legal obligation to get their children to school on time consistently and what happens if absences remain high.
- After 10 unexcused absences or 18 overall absences, the Department of Child and Family Services will be notified that the family is out of compliance with state law, and families will be notified that this has occurred.

If your child's absenteeism significantly impacts their ability to thrive academically or socially at BMS, you will receive a formal letter stating this fact and that we have a concern in this area. A meeting with the Administration, the family, and the Lead Teacher will be scheduled to create an Attendance Action Plan. In extreme cases, BMS may decline to re-enroll families for habitual absence or truancy.

Section 6: Temporary Withdrawal from the Elementary School

For reasons of obvious fiscal soundness, members who wish to temporarily withdraw their child from the Elementary school due to temporary relocation (e.g., sabbatical) for a period of time up to but not greater than one year in length, have two options:

1. Members may guarantee payment of 95% of the tuition(1*) on a monthly basis for each month of the school year for which the child is not in attendance in return for a guaranteed place for their child for an agreed upon return date, or
2. Members may elect to forego this option for a guaranteed space in the elementary classroom but may pay the pre-enrollment tuition deposit and have their child be categorized as a Returning Student for the Admission process for the following school year. In the event that a space is available for that grade level upon the withdrawn student's return, this second option would mean that the child would be at or near the top of that grade level's waiting list per the Enrollment Policy(2*). These options can be exercised for both students who are currently enrolled or who have been offered and have accepted a place in the Elementary school for the coming year and have paid their pre- enrollment tuition deposit for the Elementary school. In fairness to others on the waiting list, however, those members intending to withdraw their child for a period of time to exceed one school year shall not be given the first option of guaranteeing a space by tuition payment, but the second option may be exercised. Exception: In the event that a one year temporary student from another Montessori Elementary or Preschool applies for enrollment to the same Elementary classroom as the student for whom option #1 has been contracted, the temporary student may be offered the temporary position for part or all of the same months that the space is being held for the withdrawn student, and the parents of the latter will have the tuition payments waived for those months.

(1*) 5% deduction for curriculum supplies not used by absent child(ren). (2*) The pre-enrollment tuition deposit would be refunded if no opening is offered to the child within 12 months upon the student's return.

Section 7: Parental Involvement and Participation

Volunteer Requirement

Bloomington Montessori School is committed to the ideals of parental involvement and participation. Participation is not only rewarding for parents, it serves as an example for children of community service to emulate. Research shows that parent involvement at school is related to better academic outcomes. In addition to the tuition, each family shall be required to contribute ten (10) hours of work to the school. In lieu of the 10-hour work requirement, a non-work payment of \$350.00 (\$35.00 per hour) may be made.

Collaborative Community

To ensure the continued vitality of the BMS community, applicant families and currently enrolled families agree to work with the school and staff to foster values central to Montessori philosophy. Parents/Guardians are required to read and sign all enrollment forms, including the Parent/Guardian Agreement, as a condition of enrollment.

All members of the BMS community, including staff members, students, parents and other caretakers, and visitors to campus, are expected to demonstrate mutual respect and to abide by the core values of grace, respect, peace, and community-mindedness that are central to Montessori education. Examples of expected behavior include, but are not limited to, using respectful language and tone and maintaining a peaceful physical presence.

Examples of undesirable behavior include, but are not limited to, actions such as harassment, making threats, spreading rumors, and attacking someone physically or verbally.

A family's commitment to fostering these values and supporting the teacher(s) in their endeavors is a primary consideration for enrollment. Staff members who do not uphold these values will be subject to staff disciplinary policy at the discretion of the Head of School and by review of the Board of Directors. Family members and visitors to campus who do not uphold these values may be subject to corrective action at the discretion of the Head of School and by review of the Board of Directors.

Use of FACTS Directory Information

Access to the FACTS directory information is a privilege for families who want to share their contact information with the BMS community. Providing this access facilitates communication among families, which positively impacts the school community. For example, families can use FACTS directory information to help plan events, discuss class projects, and as part of volunteer obligations for the school. The FACTS directory information should not be used to facilitate unwanted or disrespectful communication toward any member or members of the BMS community. Examples of this unauthorized use include using the FACTS directory information to spread gossip (internal or external to the school), distribute information to families about political or religious issues, share confidential or negative information about BMS staff and students, and circumvent the established chain of communications as outlined in Article 1, Section 6 of the Policy Handbook. In general, families should keep in mind when using the FACTS directory information that many families want their contact information to be used sparingly and, therefore, limit their use of the FACTS directory information to cases where it is challenging or impossible to obtain contact information directly from families.

The use of the FACTS directory to set up an alternate communication channel (e.g., text messaging, instant messaging, SMS, live chat) is permitted; however, BMS is not responsible for communication sent or received through a channel not owned or managed by the school.

Additionally, any unauthorized use of the FACTS directory information may subject a family to consequences as outlined in BMS's Anti-Bullying found in Article VIII, Section 5 of the Policy Handbook or Collaborative Community policies found in Article III, Section 7 of the Policy Handbook.

Section 8: Student Academic Records

Student academic records will be kept by the Lead Teacher whose class (s)he is attending. When a student moves from one class to another, the student's records will be passed to the next Lead Teacher. When a student leaves BMS, his/her student academic records will be retained in the second-floor storage area for eight years following his/her departure.

Section 9: Abandonment of Place

The BMS policy of "Suitability for Continuation in BMS" recognizes "extensive absence" as an aspect of behavior which seriously adversely affects a child's education progress. If a child is absent for ten consecutive days without explanation from a parent or guardian, the child will be on probation. At this time the parent will be sent a receipt letter informing them that the child must be in attendance within ten (10) days of the mailing date of the letter. This requirement may be waived if a medical or other suitable reason for the child's nonattendance is provided. If there is no appropriate response at the end of this ten-day period, the child's position in the class may be considered abandoned and BMS will be free to fill that position with another child, selected in accordance with the relevant BMS enrollment policies. In such cases, there will be no refund of tuition or deposits.

Section 10: Medical Withdrawal

In the event that a child is withdrawn from BMS for medical reasons and a refund of prepaid tuition fees or tuition deposit is requested, a statement must be provided by the child's physician confirming the medical conditions that require the withdrawal.

Section 11: Student Services

Bloomington Montessori is a school that thrives on its ability to fulfill the vision of Maria Montessori through individualization to meet the needs of each child whenever possible. This can include a large team of support and a wide variety of accommodations. The Student Services administrator can help you understand and navigate this process.

Student Services typically fall into the following categories:

- Academic Accommodations

- Behavioral Accommodations
- Physical Accommodations

For all student service areas, there are three tiers, denoting the extent of intervention needed.

Tier 1 Supports

Tier 1 supports successfully meet the needs of approximately 80%+ of students. They are grounded in standard Montessori methods, both academically and behaviorally.

Example supports include:

- A prepared environment
- Small-group and individual lessons
- Regular observation
- Hands-on materials
- Frequent movement
- Grace and courtesy
- Student choice
- Low student: teacher ratios

Tier 2 Supports

Tier 2 supports are needed by approximately 15% of students. These supports begin when a specific academic or behavioral concern has been identified by a Parent or Teacher. Tier 2 supports targeting the identified concern(s) through classroom accommodations and involves an intervention strategy to support growth.

