



Brookview School
Community Handbook
2015-2016

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Who We Are

**“Our goal is to inspire a passion for excellence and a life-long love of Learning.
-Brookview School, August, 2010**

WELCOME

Thank you for choosing Brookview School for your child. Since 1975, Brookview School has become the largest Montessori school in Southwest Michigan. We offer programs for infants through ninth grade. A Montessori education focuses on the development of the whole child – cognitive, physical, social and emotional. The Montessori philosophy is based on the belief that all children are intelligent, and they each learn in their own special and unique way. By providing an environment that meets the needs of the whole child, students joyfully and naturally involve themselves in their own education and achieve.

Brookview School has a vibrant, inclusive and diverse community consisting of families from over a dozen countries, ethnic groups and religions. Our Montessori programs and curricula teach children to think deeply, to think for themselves, and to think about others. We believe that while children can learn the “right answers” to pass exams and graduate from almost any school program, both learning to think for themselves and learning *how to learn* is critical for the kinds of challenges they will face as adults in a complex, international world. Brookview students develop key life skills such as self-discipline, responsibility, time management, self-confidence, problem solving and critical thinking: skills that lead to an enhanced ability to adapt to life’s difficult challenges and achieve success!

Mission Statement

Brookview School exists to educate children based on the teachings of Dr. Maria Montessori in an environment of academic excellence that nurtures each child’s growth into a whole, responsible and integrated person. That mission thrives on support from a multi-cultural, diverse and dedicated community of teachers, staff, parents and friends who work together to awaken in each child a spirit of inquiry, exploration, independence, resilience, adaptability, self-esteem, service and respect for all people.

Vision Statement

Brookview School's vision is to be recognized as the premier provider in Southwest Michigan of an authentic Montessori education from infancy through middle school. In support of that vision, the School will strive to create and enhance programs that encourage and assist children to reach their full potential by immersing them in an environment committed to academic excellence, developing their ability to use and appreciate the arts, promoting in them the development of a lifelong environmental awareness and ethic of stewardship, providing them the opportunity to gain fluency in Spanish and celebrating diversity in our community.

The Campus

Brookview School is located on a ten-acre campus near the intersection of I-94 and M-139 in Benton Township, bordering the St. Joseph River. It is the home to a variety of habitats for exploration and study including an animal farm, vegetable garden, wetlands, woodlands and prairie fields.

Affiliations

Brookview School is a full member of the American Montessori Society (AMS) and the International Montessori Council, and is an affiliate of the Michigan Montessori Society. Brookview School is recognized by the Michigan Department of Education as a non-public school serving children from infancy through middle school. The infant, toddler and primary programs, as well as before and after school programs, are licensed by the State of Michigan. Brookview School maintains a Licensing Notebook, as required by Michigan law. This notebook contains licensing inspection reports, special investigation reports and corrective action plans. The notebook is available to parents for review during regular business hours. Licensing inspection and special investigation reports from the past two years are available on the Bureau of Children and Adult Licensing website at www.michigan.gov/michildcare.

Governance

Brookview is a close-knit community of students, educators, parents, and friends of the school who work together in determining how the values, goals and vision of Brookview School are realized. These people come together in various groupings to help in the day-to-day operation of the school and to guide it successfully into the future.

Board of Directors

The [Brookview School Board of Directors](#) is charged with supporting the mission of the school through governance, fundraising and budget oversight.

The Board is structured to have 7-15 members: 9 current Brookview parents; 3 current faculty representative, and 3 representatives from our surrounding community who are not current Brookview parents.

Board Meetings are held at Brookview School on a quarterly basis and are open to all members of Brookview School. The date, time, and location of Board meetings will be communicated to all Brookview parents via e-mail.

In 2010, the Board of Directors completed the following three tasks:

- The revision and restating of [Brookview School's Articles of Incorporation](#) with the State of Michigan.
- The revision and adoption of the [By-laws](#)
- The creation of [Committee charters](#) for each of the Board Committees as listed in the bylaws. (For a list of Board Committees, please see p. 52)

If you are interested in becoming a Board member, please go to our [website](http://www.brookviewschool.org/governance.asp) for qualifications (www.brookviewschool.org/governance.asp).

Faculty and Staff

Each of our Montessori lead teachers has been trained through a MACTE accredited Montessori Teacher Training Institution. Our teaching assistants have Montessori assistant training.

Teachers' responsibilities include:

- Presenting Montessori curriculum through the use of materials
- Observing and following the child by tailoring instruction to fit the child's developmental needs and interests
- Preparation of the environment in accordance with the Montessori philosophy
- Maintaining open and honest communication with parents
- Training and supervising interns and assistants
- Cooperating as a School-wide Education Team on fulfillment of the School's mission, increased parent-teacher communications, curriculum and child safety.

All faculty and staff participate in at least 3 professional development days per year.

- These include CPR, First Aid Training, Montessori training, and other relevant continuing education
- Teachers are also given opportunities to attend Montessori conferences and workshops and to observe Montessori classrooms in other schools
- Faculty and staff biographies are available on our website at www.brookviewschool.org/people.asp
- Faculty and staff contact information is located at the end of this handbook

The Classroom

Brookview's classrooms offer a stimulating hands-on experiential curriculum based on the well-established areas of Montessori education – practical life, sensory-motor development, language, mathematics, science, history, and cultural geography. Visually interesting, hands-on, concrete learning materials are used in multi-age classroom settings. The teacher is considered a facilitator / guide in the learning process. Through careful observation and guidance, children are directed by teachers toward meaningful learning activities. The children learn to work independently; they learn to build concentration and self-discipline while developing their own interests and abilities. When they experience our Elementary and Middle School programs, children also develop the skills to work collaboratively, identify and solve problems, think critically, and manage time while studying a challenging academic curriculum.