Tier 2 supports are specifically designed to address the concern, but may include:

- Special seating
- Charts or work plans designed to structure a specific support
- Increased observation
- A change to the child's schedule and/or expectations
- Special tools or materials compatible with a Montessori environment
- Additional parent/teacher meetings with documentation including timelines and action steps

Need for Tier 2 support is not cause for alarm. Needs for these types of interventions fall within typical child development. During Tier 2 support, the teacher and/or student need the support of parent(s)/guardian(s). The teacher will communicate interventions and their effectiveness to parent(s)/guardian(s) as needed. If current interventions have not resolved the concern, the teacher or parent may request a team meeting to discuss

further accommodations and teachers may ask that support accommodations be made at home.

Tier 3 Supports

Tier 3 support is needed by <5% of our children. If a Student Services administrator and the teacher and/or parent(s)/guardian(s) believe that all appropriate accommodations are in place and the concern remains, the recommendation will be that support from outside services (administration, Special Education, etc.) is needed, and to move to a Tier 3 support process. An administrator will work with the teacher to begin the Tier 3 process and communicate with parent(s)/guardian(s). Tier 3 interventions include:

- A specific individualized plan, agreed upon and signed by the teacher, administrator, and parent(s)/guardian(s)
 - This should include information such as recent observations, interventions, related documentation, and goals for follow-up observation/reflection/assessment, as well as an agreed upon timeline
- Scheduled intensive observation of the child with increased documentation
- Additional team meetings with documentation including timelines and action steps
- Referrals for professional services, such as for Special Education services eligibility evaluations through the public-school system
- In extreme circumstances, such as chronic or severe behavioral concerns, this could include suspension or expulsion from school.

If a parent has an accommodation request and/or feels that the classroom teacher has not met their child's needs, this also becomes a Tier 3 Support and the parent should request support from the Head of School.

Section 12: Guidance and Discipline Policy

The Montessori Method of education works to develop a child's internal discipline and self-guidance. The atmosphere fostered in the Montessori environment is one of order and respect for people and things. The Montessori classroom is a small society that encourages self-control and responsibility for one's own actions; this is the foundation that facilitates the freedom teachers are able to give children in a Montessori environment. This is referred to as "freedom within limits". The goal of discipline is to help a child learn the skills they lack to achieve belonging and success in the community in appropriate ways. We strive to help children develop a positive self-image and respect for themselves, others, and the environment. This policy outlines the systems Bloomington Montessori will use to support children in developing internal

discipline and to ensure the safety and experience of the Montessori environment for all community members.

Classroom Expectations

The Montessori environment includes a fine balance between structure and freedom. The concept that freedom carries responsibility is gradually introduced from the beginning of school. Freedom does not mean being able to do solely what you want to do. It involves being able to identify what is constructive and beneficial for yourself and the community. BMS teachers guide students to understand their rights and responsibilities in the community. Faculty shall establish guiding principles according to the school's guidelines to maintain an orderly, productive, respectful, and peaceful environment and consistently expect all children to adhere to them. Each classroom spends considerable time discussing and teaching students the guiding principles and models those principles in different situations.

Please see our Student Services document for more detailed information about classroom expectations, supports, and accommodation systems within our Tier 1 services.

Additional Disciplinary Action

For most children, these modeling and culture-setting lessons are enough. However, other disciplinary actions may be necessary when children continue to struggle. If additional discipline is necessary, natural and logical consequences are used. Disciplinary concerns will be addressed with parents and caregivers and may result in the development of a Behavior Plan.

Faculty will immediately stop any behaviors that are:

- Disruptive
- Dangerous
- Damaging

Disruptive, Potentially Dangerous, & Damaging Behaviors

Exhibiting occasional disruptive behaviors is age-appropriate for children. However, if children are not able to be redirected by teachers or peers and repeatedly or continuously engage in disruptive behavior, this has a significant negative impact on the classroom and students. In addition, intended, unwanted, and/or inappropriate physical contact such as kicking, hitting, biting, verbal abuse, or "bullying" of any kind will not be tolerated. (Please see our Policy on Bullying). If children behave in a way that may be harmful to themselves or others or is consistently disruptive, our policy may include responses such as:

- The nearest staff member removes the child from the situation and stays with the child until he or she regains control.
- The child then returns to the group with the staff member and stays with the staff member until the child engages in an activity.
- The staff member then stays nearby to ensure the behavior does not reoccur.
- If there are injured parties, another staff member attends to their needs.
- Incident/accident reports (when necessary) will be completed and signed by a parent/guardian, teacher, and administrator.
- Students may be brought to the office if the classroom teachers cannot help reset the child(ren).

Incidents of disruptive, potentially dangerous, or damaging behavior are typically considered Tier 2 behaviors in our Student Services unless patterns of these behaviors persist.

Repeated Incidents of Disruptive or Potentially Dangerous or Damaging Behaviors

When a pattern of concerning behavior occurs (this may be defined as 3 or more times in a two-week period), we seek consultation with the Parents, and BMS Team to communicate our concerns and create a Behavior Plan. This may include a requirement for consultation with an outside professional. This is considered Tier 3 behavior (see Student Services for more information on Tier 3 supports).

Dangerous Incidents

When serious incidents of physical harm to self or others occur, we must ask that the student not attend school while the behavior is being addressed. We may limit the child's participation in our program and/or rescind the offer of enrollment until the child can demonstrate observance of the school's ground rules.

For serious problems for which an extended reset period is needed for the student, a student may be sent home. This should not be viewed or communicated as either punishment or a solution to the long-term problem. It creates needed space between the student and their triggers and may help the classroom or other students feel safe. It is the first step before a conference can be held to create a plan to resolve the problem. The classroom lead teacher or an administrator should discuss this with the parent. We put considerable thought and effort into helping each student learn skills that will make it possible for them to contribute to the group and feel a part of it. Our goal is to help all children be successful without significant disciplinary action. If you have any concerns regarding our Guidance and Discipline Policy and how it pertains to your child, please contact your child's teacher or Head of School. In accordance with Article II,

Section 1 of the Policy Handbook all student information and records are kept confidential.

ARTICLE IV - FINANCIAL AND ADMINISTRATION

Section 1: Refund of Enrollment Deposit

In the event a child shall withdraw from BMS on the recommendations of the child's Lead Teacher or while on probation, or be expelled from school, then on request the enrollment deposit made for the child shall be refunded. Further, the parents shall have no obligation to pay tuition after the month during which the child leaves the school.

Section 2: Late Pickup Fees

Because the children are ready to leave when their school day ends and that the staff expect to be able to move on to other activities, official class-ending times are established for each class and room. Currently those times are 11:30am for the morning half-day preschool classroom, 3:30pm for the afternoon half-day preschool and elementary classrooms, and 5:30pm for the all-day preschool classroom. To encourage parents to recognize the importance of these times and to provide compensation for the staff who are required to extend their working hours to care for children who are not collected on time, a late fee will be assessed for each family whose child or children are left in the care of school personnel beyond the official end of the child's class. That fee is \$1.00 per minute for the first five minutes, and \$5.00 for every five-minute period thereafter. Each family may have a single grace period of up to five minutes before fines are assessed. At the time of the infraction, the adult who is late picking up the child will be informed that the fee will be assessed and the child's family will be billed at the end of the month for any fees assessed.

Section 3: Temporary Parent Release of Authority

At the beginning of each year, parents will be required to sign a release form authorizing others whom they may designate to assume responsibility for their children in the case of emergencies or other contingencies which prevent parents from having the normal supervision and control over their children. These designees might include relatives, friends, other BMS parents, or others who could be expected to exercise reasonable and prudent judgment in extraordinary circumstances such as illness, accident, severe weather conditions, or other unforeseen circumstances. In case the parents or their specific designees are unavailable, BMS staff in authority will be authorized to act to secure the well-being and comfort of the children involved, exercising reasonable

judgment and caution. This policy could be applied, for example, if the child were still at the school after the end of the school day. In such cases, the teacher in authority will make reasonable attempts to contact the parents; including leaving a message posted on the school door if the school is closed. If the child must be transported from the school to another appropriate location such as a teacher's home (if the school is closed), the school's usual transportation practices shall be followed, including the use of seatbelts or equivalent safety devices in personal vehicles. Finally, parents are responsible for keeping their release from current, so that the teachers will have accurate information about their designee and how they should be able to be reached in emergencies.

Section 4: Head of School Check Signing Authority

The Head of School has the authority to sign checks on behalf of the School. And furthermore, the Head of School is authorized to make purchases and enter into maintenance contracts on an as-needed basis for not more than \$2000; purchases and contracts above \$2000 require Board approval.

Section 5: Fundraising Policies

Bloomington Montessori School (BMS) receives charitable contributions and in-kind support from solicitation of private individuals, corporations, associations, and foundations.

The Board and Head of School oversee all fundraising policies and activities.

Fundraising activity is conducted in accordance with applicable local, state, and federal requirements, and in support of the school's mission, vision, values, and strategic goals. All fundraising activities are reviewed and vetted for alignment with the mission and for cost effectiveness.

Bloomington Montessori School's fundraising activities are guided by the following policies.

General Guidelines

BMS seeks gift commitments that are consistent with its mission and with organization and program goals. Donations generally will be accepted from individuals, partnerships, corporations, organizations, government agencies or other entities without limitations unless acceptance of gifts from a specific source is inconsistent with BMS's mission, vision, and values. BMS will not accept any support that implies or requires endorsement of products.

Recognition of major support will be developed in cooperation with the corporate donors and will be consistent with the level of support and BMS's mission and purpose. BMS

will seek to develop recognition opportunities that are appropriate and meaningful for both the support companies and BMS. Acknowledgement for corporate support will be limited to the companies' names, logos, or slogans that are an established part of the supporters' identities, trade names, addresses and telephone numbers.

Multi-year pledges for gifts are encouraged. Donors should complete and sign a gift pledge agreement form, provided by BMS at the time of the pledge, detailing the purpose of the gift, payment schedule and donor recognition methods. A selection of naming or giving opportunities will be made available to a donor when interested.

When gifts with restrictions are made, those restrictions will be honored and detailed in the donor's gift or pledge commitment letter. Restricted funds are used exclusively as indicated by the donor and accounted for in a restricted fund. BMS will obtain explicit consent from the donor(s) before altering the conditions or any funding agreements and/or financial transaction.

Solicitations

Solicitations of charitable contributions and in-kind support from private individuals, corporations, associations, and foundations are made for the sole purpose of supporting BMS programming and operations. Solicitations may be made in person/verbally or in writing and must accurately reflect the intended use of the funds. Donors and potential donors have the right to request to be excluded from future solicitation.

BMS follows all state and federal regulations with respect to solicitation disclosures and direct-mail disclaimers, including providing information about our nonprofit status, tax-exempt status and the contact information for the state office at which our current registration information and publicly-available documents are available. A copy of our current annual report is made available on our website or by contacting our offices.

BMS's board and staff reserve the right to refuse any donation, including donations of cash or other real property, services, noncash gifts or any other forms of support if such support is not in keeping with the above principles or other reason that BMS deems appropriate.

Donor Information and Confidentiality

BMS is committed to respecting the privacy of donors and makes every effort to maintain the accuracy and confidentiality of all donor information. Donor information is stored in BMS' donor management database and in files accessible with a key. Access to that database is password-protected and is limited to essential fundraising and filing staff. File keys are kept with BMS fundraising staff. Donor information is kept strictly confidential; BMS does not disclose privileged or confidential information to unauthorized parties, or use said information for purposes outside of those aligned with the BMS mission. BMS assures donors that their names and addresses will not be

shared with any third party unless permission has been granted or unless required by applicable law or to comply with a court order or properly issued subpoena.

BMS uses donors' information to understand their interest in our mission and update them on our plans and activities. The types of donor information that BMS collects and maintains are as follows:

Contact information, including names, addresses, telephone numbers, email addresses, names and contact information of beneficiaries and family members

Giving Information

BMS honors all requests from donors who wish to remain anonymous and/or wish for the details of their gift to remain confidential. Donors have the right to request removal of their name and contact information from our Agency database.

Stewardship

BMS will maintain control, consistent with any donor restrictions acceptable to BMS, of all funds provided by corporations, organizations or individuals.

BMS will take care to ensure proper stewardship of all donation sources, including timely reports on the use and management of donations. When gifts with restrictions are made, those restrictions will be honored and detailed in the donor's gift or pledge commitment letter or grant agreement.

Contractors and Consultants

All Written agreements with outside fundraising contractors or consultants are reviewed, approved, and executed by BMS's Head of School.

ARTICLE V – MEDIA PRESENCE

Section 1: Introduction

BMS recognizes the importance of maintaining an up-to-date electronic presence as an integral part of our connectedness, growth and success. At the same time, BMS is sensitive to the issues surrounding confidentiality, security, and students' work and likenesses. BMS is committed to using our online presence to build community, enhance communication and promote the best interests of the school and our students; this article lays out our online presence policies to that end.

Section 2: Definition of Terms

- The BMS Website is located at <http://bloomingtonmontessori.org> and serves as an electronic space where BMS can share information about its program with all internet users, who may or may not be BMS families and alumni.
- Social Media are online tools including but not limited to Facebook, Instagram and Twitter, which allow BMS to share and exchange information about the programs in virtual communities and networks. This article refers only to Social Media accounts open in the name of BMS.
- Curriculum and school management platforms include any digital platform used for school purposes including websites and applications that are used for management, storage, or presentation of staff and student work, or that are used for managing school data. Examples of these platforms include, but are not limited to, Zoom, FACTS, Google Drive, Vimeo, and Weebly.
- Marketing includes digital and print advertisements used to inform the public about our school.

Section 3: Content

Content Management

The Head of School may delegate editorial responsibilities to others but shall be responsible for maintaining a single voice representing BMS, as well as accuracy and timeliness of content.

Classroom-specific content shall be maintained by Lead Teachers under the supervision of the Head of School, who retains the right to edit teacher content that misrepresents BMS.