Educational Programs

Infant

- Begin at 6 weeks of age and continue to approximately 18 months, based on the child's developmental readiness to transition into the toddler program
- Enrollment is for five consecutive full days per week; a limited number of spaces are available for three consecutive full days per week.
- Warm and inviting home-like environment that nurtures infants as they learn to roll, sit, walk, and talk

- The physical environment is organized to maximize freedom of movement, exploration and control
 - High chairs and swings are not used
 - Mattresses are lowered to ground level once the child is 12 months old
 - Low shelves house objects of different textures & colors
 - Bars for pulling up and stairs for climbing are present
 - Eating area is set up with child-sized seats and tables
 - Teachers follow each child's schedule for eating, exploring, and sleeping
 - A quiet sleeping area is provided where each child rests on his or her own blankets from home
 - Soft music is played in the background

- **Typical Daily Routine**

- 7:45-8:00 Arrival
- 8:00-9:30 Breakfast, working with materials, intellectual development is encouraged through use of language, mathematics, and science materials. Activities involving hand-eye coordination and emotional development are encouraged as well.
- 9:30-12:30 Nap time, snack, and socialization based on individual needs.
- 12:30-2:00 Lunch, nap, and interaction in the classroom.
- 2:00-5:20 Snack, nap, reading aloud to the children. Listening to music, singing.
- 5:20-5:40 Dismissal to parents.

Toddler

- Designed for children from approximately 18 months to 3 years
- Enrollment options are 3 or more consecutive full days or 5 half-days per week
- Similar home-like classroom as infant program with the addition of more complex activities that:

- Focus on development of independence and self-mastery
- Promote movement, exploration, and discovery
- Develop eye-hand coordination (e.g. string beads, sequence cubes, arrange objects in pegs, match pictures, complete puzzles, and paint)
- Promote early literacy skills as children sequence objects, match pictures, and use vocabulary enrichment exercises
- Spanish lessons and music lessons are offered

- **Typical Daily Routine**

- 7:45-8:00 Arrival
- 8:00-9:20 Child-initiated individual and small group work time using language, mathematics, and science materials. Fine motor and gross motor coordination is emphasized.
- 9:20-9:30 Circle time, group activity.
- 9:30-9:45 Spanish lessons M, W, F. Music T, Th.
- 9:45-10:00 Transition to recess.
- 10:00-10:50 Physical development outdoors or in the Great Room.
- 10:50-11:00 Transition to the inside.
- 11:00-12:00 Lunch: children eat together, encouraging social interaction and emotional development. Practical life activities include lunch clean up and washing up.
- 12:00-2:30 Nap Time
- 2:30-4:30 Quiet work time, snack, presentations of materials used during the morning work time.
- 4:30-5:00 Recess with active physical activity.
- 5:00-5:20 Prepare children for pick-up (gather belongings, change clothes, etc. as needed)
- 5:20-5:40 Dismissal to parents.

Primary

- Designed for 3 to 6 year old children

- Enrollment options are 5 half-days or 5 full days per week
- Children explore and investigate well over 150 activities in the areas of art, geography, history, language, mathematics, music, practical life, science, and sensorial
- Children develop understanding, self-confidence, initiative, persistence, independence, concentration, orderliness, cooperation and respect for others
- Spanish lessons and music lessons are offered

- **Typical Daily Routine**

- 7:45-8:00 Arrival
- 8:00-11:00 Child-initiated small group work, individual work time, and presentations in mathematics, language, practical life, cultural studies, and the sciences.
- 8:00-10:00 Snack is offered, development of manners is emphasized.
- 9:00-9:20 Spanish lessons M, W, F. Music T, Th.
- 10:30-11:00 Line time: Calendar work, presentations, movement led by teacher, bathroom.
- 11:00-11:45 Free active large movement outdoors or indoors and AM dismissal.
- 11:45-12:30 Lunch: children eat together as a classroom community. Conversations between children and adults encourage social and emotional development.
- 12:30-2:30 Quiet time and nap time. After 20-30 minutes of resting, non-napping students have open work time.
- 2:30-3:30 Clean-up, active movement outdoors weather permitting, dismissal.
- 3:30-4:45 Snack is offered
- 3:30-4:45 Work time, practice materials that were presented earlier that day.

- 4:45-5:40 Free active large movement outdoors or indoors and dismissal.

Elementary

- Offers Montessori education for 6 to 9 year olds (lower elementary) and 9 to 12 year olds (upper elementary)
- Classes meet from 8 am to 3:20 pm, Monday through Friday
- Students study a broad curriculum emphasizing exploratory materials designed to provide instruction in math, geometry, geography, history, botany, zoology, anatomy, language arts, chemistry, physics, earth science, and world cultures
- High priority is given to allowing the child's spontaneous investigation, exploration, and natural development
- Art and music are taught and integrated into the classroom curriculum whenever possible
- Lifelong fitness is encouraged and incorporated into the Physical Education curriculum
- Spanish lessons are offered several times per week

Middle School

- Based on Dr. Maria Montessori's vision for young adolescents
- Classes meet from 8 am to 3:20 pm, Monday through Friday
- Over the course of 3 years, 7th, 8th and 9th grade students receive instruction and explore a broad curriculum (refer to elementary curriculum above) including American history
- Instruction is organized into interdisciplinary units integrated by theme allowing for learning to occur within context
- Interdisciplinary studies are augmented with a variety of field experiences that may involve community service, job shadowing, and overnight trips
- Additional instruction takes place in the fine and performing arts, Spanish, and physical education.