Photographs, audio, and visual materials

1. Video and/or still imagery of any children on the BMS website or social media shall never be accompanied by names, unless such information is password protected or express written permission is given by parents. Video and still imagery may be included with names on curriculum and school management platforms, which are password protected and not shared outside of the BMS community.
2. By default, BMS employees, members of the BOD, and students' guardians agree to the use of their or their child's likeness for online purposes described in this article.
3. Each year, enrollment and employment agreements shall include an opportunity to opt out of this default agreement. Upper Elementary students shall also have

an opportunity to opt out of this default agreement. BMS will not publish video or still imagery that includes adults or children who opt out on the official form provided, or children whose guardians opt them out. Opting out applies to the entire school year in which the form is completed.

Confidentiality

Under no circumstances may confidential information, as defined in the policy on Confidentiality of Student Information*, be shared on the BMS website or via social media.

Politics and Business

The BMS website and BMS social media accounts will not be used to solicit or promote any sort of political agenda. While event or program sponsorships may be acknowledged or recognized, BMS shall not advertise for any business on its website or via its social media.

Section 4: Non BMS Websites and Social Media Accounts

Under no circumstance may BMS employees or members of the BOD post any confidential information, as defined in the policy on Confidentiality of Student Information. Video or still imagery of BMS students while engaged in any school activity function as confidential information and may not be posted on BMS employees or members of the BOD's private/personal websites and/or social media accounts without parental permission. BMS is not responsible for images posted on non-BMS social media pages and websites. Instances where your child's images may be exposed to non BMS websites may be reported to the Head of School and will be addressed where possible. Parents/Guardians shall immediately notify the Head of School regarding any unauthorized posting.

ARTICLE VI – FACILITIES

Section 1: Fire/Tornado Drills

BMS will have one tornado and one man-made drill per semester as well as fire drills monthly (allowing two substitutions per semester). We generally have two tornado drills each semester. The Head of School will schedule these drills and notify the teachers ahead of time. Drill records will be certified by the Head of School and kept on file.

For procedures related to drills and evacuations, please see the Emergency Operations Action Plan.

Section 2: Winter Weather Policy

The Bloomington Montessori Association, Inc. (BMA) will make its own decisions regarding delays and will take into consideration the Monroe County Community School Corporation's (MCCSC) decision regarding school delays and school closings under the following conditions:

1. MCCSC is delaying or closing because their scouts have determined the roads to be icy and hazardous on the morning of, or, in some cases, in the evening before school.
2. MCCSC opts to delay or close for extreme cold conditions.
3. MCCSC is delaying or closing for the second consecutive day.
4. Other conditions that may arise in which MCCSC delays or closes.

The decision will be made by the Head of School. All BMA parents and staff will be notified of ANY school closing or delay through email no later than 6:30 am. Additional notifications will be placed on social media channels, and on the WFIU/WTIU website. In the event of a delay, all classroom doors will open at 10:00 am. There will be a morning half-day preschool from 10:00 – 11:30 a.m. BMA parents will be notified of the decision no later than 6:30 a.m. by email, the school's website homepage, FACTS Family Portal, social media channels, and WFIU/WTIU website.

Always make safe decisions whether to come to school based on road conditions in your neighborhood. Parents are free to opt-out at their discretion and BMS will do our best to ensure any important learning goals of the day are not missed. (*Adopted February 2021*)

Section 3: Chemical Hygiene Policy

The purpose of this Chemical Hygiene Policy is to ensure that all staff, students, and visitors at Bloomington Montessori School are protected from potential hazards associated with chemical exposure in the school environment. This policy provides guidelines for the safe use, storage, and disposal of chemicals in compliance with federal, state, and local regulations. The primary goal is to create a safe and healthy environment for students and staff while maintaining a well-ordered school facility.

This policy applies to all chemicals used on school premises, including, but not limited to, those used in science classrooms, art classes, janitorial services, and other areas where chemicals may be present. It applies to all employees, students, and visitors who may encounter chemicals at BMS.

Chemical Inventory

A complete inventory of all chemicals present in the school will be maintained by the Head of School. This includes:

- Identifying the name, quantity, and location of each chemical
- Ensuring that when necessary, safety data sheets (SDS) for all chemicals are readily available
- Updating the inventory annually or when new chemicals are introduced

Safety Data Sheets (SDS)

- All chemicals must be accompanied by a current Safety Data Sheet (SDS) which is maintained by each classroom. The SDS provides essential information on chemical hazards, handling precautions, first aid measures, and disposal instructions.
- SDS should be easily accessible to all staff who may work with chemicals.
- A master set of SDS will be stored in the school office and in areas where chemicals are used or stored.

Employee Training

- All employees who handle chemicals (e.g., custodians, teachers, kitchen staff) must receive training in safe chemical handling practices. Training will include:
 -
 - Identifying and understanding chemical hazards (e.g., toxicity, flammability, reactivity)
 - Safe handling, storage, and disposal methods
 - Proper use of personal protective equipment (PPE)
 - Emergency response and first-aid measures
 - Training will be annually or when new chemicals are introduced.

Personal Protective Equipment (PPE)

Appropriate PPE must be worn by all individuals handling chemicals. This includes, but is not limited to:

- Safety goggles or face shields
- Gloves (latex, nitrile, or other material depending on the chemical)
- Lab coats or aprons
- Respirators or proper ventilation (if necessary, based on chemical use)
- Employees and students must be instructed on how to use and maintain PPE properly.

- The school will provide necessary PPE and ensure all individuals are trained on its proper use.

Safe Storage of Chemicals

All chemicals will be stored in accordance with their specific hazards, following manufacturer instructions and regulatory guidelines. This includes:

- Storing chemicals in properly labeled containers
- Ensuring that incompatible chemicals (e.g., acids and bases, flammable liquids, and oxidizers) are stored separately
- Locking chemical storage areas to prevent unauthorized access
- Teachers, custodians, and other personnel who store chemicals will adhere to safety guidelines for chemical storage.

Chemical Use and Handling

- Teachers must supervise students when using chemicals, ensuring that only approved substances are used and that safety protocols are followed.
- Chemicals will only be used in designated areas (e.g., science labs, art rooms, custodial closets).
- Open containers of chemicals should never be left unattended.
- Teachers, staff, and administration are responsible for ensuring safe chemical use.

Labeling of Chemicals

All chemicals must be clearly labeled with:

- The name of the chemical
- Hazard symbols or pictograms (as required by OSHA and Indiana state laws)
- Manufacturer's name and contact information
- Date of receipt or opening
- Hazard warnings and safety instructions
- Teachers, staff, and custodians will ensure that chemicals are properly labeled.

Spill Response and Cleanup

In the event of a chemical spill:

- Follow the procedures outlined in the SDS for the specific chemical.
- For minor spills, staff must wear appropriate PPE and use spill kits to contain and clean up the spill.
- For large spills or chemical emergencies, the school must contact emergency responders immediately.
- All staff should be familiar with the spill response procedures and know how to use the spill kits.

Disposal of Chemicals

- Chemicals will be disposed of according to local, state, and federal environmental regulations.
- Hazardous waste will not be disposed of down the drain, in the trash, or on school grounds.
- Special hazardous waste disposal services will be arranged as needed.
- The school administrator will coordinate with local waste disposal services to ensure hazardous materials are correctly disposed of.