- [Early Bird , Todo el Día & After School](#)

- Before and after school programs for primary, elementary, and middle school children are available for parents needing extended child care from 7 am to 8 am and 3:00 pm to 5:20 pm

After School Studios

- May be offered to primary, elementary, and middle school students for an additional cost
- Studios offered vary throughout the year. Examples include photography, Zumba, Spanish, music, ceramics, cooking, and theater

Summer Camps

- Are available for infants, toddlers, and primary students
- Please contact the School Office for registration information

How We Work

Admissions Policy

Brookview School welcomes and considers all applications on the basis of equality without regard to religion, race, color, national origin, age, sex, marital status, height, weight, gender identity or sexual orientation as well as children with moderate exceptionalities provided the school and family agree placement would be appropriate. Brookview School seeks to admit students and families who share and support our educational goals and values. The following priorities are observed in determining admission:

- Classroom space availability;
- Currently enrolled students;
- Siblings of currently enrolled students;
- Balancing of ages and genders in each classroom;
- Transfers from other Montessori schools; and
- Student Evaluation.

Receipt of an application and application fee does not guarantee placement. New applications are reviewed and placements are made as appropriate openings

occur. A limited amount of financial aid is available; please contact the school for further information.

Admissions Process

The admission process at Brookview School begins with a tour of the school. During this tour, prospective parents will have a chance to see the campus, observe a classroom, and talk with a faculty member. This visit is intended to give both parties time to determine if the partnership in education is the right one. Once a family decides to apply, they must complete an application and return it to the office with a non-refundable application fee. Depending on the age of the student and the time of year that the application is submitted, students may be invited to visit the classroom for part of the day, or meet with the teacher after school. Upon acceptance, an Enrollment Agreement will be issued. Upon the return of the completed Enrollment Agreement, the student will be placed in a class.

Enrollment Agreements: are issued annually and run from the child's starting date until the end of the school year (usually the first week of June).

Re-enrollment and new sibling enrollment: The order of enrollment priority is as follows:

- Current Students
- Siblings of current students
- New students

Deadlines: for submission of paperwork are as follows:

- Current Student re-enrollment agreement: Last week of March
- New sibling application: Last week of March
- New Student application: First week of April

Tuition payment: You may elect to pay tuition in full by June 1 or monthly with a FACTS tuition payment plan. Full payment

- May be made by check (payable to Brookview School), cash, Visa, or Master Card (there is a 3% surcharge for credit card payments)
- FACTS Tuition Payment Plan

- You may choose one of the following payment plans:
 - 12 monthly payments (June through May)
 - 9 monthly payments (September through May)
- FACTS payments can be made by direct withdrawal from your checking or savings account, Master Card, Discover, or American Express (there is a 3% surcharge for credit card payments).
- Online Enrollment in the FACTS payment plan must be completed to fulfill the terms of your enrollment agreement and ensure a place for your child in the Program.
- Parents/guardians currently enrolled in a FACTS payment plan do NOT need to complete another agreement online.
- Upon receipt of your selected payment plan on the signed enrollment agreement, Brookview School can electronically complete an agreement for you.
- Parents/guardians will receive a confirmation letter outlining your selected payment plan.
- Parents/guardians who wish to enroll in the FACTS payment plan can fill out an agreement online by going to www.brookviewschool.org , click on the admissions tab, click on the tuition option, then click the link to set-up monthly payments through “FACTS”. A \$45 Fee applies to set up the account. Create a student ID for your account and complete the application.
- Payments for the summer programs, before and after school programs, and any other programs may be included in your FACTS payments. If you are including summer programs, we encourage you to choose the 12 month payment option.

Tuition Discounts:

- Volume Discount:

- Tuition totals will correspond to the following discounts below and cannot be combined with any other discounts.

\$20,000 =5%

\$25,000 = 10%

\$35,000 = 15%

\$45,000 = 20%

- Referral Discount Guidelines

- A tuition discount (1 per student) will be given to the referring family, once a signed contract from the new family is received.
- The new family must inform Brookview, who they were referred by. If the new family has been referred by two different families, the discount will be divided evenly between both referrals.
- The discount applies for each new student, with no limit per family.
- The discount will be \$1,000 per student, regardless of when the new student starts during the school year.
- Brookview employees with enrolled children do not qualify for this discount.
- Discounts are not transferable. If the referring family has prepaid their yearly tuition, Brookview will reimburse them for \$1,000. Families on monthly payments will receive the \$1,000 discount as a reduction in their next scheduled monthly FACTS payment.

Additional Charges: Charges over and above tuition and fees stated in the enrollment agreement may be applicable according to the activity (e.g. special field trips, transportation fees, supplies, and extracurricular programming).

- These will be invoiced and payment is expected within 30 days.
- Second or third notices and unpaid balances on accounts past 30 days will be subject to additional finance fees.

Tuition Assistance: Brookview School offers tuition assistance for those families who wish to apply (not available for the Infant-Toddler program). This program cannot cover all costs, but could offset payments for eligible families. The process is confidential and is managed through the FACTS Grant & Aid Assessment Service.