Emergency Procedures

In case of an emergency, such as exposure to hazardous chemicals, the following steps should be taken:

- Immediately remove the individuals from the area of exposure.
- Follow first-aid instructions from the SDS or call for medical assistance.
- If necessary, activate the school's emergency response system and notify local emergency responders.
- The school will conduct regular emergency drills and ensure all staff know how to respond to chemical or other emergencies.

Chemical Hygiene Officer

The school will designate a Chemical Hygiene Officer (CHO) to oversee the implementation and enforcement of this policy. The CHO will:

- Ensure that chemical safety practices are followed
- Conduct regular inspections of chemical storage and handling areas
- Review and update the chemical hygiene policy as needed
- Serve as a resource for staff and students on chemical safety issues
- The school administration will designate a qualified individual to serve as the Chemical Hygiene Officer.

This policy is in alignment with the following regulations:

****Occupational Safety and Health Administration (OSHA) Hazard Communication Standard (29 CFR 1910.1200)****

****Indiana State Regulations****

****Environmental Protection Agency (EPA) Waste Disposal Guidelines****

The school will regularly review these regulations and ensure its chemical hygiene practices comply.

ARTICLE VII - STAFF

Section 1: Procedures for Ad Hoc Request for Extended Unpaid Leave

BMS staff members who wish to request extended unpaid leave beyond that provided for by BMS leave policies must submit a request to the Head of School. The Head of School will inform the BMS Board of the leave request. If the leave request is denied, and a staff member wishes to pursue the request, a written statement must be submitted to the Board.

In considering ad hoc requests for unpaid extended leave, the Head of School will take into account the following criteria: The duration of the leave requested, the purpose of the leave, the availability of suitable replacement staff, the potential impact on instruction and on other staff members, the length of prior service of the staff member, and any prior grants to the staff member of ad hoc leave requests.

In responding to ad hoc requests, the Head of School will attempt to accommodate legitimate professional and personal needs of staff members, but will balance these with the necessity of maintaining the integrity of the instructional program and avoiding unduly increased stress on other staff members.

The Head of School will attempt to treat all staff members in an equitable fashion, but will consider individual requests on the basis of their own merit. Because the circumstances bearing on leave requests may vary widely and involve complex issues of judgment, decisions concerning individual ad hoc requests cannot establish precedents.

Section 2: Unpaid Family Leave

BMS recognizes that pressing family obligations may conflict with staff members' commitment to fulfill their professional obligations. This policy specifies the conditions under which staff members may request up to six weeks of unpaid family leave, or of a combination of paid personal, sick, or emergency leave and unpaid family leave, during which time their staff appointment may not be terminated. This policy supplements the BMS policy on Paid Staff Leave.

- Eligibility: BMS permanent full-time or part-time staff members who have completed at least one year of employment at the school are eligible to apply for family leave.
- Purpose: Family leave may be requested in cases of the birth or adoption of a child, or to provide care in cases of extended illness or death of a child or partner. In the case of the birth or adoption of a child by a BMS staff member or partner,

the estimated birth due date or scheduled adoption date should fall within the period of leave as requested.

- Combining Paid and Unpaid Leave: Granting all leave is at the discretion of the Head of School. (1) In cases of birth or adoption, staff members may apply any number of their available paid leave days to cover a portion of their family leave.(2) In cases of the illness or death of a child or partner, staff members may apply any available number of their paid personal, emergency, or sick leave days.
- Unusual Circumstances: Normally family leave should not be requested for purposes or time periods other than those specified above. In cases that involve extraordinary needs, Staff may submit a request to the Head of School to grant a request for family leave. The Head of School may submit a request for family leave to the Board in these circumstances.

Section 3: Paid Staff Leave

General Considerations

The Board recognizes that requests for leave time cannot always be predicted (especially for emergency and sometimes personal leave.) However, normal courtesy to one's colleagues and students requires as timely notice as possible. Personal leave is normally not allowed for the purposes of extending a vacation period, or during those peak periods of the school year when the demands on the staff as a whole are such that the discretionary absence of a staff member would seriously hinder the proper running of some component of the school.

The normal channels of communication will be used in matters of requesting leave: Lead Teachers will arrange with their staff for substitutes, and assistant teachers will arrange leave with their respective Lead Teacher. Non-academic staff will arrange leave with the Head of School. The Head of School should be informed of academic staff leave arrangements but is not required to approve or disapprove leaves for academic staff. In the case of disputes about leave policies and their implementation, final action or adjudication remains with the Board.

Professional Leave

Two full days of leave are granted to academic staff members per year, non-cumulative, for observing the education activities of other Montessori schools (or their equivalents), for attending professional conferences, or for comparable activities promising to enhance the professional capabilities of the staff.

Personal Leave

Full-time employees are granted three days of personal leave per year, non-cumulative, for any purpose. This leave is intended to be used for personal business of a discretionary nature. Staff members are not expected to justify or explain their reasons for requesting this leave. However, the concerns discussed under the section titled General Considerations apply to the scheduling of personal leave.

A BMS employee may take no more than two (2) consecutive school days of personal leave without prior approval of the direct supervisor and/or Head of School.

No personal leave may be taken during the first and last weeks of the school year unless consent is given as set out above.

Sick/Emergency Leave

Full-time employees are granted ten days of emergency leave per year, cumulative to a maximum total of twenty days carried over from prior years (for a possible maximum of thirty days in a given year), for leave of a generally unplanned, unpredictable, or emergency nature. The most common reason for emergency leave is sickness or injury to a staff member or someone in the staff member's household, someone in the immediate family, or a close friend. This leave may also be taken for other pressing matters, such as a funeral or other situation in which the staff member is unable to exercise control of the timing of the leave.

If an employee takes more than three consecutive emergency leave days, he or she must provide his or her supervisor with a physician's statement verifying the need for such leave. If an employee has accumulated emergency leave at the time of the employee's termination, whether or not the termination is voluntary, the employee shall not be compensated for the accumulated emergency leave.

Section 4: Teacher Training -- Loan Forgiveness:

Loan

BMS agrees to loan the full cost of training expenses (approx. \$8800) for an eligible teacher to become Montessori certified at a MACTE or AMS training center.

Loan Forgiveness

Eligible employees will be allowed to pay back their loan with five years of eligible time worked in accordance with the following:

- Eligible employees must satisfactorily complete the academic portion of the training.

- Employees must meet all requirements of the organization for ongoing employment.

Loans will be forgiven at a rate of 1/5 the total amount over 5 years of working in an “Acting-Lead or Lead Teacher” capacity. Loan forgiveness timing will begin according to the type of program:

- Self-directed: A self-directed internship allows the teacher to act in the “Lead Teacher” role at the start of their internship. As such, loan forgiveness will begin at the start of the internship year. Self-directed internships typically last for two years.
- Supervised: The teacher will be qualified to act in a “Lead Teacher” capacity at the end of their internship. As such, loan forgiveness will begin after the successful completion of their internship year when they are able to act in a “Lead Teacher” capacity. Supervised internships typically last for one year.

Loan Repayment

If the teacher chooses to leave BMS or if employment is terminated before the term of this agreement is up, the teacher is responsible for the balance of the loan, which must be repaid immediately or upon such terms as mutually agreed upon between teacher and BMS. If the teacher fails to complete the course in the time allotted, this loan comes due unless a new agreement is negotiated.