- Applications for tuition assistance may be made online at www.factstuitionaid.com (click on “applicant sign-in”).
- There will be a \$30 fee for the application
- Instructions may be obtained online
- When entering the cost of your program, please include before school, after school, and summer programs if you are participating
- Do not forget to MAIL or FAX your supporting documents to FACTS.
- The tax information needed to verify your application is shown online in the FGAA Checklist
- FACTS will collect and verify your information and make a recommendation for tuition assistance to Brookview School. The final decision to offer tuition assistance rests with the school.

Insufficient Funds: A \$35.00 fee will be charged by Brookview School if any check is returned due to insufficient funds. The School will accept only money orders or cash if two or more checks are returned due to insufficient funds.

- **Admission Decisions:** Admission decisions for the infant, toddler and primary programs are made by the teaching and administrative staff. Admission decisions for the lower elementary and upper elementary programs are made by the Elementary Program Admissions Committee consisting of the lead lower and upper elementary teachers and the Executive Director. In the event that one of the members of the Committee is unavailable another staff member chosen by the Executive Director shall serve in the place of that member.) These decisions are based on the application forms, the prospective student’s interview, and the needs of the existing class with regard to balance of

age and gender. If a placement is offered to the prospective student, a \$250 non-refundable enrollment fee is due within two weeks.

- **Admissions to the Lower Elementary, Middle School and Upper Elementary Programs for Students without Two Previous Years (Immediately Preceding) of Montessori Instruction and for Students with Learning, Behavioral and/or Emotional Needs:** Brookview School has the following policies and procedures for the admission of students entering the lower elementary, middle school or upper elementary programs without two previous years (immediately preceding) of Montessori instruction.

- **Admission of Students without Two Previous Years (Immediately Preceding) of Montessori Instruction:** In the case of prospective students without two previous years (immediately preceding) of Montessori instruction, the Executive Director will initially offer a tour of the school and communicate the details of the admission process with the prospective parent(s) or legal guardian(s) prior to involving the prospective student. Thereafter, the following procedure will be implemented:
 - The Elementary Program Admissions Committee (the Committee) will convene to interview and assess the qualifications of the prospective student applying for admission to the lower elementary program or the upper elementary program.
 - The Committee will interview the parent(s) or legal guardian(s) of the prospective student, the prospective student and any other responsible parties to determine if the prospective student is likely to adapt to a Montessori environment. These interviews will be held separately, if possible, to fully ascertain the prospective student's likelihood for success at Brookview School. Interviews with the parent(s) or legal guardian(s) of the prospective student and any other responsible parties may be conducted by one or more members of the Committee. However, the prospective student must be interviewed by each member of the Committee. In situations where scheduling conflicts arise, it may be necessary for Committee members to conduct separate interviews with the prospective student in order to provide each member of the

Committee with the opportunity to interview the prospective student.

- After these interviews have been conducted, the Committee will make a determination as to whether the prospective student requires external testing or evaluation prior to an admission determination.
- Thereafter, the Committee, with full consideration of the prospective student's academic, social and emotional preparedness, as well as the class dynamic and welfare, will make its best determination as to whether the prospective student would be a good fit in the Brookview Community and would contribute to a mutually beneficial Montessori learning environment.
- The Committee shall make every effort to reach an admission decision within thirty days after a first interview with the parent(s) and the receipt of the pertinent academic and medical records from transferring schools.
- Following a complete review of the prospective student's application, if the Committee makes the unanimous decision that the prospective student would likely be a good fit in the Brookview Community and would likely contribute to a mutually beneficial Montessori learning environment, the prospective student will be offered probationary admission to Brookview School.
- The Enrollment Agreement offered to the parent(s) or legal guardian(s) of the prospective student shall have a probationary period provision that shall permit Brookview School to terminate the Enrollment Agreement in the event that a determination is made by the Committee, in consultation with the student's teacher, that the student has failed to acclimate to the Montessori learning environment and/or has become a disruption to the classroom.
- The prospective parent(s) or legal guardians shall be required to provide a back-up plan before the probationary period begins in the event that the student fails to acclimate to the Montessori learning environment and/or has become a disruption to the classroom.

- The Committee, in consultation with the student's teacher, shall reassess the student during the probationary period.
- A determination that the student has failed to acclimate to the Montessori learning environment and/or has become a disruption to the classroom can be made by the Committee in its sole discretion at any time during the probationary period.
- No later than the time of the Fall Conference with the parent(s) or legal guardian(s) of the student, the Committee may notify the parent(s) or legal guardian(s) of the student that the student is not meeting the behavioral or academic requirements set forth in the Enrollment Agreement and that: (1) the student will be dismissed from Brookview School; or (2) intervention methods will be employed in accord with the policies stated in the Brookview Community Handbook for the purpose of bringing the student into compliance. In the case of a student who is admitted to Brookview School after the commencement of the school year, this notice may be given no later than thirty days after the date of admission.
- In the event that intervention methods are employed, the Committee shall make a determination no later than thirty days after the Fall Conference whether the student has met the behavioral or academic requirements set forth in the Enrollment Agreement. In the case of a student who is admitted to Brookview School after the commencement of the school year, this determination shall be made no later than sixty days after the date of admission.
- In the event that the student has not met the behavioral or academic requirements set forth in the Enrollment Agreement, the student shall be dismissed from Brookview School and the Enrollment Agreement terminated.
- In these cases, the parent(s) or legal guardian(s) will not be liable for the remaining prorated portion of the tuition for the academic year between the date of the dismissal notification and the termination date set out in the Enrollment Agreement.

- **Students with Learning, Behavioral and/or Emotional Needs:** The Montessori educational model is well-suited to children with different needs and learning styles. There is an emphasis for all children to work

at their own pace using an individualized program and multi-sensory materials. However, Brookview School does not employ special education teachers or support staff trained to deal with students who have learning, behavioral and/or emotional needs. In order to obtain an optimal relationship with Brookview School, the parent(s) or legal guardian(s) of prospective students with learning, behavioral and/or emotional needs, suspected or diagnosed, must be honest in their communications with the school and are obligated to provide the school with all of the necessary information to permit the school to make an informed decision about the extent and scope of the prospective students learning, behavioral and/or emotional needs, including, upon request, all documentation regarding diagnoses, evaluations and assessments of the prospective student performed by professionals as well as pertinent academic, behavioral and medical records from transferring schools.

For students who enter our educational programs with identified specific learning, behavioral and/or emotional needs or who, after admission, are identified to have specific learning, behavioral and/or emotional needs, Brookview faculty will work with outside specialists (e.g., psychologists, occupational therapists), contracted either through the Berrien County Regional Education Service Agency (Berrien RESA) or privately by parents, to develop and implement an Individual Education Program (IEP). Brookview operates according to an “inclusion model” in which extra assistance is provided in the classroom. “Pull out” from class to work with specialists occurs only when necessary. There will be ongoing consultation between teachers and outside specialists to ensure that the student’s specific learning needs are being addressed using best practice interventions.

If the parent(s) or legal guardian(s) suspect that their child may have unique learning, behavioral and/ or emotional needs that are interfering with his/her academic achievement, they may request that the Berrien County Regional Education Service Agency (Berrien RESA, 269-471-7725) perform a screening of their child’s developmental progress. It is important to note that a school-based referral is not required for concerned parent(s) or legal guardian(s) to contact Berrien

RESA. However, parental or a legal guardian's consent is required before their child's developmental progress can be evaluated.

Brookview recognizes that, in some situations, it will be determined that a student who has learning, behavioral and/or emotional needs is not a good fit in the Montessori Community and that continued attendance by that student does not contribute to a mutually beneficial learning environment. In the event Brookview determines that the behavior or academic achievement of the student does not meet Brookview standards, it reserves the right to deny enrollment or to require the student's dismissal at any time during the school year. In addition, Brookview reserves the right to dismiss the student in the event Brookview determines that it is unable to meet the needs of the student. Such determinations shall be made by the Executive Director in his or her sole discretion. In these cases, the parent(s) will not be liable for the remaining prorated portion of the tuition for an academic year between the date of the dismissal notification by the Executive Director and the termination date set forth in the Enrollment Agreement.

The prospective parents shall also be required to request the student's present school to send to Brookview School an official transcript. Acceptance of the student is subject to receipt of an official transcript from the student's present school and such other records as Brookview School may request, provided that (1) a student whose present school is in a foreign country may deliver the official transcript directly; (2) even after acceptance, the school in the foreign country will still be requested to send an official transcript for verification purposes; and (3) failure of the school in the foreign country to send an official transcript will not result in the discharge of the student. Depending on the age of the student and the time of year that the application is submitted, students may be invited to visit the classroom for part of the day, or meet with the teacher after school. Upon acceptance, an Enrollment Agreement will be issued. Upon the return of the completed Enrollment Agreement, the student will be placed on a class list.

Family Emergency Enrollment Policy

In the event that the parents or legal guardians of a student enrolled in Brookview School encounter a medical or other emergency during the school year that may require the immediate enrollment in Brookview's infant/toddler and/or the primary programs of an additional child or children in the same family unit, the Executive Director shall have the authority to enroll such child or children in the infant/toddler and/or the primary programs upon such terms and conditions as the Executive Director in her or his discretion shall deem appropriate in the circumstances, provided that: (1) the applicable tuition may be prorated and the fees adjusted by the Executive Director to fit the circumstances of each family emergency; (2) the action of the Executive Director shall be reported to the Executive Committee immediately and to the Board of Directors at its next meeting; and (3) upon the determination of the Executive director that the family emergency has ended, the enrollment of such children shall either be terminated or continue for the balance of the school year in accord with the terms and provisions of the standard Enrollment Agreement.

School Orientation

We are committed to helping families (new and returning) transition smoothly into the academic year and the Brookview School community. As such, we have a variety of initiatives aimed at connecting families and enhancing communication which takes place during the "back to school night".

Building Access

- **Swipe cards** Brookview School is locked during the school day. Parents/guardians have access to the building Monday through Friday between the hours of 7:00 am and 5:40 pm through the use of a magnetic swipe card encoded with a specific access code. Two swipe cards are distributed to parents/guardians upon enrollment. For security purposes, the number of cards is restricted to two per family. No cards will be issued to students.
 - If a card is lost, please report it to the Office so that it may be de-activated. Replacement swipe cards may be purchased for \$5.00.

- Cards must be returned when your child's enrollment at Brookview ends. The family's final account statement will reflect fees for unreturned swipe cards.
- **Guest Sign In** Upon entry into the school, all guests must report to the Front Desk, sign in, and receive a visitor's badge. Guests must sign out when they leave the building.

Attendance/Tardiness

In order for your child to gain as much as possible from an educational program, **TIMELY ARRIVAL AND REGULAR ATTENDANCE ARE EXPECTED.** We take seriously the negative effects of tardiness and absenteeism on a child's mastery of social skills and educational endeavors. Also, for safety reasons, staff must know which children are in the building at all times.