Section 5: Equal Opportunity

We are an equal opportunity employer and do not discriminate against applicants or employees on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state, and local laws. Bloomington Montessori (BMS) complies with applicable state and local laws governing non-discrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

BMS expressly prohibits any form of employee harassment based on race, color, religion, gender, sexual orientation, national origin, age, disability, or veteran status. Improper interference with the ability of BMS’s employees to perform their expected job duties is absolutely not tolerated.

Section 6: Nepotism

For the purpose of this policy, “Immediate Family Members” include an employee’s:

- Spouse/domestic partner;

- Children by blood, adoption or marriage; •Siblings;
- Parents;

• Corresponding in-law, “step” relation or any member of the employee’s household.

In order to avoid conflicts of interest, or the appearance of the same, employees shall not be assigned to a position that would require that employee to be in a (vertical supervisory relationship) with an immediate Family Member.

In a situation that results in a violation of this policy, the employees involved will work with the Head of School to propose a solution to the Board of Directors, making every attempt to transfer one of the employees internally. The Board of Directors will have final authority to approve or deny the proposal.

Exceptions may be granted by the Head of School and Board of Directors for extenuating circumstances and for Immediate Family Members to work in short term programs (lunch, summer camp, etc.) for a period of not more than one year.

If an immediate Family Member of one of the sitting Directors on the Board should become an employee of BMS, the Board of Director must step down from the Board.

Section 7: Conflict Resolution

Efforts to resolve conflict respectfully and directly with the person most involved are generally preferred and more effective. However, if direct mediation fails, please use the following guidelines to seek further mediation:

- For conflicts with non-lead teaching staff, seek the Lead Teacher of the classroom.
- For conflicts with Lead Teachers or operational/administrative staff, seek the Head of School.
- For conflicts with the Head of School or a Board Member, seek the Board President.
- For conflicts with the Board President, please submit a statement to the Executive Committee

Section 8: Staff Disciplinary Policy

If a performance concern arises, it is assumed that the employee will take appropriate steps to bring about improvement. If improvement is not made within the designated time, or if the employee’s performance becomes contrary to the good of the school, its students, or their immediate families, or the school’s staff, employment may be terminated.

BMS will apply a gradual discipline to address employee misconduct except in cases of gross misconduct or in cases where the interests of students and school community make the application of gradual discipline inappropriate.

Types of Disciplinary Actions

- Verbal warning: A conversation expressing disapproval of the action(s), outlining expectations for behavior, and discussing possible disciplinary actions if misconduct continues. Suggestions for change will also be discussed. Verbal warnings will be documented in employee records, but are not considered a written warning.
- Written warning: A written account of the actions in question, of disciplinary action taken to date, and expectations of behavior moving forward. This document carries no loss of pay or benefits.
- Final warning: A written account documenting multiple infractions and the chain of disciplinary actions taken in response. The employee will be given a performance improvement plan; failure to improve within a particular time frame as defined in the final warning may result in termination.
- Suspension with pay: The employee will be temporarily removed from BMS without a loss of pay or benefits.
- Suspension without pay: The employee will be temporarily removed from BMS and will not be paid for the duration of the suspension. Exempt employees are subject to suspension without pay.
- Termination: The employee will be permanently separated from employment with BMS.

Examples of conduct that may warrant exception from gradual discipline include, but are not limited to: reporting to work under the influence of alcohol or illegal drugs or using or possessing alcohol or illegal drugs on BMS property; willful refusing to follow BMS policies or a directive or a supervisor; committing theft, fraud, or another violation of criminal law; being convicted of a crime; lying on the BMS employment application; threatening or committing acts of violence or substantial property damage to BMS property; harassment in violation of BMS policy; and neglect of duty or poor judgment resulting in a risk of harm to a person.

ARTICLE VIII - HEALTH AND SAFETY

Section 1: Medical Forms

Before the first day of school, a child's completed Health Summary Form and Immunization Record must be received. Further, a child's immunizations must be current. If these requirements are not met, the parents will be notified and they will have until the morning of the first day of school to bring the child's immunizations up to date (if that is required) and return the necessary forms. If the child's records or immunizations are not in compliance by the first day of school, the child will thereafter be refused permission to attend school until such time as this requirement is met. In

accordance with the BMS policy titled “Abandonment of Place,” after ten days, the child’s place may be considered vacated and the child withdrawn from school.

Section 2: Administration of Medication to Children

BMS policy on the administration of medication, whether an over-the-counter substance or substances dispensed only by pharmacists or physicians, is largely constrained by state law. Preschool children must have both a physicians’ written order and a parent’s written authorization before any medication can be given. Furthermore, the medication must be provided in the original container, with the child’s name on it. Elementary children may be given medication in accordance with either a parent’s specific written authorization for a particular instance or standing permission for recurring or chronic medical problems. In all cases, the Lead Teacher shall maintain a daily log of what medication was administered to each child.

Section 3: Illness

To protect the school community's health, a child who appears ill upon arrival will not be admitted to the school. Should a child become ill while at school, parents will be contacted to make arrangements for their immediate pick up (within 30 minutes) of the child. BMS will attempt to contact the parents first and then attempt to contact the emergency contacts listed on the Enrollment Agreement.

If your child tested negative for COVID and has a contagious illness or an illness that interferes with their ability to function at school, please follow the guidelines in the table below. Symptoms include but are not limited to, a fever of 100.4 degrees, vomiting, diarrhea, rash, or significant behavioral changes.

A slight cold, runny nose, or persistent cough is usually not reason enough for a child to miss school. While unclear nasal discharge indicates a possible infection, it is usually not contagious to those around the child. Any child too ill to participate in indoor *and* outdoor activities should be kept home from school. If your child is well enough to attend school, we (BMS) will consider the child well enough to go outdoors to play. **Please call the school each day your child is ill so that we can track attendance and any patterns of illness within the classrooms.**

The safe return date may vary based on the diagnosed illness. BMS will use recommendations from local, state, and federal health agencies. At a minimum, BMS must follow the directives of the Monroe County Health Department. When there is a recommendation discrepancy, BMS reserves the right to go above and beyond those recommendations to ensure the community's safety.

Illness	Can Return to School
Fever of 100.4 or higher	24 hours fever free without medication
Vomiting or diarrhea	24 hours symptom-free
Influenza	24 hours symptom-free
Strep Throat	24 hours after the start of antibiotics
COVID-19	24 hours fever free without medication and symptoms resolving
Hand, Foot, and Mouth Disease	When all lesions are crusted over
Lice	After treatment, all live lice and nits must not be present.
Impetigo	24 hours after the start of antibiotics and all open sores must be covered
Measles	4 days after the appearance of the rash
Pink Eye	24 hours after the start of antibiotics
Unknown Rash	After treatment by a doctor
Chicken Pox	When all lesions are crusted over

Section 4: Impaired or Intoxicated Caregiver

If an intoxicated or impaired person arrives to pick up a child from school, the Lead teacher or Head of School will suggest that another person be called to transport the child. If the intoxicated or impaired person insists on removing the child from the school, a staff member will immediately report the incident to the local police.