- If your child is going to be absent, please call the School before class begins giving the child's name, classroom, and reason for absence.
- If you keep your child home from school in observance of a religious holiday or vacation, please let your child's teacher know in advance with a written note indicating the dates of and reason for the absence.
- If you arrive after 8:00 am for morning drop off, please park and bring your child to the Front Desk to check in. Your child will then be escorted by a staff member to his/her class.
- A child is marked tardy if he/she arrives at school 15 minutes late.
- Attendance records will be kept in your child's school file and will be forwarded to their next school.

Arrival/Dismissal

AM Arrival: A staff member is outside to welcome children in the morning between 7:45 and 8:00 am.

- Infant and toddler parents are requested to always bring their children to the classroom.
- If you arrive at the school prior to 7:45, please wait in the car line until the stated time when a teacher is available to greet your child.

- For safety reasons, and out of respect for our teachers who need time to prepare for class, your child may not be dropped off prior to 7:45 am unless he/she is signed up for Early Bird (\$10 fee).
- If you arrive after 8:00 am, please park your car, turn off the engine, and walk your child to the Front Desk. PLEASE DO NOT PARK ALONG SIDE THE BUILDING OR IN FRONT OF THE MAIN ENTRANCE. This area is a fire lane that must be kept open.

PM Arrival: A staff member will be outside to welcome children attending the PM Primary Class between 11:25 and 11:35.

- If you arrive at the school prior to 11:25 am, please wait in the car line until the stated time when a teacher is available to greet your child.
- If you arrive at the school after 11:35 am, please park your car, turn off the engine, and walk your child to the Front Desk. PLEASE DO NOT PARK ALONG SIDE THE BUILDING OR IN FRONT OF THE MAIN ENTRANCE. This area is a fire lane that must be kept open.

Dismissal

Routine daily dismissal consists of dismissing the child to the parents/guardians or other authorized adult. The Front Desk staff should be notified in writing if someone not listed on your child's information card will pick up your child. Your child will not be released until the identity of the person involved in a non-routine dismissal is confirmed.

- **AM Dismissal:** AM Primary students will be dismissed from the School's Main Entrance at 11:20 am. Because of the short time between the half day Primary classes, it is vital that parents pick up their morning students on time.
- **PM Dismissal:** Afternoon dismissal occurs at 3:00 pm for primary students at the main entrance. All other students are dismissed at 3:20 pm, via two separate exits (Doors 1, and 2). Toddlers and Upper Elementary students exit through Door 1 (main entrance to school). Lower Elementary students are dismissed through Door 2 (entrance to left, close to school

kitchen). Please pull up to the appropriate Door and your child will be waiting there for you.

If you arrive at the school late, your child will be brought to the age-appropriate after-school program and you will be charged \$20.00. We understand that occasional unforeseen circumstances cause parents to be delayed therefore we allow for a 20 minute grace period. (3:20 for full day primary, 3:40 for all other classes).

Delayed Opening/Closing

Michigan living includes snowy winters. In the event of severe winter storms, it may occasionally become necessary to close Brookview School or delay the start of the school day.

Several factors go into making this decision, including the amount of snowfall, the temperature, the weather forecast, whether or not Zollar Drive and Somerlayton Roads have been plowed and are passable, and the road conditions in areas where Brookview faculty and staff live, which affects their ability to get to school and appropriately staff the building.

When extreme weather occurs, the Executive Director will make the decision by 6:30 AM to open, close, or delay the school start time. This will be communicated in the following ways:

- The school's website- www.brookviewschool.org
- TV stations WSBT and WNDU (Channel 16)
- AM radio WSJM-1400, Cosy Superhits 940 AM
- On FM radio WIRX-107.1, Cosy-FM 103.7, The Coast 98.3, and Y Country 97.5
- The School's phone message 269-925-3544
- An e-mail will be sent out to the current Brookview Family distribution list. This is the same list that receives the Brookview Community Newsletter via email. Please note that the newsletter has the option to unsubscribe. If you have unsubscribed, this removes your email address from the distribution list and therefore will not receive an email to that address in the case of a school closing or delayed start time.

Before and After School Programs

Before and after school programs are available for parents needing extended child care:

- The *Early Bird* Program runs from 7:00 to 8:00 am
- The *Todo el Día* Program runs from 3:00 to 5:20 pm
- The *After School* Program runs from 3:20 to 5:20 pm

For parents requiring these services on an ongoing basis, they may be incorporated into the enrollment contract and selected tuition payment plan. Parents wishing to use these programs should note that space is limited. Please contact the Front Desk (phone 269-925-3544) as soon as you know you will require before or after school care for your child(ren). You may email info@brookviewschool.org to reserve space but please make sure to do so at least 24 hours in advance and obtain confirmation that space has been reserved for your child.

Field Trips

Field trips enhance the children's Montessori classroom experience and occur throughout the school year. Information about specific field trips will be sent home prior to each outing. Permission is obtained for each field trip by parents completing the Brookview School Enrollment Contract Addendum at the start of the school year and by the completion of a Field Trip Permission Form for each field trip. On all trips, the teacher will act to promote the safety of the students.

Brookview School relies on the generosity of our parents to provide transportation and make these events possible. Alternately, parents may be asked to cover transportation costs. Prior to being a volunteer driver, parents must:

- Provide a copy of their driver's license and car insurance
- Obtain clearance from the Central Registry (form can be obtained from the Office)
- Students and drivers must adhere to Michigan State laws regarding Seat Belt/Restraining Devices
- An age appropriate car seat, booster seat, or seat belt must be provided for each child

- Children less than four years require a child car seat
- Children less than eight years or smaller than 4'9" require a booster seat.
- No child under the age of twelve, or under eighty pounds, may ride in the front seat.
- If you do not already have a first aid kit in your car, you may borrow one from the office before starting the field trip.

Clothing Guidelines- The Montessori philosophy encourages independent self-care for the child.

➤ **Daily clothing:**

- Children should wear simple, comfortable clothing that is easy to put on and take off by themselves
- We recommend rugged clothing that you don't mind getting messy
- Clothing should be conservative, e.g., shorts to be hand length below the thigh, legging to be worn under skirts.
- We recommend non-descript clothing , e.g., without popular characters or gimmicks such as lights, as such clothing may be a source of distraction

➤ **Change of clothing:** As Brookview children are always creating, exploring and often going outside, it is strongly recommended that children of all ages have a set of clean, season-appropriate clothes in their cubby/locker.

➤ **Outdoor apparel:** All of our children play outside every day except during heavy rain or extreme cold. Please make sure your child is dressed for the weather. Appropriate outdoor clothing, including snow pants, boots, hats, mittens and shoes that are safe for running and climbing, are required

➤ **Inside shoes:** Please provide a pair of closed-toe shoes that your child can put on and take off independently. These are to be kept at school and used only for indoor wear.

- **Physical activity shoes:** Elementary and middle school students are required to have shoes appropriate for running and tumbling on physical activity days.
- **Labels:** All child's clothing, shoes, lunch supplies, and nap supplies should be clearly marked with the child's name. The Lost & Found is located inside the main entrance. Unclaimed items are donated to needy children several times a year.
- **Nap supplies:** Children four and under who nap will be provided with a mat for daily nap. Parents should provide a blanket and something to snuggle with if desired. All nap items will be sent home at the end of each week for washing, to be returned on the next scheduled school day.

Sharing in Classrooms

Children like to share information/items of personal interest with others. We recognize this interest and see it as an opportunity to foster skills important of self-expression. Many classes have specific days when children are welcome to bring items to class to share. Please ask your child's teacher about the specific classroom protocol around sharing as it varies across age levels and classrooms. If your child chooses to participate, please help him/her choose items that are of interest and benefit to the class as a whole (e.g., natural specimens, something from another culture, something the child has made, or an interesting book). Toys, money, candy, video games and similar items should be left at home.

Birthdays

Birthdays are a rite of passage to celebrate the life of the child. Your child's teacher will have details regarding how birthdays are celebrated in the classroom and your part in that celebration. Parents are welcome to provide a nutritious, special snack for your child's special day. Different breads, muffins, fruit or fruit kabobs are welcome. **Respecting the dietary preferences and allergy concerns of our families, please do NOT send a sugary snack, such as cake, cupcakes, donuts, or anything containing tree nuts or peanuts.**

In consideration of all the children, please do not deliver holiday cards, party invitations or birthday gifts to other children at school. Additionally, please do not use the school as a pick-up spot for your child's parties as it is uncomfortable for the children who are not invited.

Holidays, Celebrations, and Traditions

At Brookview, all cultures and traditions are important to us. We introduce the children to a variety of holiday traditions from many different ethnic and religious groups. We do not celebrate all holidays every year, but participate in cultural celebrations according to the continent we are studying at that time. Families are invited to help us by sharing stories, traditions, cooking food, singing songs, or playing games from the various cultures.

Staff appreciation

Each year a special celebration will be planned to honor our teachers and staff. Parents can get involved by joining a committee to plan the event. A week long celebration providing cards, flowers, and lunch to the staff are typical. Parents are not obligated to participate, and are encouraged to do whatever feels right to them regarding the giving of gifts to staff.

Student records

Brookview School creates and maintains a student file on each child enrolled. This file includes information provided by the family such as emergency contact information, application, tuition contracts, health records, etc. The file also includes records of attendance, academic progress reports, and achievement test results (upper elementary and middle school students only). Reports of any outside evaluations (e.g., psychological, speech and language, neurological, and occupational therapy) are also included. All student records, in accordance with state requirements, are confidential. If a parent wishes to inspect their child's student records, they may do so after contacting the Executive Director. Parents wishing to have copies of their child's records sent to other schools must submit a Records Release Form, obtainable from the School requesting the records. The student's financial account must be current for records to be released. As mandated by state law, Brookview School will retain permanent student records on school-aged children for a minimum of sixty years.

How We Communicate

Brookview School is committed to maintaining clear, concise, consistent two-way communication with parents. The following forms of communication will be used to achieve this goal.

Website (www.brookviewschool.org)

Contains general, up-to-date school information and postings (e.g., [school calendar](#), the [handbook](#), [school newsletter](#), [community, academic, and administrative events](#), school closing information)

Email

You may contact the school office via email at info@brookviewschool.org.

The email addresses of teaching and administration Staff are listed in the back of this handbook. Teachers will check their email daily. Urgent messages should be addressed to the front desk.

Telephone

Classroom telephones are reserved for EMERGENCY USE ONLY.

You may leave a message for your child's teacher on her voicemail or with the Front Desk. Teachers check their voicemail daily and will return your call during non-class time.

Friday Folders

Messages, flyers, newsletters, updates and school work are generally sent home for all children in their Friday Folders.