Section 5: Anti-Bullying Policy

Bloomington Montessori is founded on principles of education, love of learning, peace, respecting oneself and one's peers and fostering a love for community. As a part of our mission, we do not allow bullying and take it very seriously. Bullying creates a climate of fear and hostility, disrupts the educational process, inhibits the ability to learn, drastically

affects student participation in their learning environment, and is ultimately harmful to both the aggressor(s) and the victim(s).

The first step in addressing bullying is learning and understanding what bullying is and what form it may take in various situations. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (StopBullying.gov)

We additionally are in a world in which we must also address cyber bullying. Cyber bullying may be a single incident that is damaging to one or more students. Although cyber bullying may originate off BMS premises, it can still have a significant and widespread impact on the classroom.

In addition to understanding what bullying is, teachers, staff and students need to learn how to identify bullying. As noted above in the definition, bullying can take several forms and the following are examples of the four (4) most general types:

1. Verbal Bullying:
 - a. Teasing
 - b. Name-Calling
 - c. Insulting
 - d. Gossip
 - e. Threatening to cause harm
2. Social Bullying, sometimes referred to as Relational or Emotional Bullying:
 - a. Leaving someone out on purpose
 - b. Telling other children not to be friends with someone
 - c. Spreading rumors about someone in public
 - d. Embarrassing someone in public
 - e. Retrieving someone from one group in order to join another group
3. Physical Bullying:
 - a. Hitting/kicking/pinching
 - b. Pulling hair or clothing
 - c. Spitting
 - d. Tripping/pushing
 - e. Taking or breaking someone's things
 - f. Making mean or rude faces or hand gestures
4. Cyber Bullying is bullying that takes place using electronic technology, and can occur anytime 24/7/365. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including but not limited to social media sites, text messages, chat, and websites. Examples include, but are not limited to:
 - a. sending mean text messages or emails;

- b. posting negative comments on social networking sites;
- c. uploading embarrassing pictures;
- d. videos, websites, or fake profiles on social networking sites.

Bloomington Montessori takes a proactive stance in regards to bullying to the fullest extent possible. BMS understands that in its role of educating young children, it is in a position to provide them with tools for handling anger, frustration and impulsiveness. Oftentimes frustration can result in bullying and it is BMS' hope that it can provide a learning environment without fear, intimidation and bullying.

Should an incident of bullying become identified or reported to BMS teachers, staff, parents or Head of School, care must be taken in aiding both the bullied student and the student who is bullied. BMS will make sure both students are supported.

Section 6: Policy to Limit Vehicle Idling

Purpose - This policy limits vehicle emissions that might be brought into school buildings, as mandated by 410 IAC 33-4-3. Reducing exposure to these emissions will improve the health of students and staff.

Applicability – This policy applies to all public and private vehicles on the school campus.

Idling

- Posting
 - The school shall post signs in areas where idling is prohibited
 - Requirements

Drivers of vehicles must turn off the engine when their vehicle is parked.
 - Teachers and school staff shall be informed of this policy at the start of each school year.
 - Parents and students shall be informed of this policy at the beginning of each programming term.
 - Any complaints of non-compliance are to be filed with the Administrative office.
 - Any complaints of non-compliance will be reviewed and action taken as necessary.
- Exemptions (in all of these instances, an adult must be in the vehicle)
 - Safety of Children or Emergencies

- Use of lift equipment during loading or unloading of individuals with special needs.
- Use of heater or air conditioning during loading or unloading of individuals with special needs.
- Use of defrosters, heaters, air conditioners, or other equipment for health or safety concerns.
- Use of headlights or flasher warning lights for safety or visibility purposes.
- For other safety or emergency issues.
- Extreme temperatures
 - If necessary, due to extreme temperatures, a vehicle may idle for up to 5 minutes
 - Maintenance Operations
 - If necessary, make emergency repairs to vehicles. (for example, jump-starting another vehicle)

(Template Provided by the Indiana State Department of Health regarding IAQ Rule 410 IAC 33-4-3)

Section 7: Live Animal in the Classroom Policy

This policy establishes guidelines for the presence and management of live animals in classrooms to ensure student safety, appropriate animal care, and a supportive learning environment. This policy does not apply to service animals governed by separate regulations.

Educational Purpose - Live animals, except fish in aquariums, may only be brought into the classroom for educational purposes. Animals deemed dangerous are strictly prohibited.

Notification Requirements:

- Families will receive prior notification detailing the type of animal, its purpose in the classroom, and the timeframe it will be present.
- Accommodations will be made for students should cleaning or decontamination from airborne allergens be needed in the facilities following the event.
- It is the responsibility of parents/guardians to inform the teacher or Head of School if their child has allergies or other concerns related to the animal.

- Confidentiality - All medical information shared by families will be treated confidentially and shared on a need-to-know basis.

Response to Allergies and Sensitivities

- Proactive Measures - Upon notification of an allergy, the Head of School and Lead Teacher will collaborate to identify alternative arrangements for the affected student.
- Responsive Measures - If a student exhibits allergic reactions after an animal is introduced to the classroom:
 - The school will take appropriate steps to ensure the student's safety.
 - Housekeeping staff will thoroughly clean the classroom to remove potential allergens, such as animal dander.

Educational Uses of Animals

- Extended Classroom Use - Examples of appropriate educational uses include:
 - Observing developmental changes or biodiversity in biology.
 - Incubating eggs to demonstrate life cycle development.
- Short-Term Classroom Use - Examples of appropriate short-term uses include:
 - Introducing students to a variety of animal species.
 - Demonstrating obedience training or animal behavior.
- *Note:* This is not an exhaustive list. The Head of School has the discretion to approve or deny the presence of animals for other educational purposes.
- Care and Maintenance
- To ensure the safety and well-being of any animal in the classroom, the following guidelines will be observed:
- Safe Environment - Handlers will carefully monitor the animal's environment to meet its needs, including:
 - Maintaining appropriate temperature, noise levels, and secure shelter.
 - Providing a habitat suitable for the species.
 - Ensuring a quiet space is available if the animal becomes distressed.
- Animal Care - Animals will receive proper care by handlers, including:
 - Access to adequate food and water.
 - Weekend care arrangements.
 - Opportunities to engage in natural behaviors.
- Health - Animals must be in good health. Handlers will provide veterinary care as needed.
- Aquarium Care - Teachers or designated adults are responsible for the cleaning and maintenance of aquariums.
- Student Interaction:

- Teachers may permit students to handle or feed animals with adult supervision when appropriate and safe.
- Students will be trained on safe, respectful interactions with animals and the specific needs of each species.
- If an animal shows signs of distress or aggression, all handling will cease immediately.

Section 8: Wellness Policy

Bloomington Montessori School believes good nutrition and regular physical activity are essential to children's health and well-being. Good health contributes significantly to educational success, and BMS is committed to supporting each student's success.

BMS utilizes NutriKids /Six Cents Certification to create balanced, healthy meals in accordance with state and federal guidelines. All USDA nutritional guidelines focus on incorporating fresh fruit and vegetables into daily meals and snacks. Additionally, vegetarian options are offered to students.

Physical education and organized activities during recess daily promote wellness and movement to prevent childhood obesity.

BMS also encourages parents to discuss the menu and food choices with their children, providing them with additional education on good nutrition.

Below is a list of guidelines that frame our Wellness Program's policies and practices.

BMS Health Advisory Council: Wellness Coordinator:

The current BMS School Health Advisory Council includes the Head of School, Kitchen Manager, Accountant, and Office Assistant, with the Head of School being BMS's Wellness Coordinator.

Stakeholder Participation:

BMS students, families, teachers, staff, administrators, and board members may participate in implementing, evaluating, and updating the school's wellness policy.

USDA Requirements for School Meals:

School meals meet USDA requirements through the use of NutriKids/Six Cents Certification, which ensures the creation of balanced, healthy meals in accordance with state and federal guidelines.

Nutritional Guidelines for All Foods and Beverages Sold:

No food is sold on the school campus during the day, except for the school meals, which meet USDA requirements.

Meals served through the NSLP will be appealing to children, provided in clean and pleasant settings, and offer a variety of fruits, vegetables, and whole grains. They will also serve only low-fat (1%), fat-free milk, and nutritionally equivalent non-dairy alternatives. Students will have a minimum of 20 minutes to eat lunch.

Fundraisers in which food is sold will be limited to twice a year and occur outside school hours.

Nutritional Guidelines for Non-Sold Foods and Beverages:

All foods offered to students while in class, during the school day, will meet or exceed the USDA nutrition standards, including:

Celebrations and parties. Classrooms will provide parents with a list of healthy snack options.

Food and Beverage Marketing:

No foods are overtly marketed on the school campus, and marketing of unhealthy foods is prohibited. Staff and others who enter are encouraged to model healthy and sustainable choices when eating or drinking within view of the students.

Nutrition Education:

Nutrition education is integrated throughout our curriculum, ensuring sequential and benchmark-based instruction. This provides our students with the knowledge, attitudes, and skills necessary to lead healthy lives.

Nutrition education shall provide opportunities for students to undertake appropriate nutrition-related projects, involving, when possible, community agencies and organizations.

Nutrition Promotion:

Nutrition promotion is featured throughout our parent handbooks and is an integral part of our school culture.

Staff members will model healthy eating habits by dining with students in the school dining areas.

Foods of minimal nutritional value, including brands and illustrations, shall not be advertised or marketed.

Physical Activity:

Movement is encouraged throughout the day, as Montessori classrooms incorporate movement into students' daily work.

Students in every classroom will have a minimum of one outdoor recess daily, weather permitting.

If outdoor recess is not possible due to inclement weather, teachers will provide an indoor physical activity break in the classroom.

Upper Elementary students will participate in physical education weekly.

Taking away recess as a form of punishment is prohibited and enforced.

Student Wellness:

Students will have access to free, palatable drinking water during the day and the option to bring their own water bottles from home.

Snacks served in after-care or enrichment programs will positively contribute to children's diets and health, emphasizing fruits, vegetables, whole grains, low-fat dairy products, and the importance of water as a beverage.

Every spring, the Monroe County Health Department School Liaison and BMS Parent Volunteers hold a weekly run club for our elementary students.

Annual vision screening is provided to students in the first, third, and fifth grades; hearing screening is provided to students in kindergarten, first, and fourth grades; and the Ages and Stages Questionnaire is provided to preschool and kindergarten families.

Wellness Policy Evaluation:

The school Wellness Policy will be evaluated every three years, and a summary of the results will be published on the school website. The evaluation will assess the extent to which this policy aligns with model school wellness policies and also evaluate the progress made in achieving established goals. The evaluation will include the name of the evaluation tool used within the school wellness policy (Ex, Local School Wellness Policy: Triennial Assessment Template).

Communication:

The Head of School will distribute information to families of schoolchildren at the beginning of the school year, include it in the Parent, Policy, and Staff Handbooks, and post the wellness policy on the school's website, including an assessment of its implementation.

Section 9: Nut-Free Campus Policy

BMS recognizes that nut allergies represent a health and safety hazard, which can have serious consequences for those who have such an allergy and the health of the School Community. In order to protect those students, staff, employees, volunteers, visitors and guests of the School Community from an environment that may be harmful to them because of such an allergy, the school hereby prohibits the use, serving, or selling of nuts, nut butter or any product containing nuts or nut oil by staff members, employees, volunteers, visitors, or guests in the BMS building, grounds, or off-campus at school sponsored events. The only exception to this will be trees on the school grounds.

The Board hereby directs the Head of School to formulate any other necessary rules and procedures to ensure the enforcement and implementation of this nut-free free policy.

For more information, visit www.foodallergy.org/allergens/, a resource recommended by local allergists.

Section 10: Dress Code

Preschool: The Lead Teachers of the preschool classrooms may notify parents of dress restrictions for their respective classrooms.

Elementary: BMS has a dress code in order to support a peaceful, learning-centered environment. Thus, clothing that is typically worn at the beach or for loungewear is not appropriate at school, nor is clothing promoting violence, drugs, alcohol, tobacco, sexual innuendo, profanity, obscenity, or gangs. Beyond this, clothing should be comfortable and suited to the season, and should cover areas of the body commonly known as “private”, including the midriff. Undergarments may not be exposed, nor worn as outerwear.

Section 11: Weapons on Campus

Montessori pedagogy emphasizes the importance of peace education and a peaceful environment in which children can learn. To ensure that Bloomington Montessori School maintains an environment that is safe and free of violence for all students, staff, and visitors, the school prohibits the possession or use of dangerous weapons on its property or at school-sponsored events, regardless of location.

All persons on campus or representing Bloomington Montessori School in another location are subject to this policy, including students, staff members, service providers and temporary employees, parents, and other visitors to the school’s buildings or grounds. Any staff member in violation of this policy will be subject to disciplinary action according to Employee Disciplinary Policy, and be reported to law enforcement. Any student in violation of this policy will be subject to student disciplinary policy, up to and including dismissal from campus. Any parent, visitor, service provider, or temporary

employee in violation of this policy will be asked to leave Bloomington Montessori School's campus, and may be subject to the school's community conduct policy, and be reported to law enforcement. This policy is not intended to supersede state law regarding the carrying requirements for law enforcement officers.

The Bloomington Montessori School's campus is defined as all buildings, sidewalks, driveways, parking lots, walkways, playgrounds, and other physical areas belonging to or leased by Bloomington Montessori School. "Dangerous weapons" include firearms, explosives, knives, and other weapons that might be considered dangerous or that could cause harm. Employees and visitors, including temporary employees and service providers, are responsible for making sure that any item possessed by themselves is not prohibited by this policy. The parents and/or guardians of enrolled students are responsible for making sure that the items in their possession or in the student's possession are not prohibited by this policy.

When there is reasonable suspicion, Bloomington Montessori School reserves the right at any time to search the personal vehicles, containers, briefcases, bookbags, purses, packages, and people entering the campus, as well as all areas on campus, for the purpose of determining whether a weapon has been brought onto campus in violation of policy. Individuals who refuse to permit such a search under this policy will be subject to removal or disciplinary procedures according to their role within Bloomington Montessori School. Searches will be conducted with respect for the privacy of the individual whose belongings are being searched, in a separate room when possible. Searches will be conducted with a minimum of two staff members. If the individual whose belongings are searched is a student, administration will notify that student's parents as quickly as possible. Staff members will notify law enforcement or the Department of Children's Services if the search results in identification of a weapon on campus.