Children who do not attend school on Friday will receive their notes on the following Monday.

School Newsletter

Sent regularly via email to keep you updated on school events available via [website](#), and in paper form if requested
If you have an item for the newsletter please submit it to the Office

Community Meetings

Informal gatherings with an open agenda set by community members who attend

A paper will be posted on the School Bulletin Board a week prior to a meeting date for members to suggest agenda items

Meeting dates will be posted on the website and outside marquee

- Childcare is available, please sign up in advance at Front Desk or via email at info@brookviewschool.org

Parent-Teacher Conferences

- Are held in Fall and Spring
- The purpose is to share observations and information about your child's academic progress and growth
- You may contact your child's teacher to schedule additional conferences if necessary

Parent Classroom Observation

Parents are welcome to schedule classroom observations starting in mid-October; this allows students time to settle in

- Schedule your classroom observation with your child's teacher or through the Office
- Plan to sit quietly and make notes of your comments or questions
- Refrain from interacting with the children; let them know you are busy with your notes and redirect them to their work
- Schedule a follow-up meeting or phone call if desired

Year-end Academic Report

- A written academic report, including the total number of days tardy and absent, is distributed to parents (for kindergarten age and older) at the end of the year

Outside Marquee

- Located in the far right corner of the school parking lot for parents to read while waiting in the car line
- Highlights upcoming key school events

Community Bulletin Board

- Located inside the school's front entrance to the right of the Front Desk
- Contains information on Montessori education, alumni news, school, classroom and community events

Concerns/Problems

Most situations are handled best by direct communication between parents and the teacher involved

- Any problem involving a child should first be discussed with your child's teacher by appointment
- If you have a question or concern after speaking with the teacher, please contact the Executive Director.
- If you feel your idea, suggestion, or concern was not handled satisfactorily at a teacher and administrative level, you may bring your issue to the Board
- Please refrain from addressing concerns with your child's teacher in the car line

Health & Safety

Health and Wellness

Brookview School encourages the eating of healthful foods and the participation in developmentally appropriate levels of physical activity to help its children grow, learn and thrive. Below are the ways in which the habits of food and physical activity are integrated in the curricula and throughout the school.

Nutrition

- Experimental garden
- We encourage healthy lunches. Please send prepared lunches and include an ice pack. We are not allowed to heat or refrigerate, per Michigan Department of Human Services.

Slow Snack Program

- Farm tours and harvests
- Classroom cooking and meal sharing
- Studies in world cuisine

Physical Activity

- Gross and fine motor skill development are the focus of the
- infancy through primary years (0 to 6 years)
- Sensory-motor learning activities
- Movement classes

- Outdoor playground
- “Sports for the life” (that a person can do at any age) are introduced in the elementary through middle school years. This includes formal instruction in several physical activities such as
 - Swimming
 - Bowling
 - Tennis
 - Golf
 - Dance
 - Yoga

Health Care Plan

Health Practices and Procedures

The following practices and procedures have been implemented to protect the health of children and staff.

Hand Washing: Children and staff are required to wash their hands upon arriving at school daily. Children and staff wash their hands before eating, and after using the bathroom and blowing their noses.

Handling Bodily Fluids: All staff members annually complete OSHA Blood Borne Pathogens training. The training provides all staff members training in universal cleaning procedures to protect the children and themselves against possible contamination from bodily fluids.

Cleaning and sanitizing all Equipment, Toys and other Surfaces:

Equipment, toys and other surfaces are required to be regularly cleaned and sanitized to minimize the spread of disease. Sheets used in the infant and toddler programs are washed and sanitized at least weekly.

Controlling Infection: The school uses disposable paper products to control the spread of disease. In addition, sickness and wellness procedures are in place to isolate and remove children who have or may have communicable diseases. If the teachers and staff notice a child showing symptoms of an

infectious disease, the school will send the child home immediately and take the following precautions:

1. The school will contact the Berrien County Health Department to discuss course of recommended action for this particular illness as required.
2. The school will institute special daily disinfection procedures, as required.

Health Resources:

Berrien County Health Department

www.bchdmi.org

American Association of Pediatricians

www.aap.org

Mayo Clinic health information

www.mayoclinic.com/health/childrens-health

Kids Health-addresses a wide variety of health issues

www.kidshealth.org

Center for Disease Control-Infant & Child Health *Nutrition and Fitness*

www.cdc.gov/--Center

Baylor University Nutrition

www.bcm.edu/cnrc/resources/kids.html

National Institute of Health

www.nhlbi.nih.gov/health/public/heart/obesity/wecan/

American Heart Association –Children’s Health

www.americanheart.org

Sickness and Illness

When to stay at home:

- If your child is not feeling well enough to participate fully in all school programs
- FEVER- any temperature over 99.5; less if the child feels badly or acts “out-of sorts”
- DIARRHEA-more than one episode in a two-hour period
- VOMITTING for any reason

- RASH – undiagnosed
- SCABIES or LICE
- ANY COMMUNICABLE DISEASE (e.g., pink eye, strep throat, chickenpox)
 - Inform the office of the diagnosis of a communicable disease or illness
 - Notices will be sent to the families whose children have been exposed. The child’s name will be confidential

When to return to school:

- When a FEVER is absent for 24 hours (without fever reducing medicine)
- When the child has had antibiotics for 24 hours or more
- When a RASH is diagnosed as non-contagious by a physician
- When DIARRHEA has stopped for 24 hours
- SCABIES AND LICE must be cleared and nits completely gone
- A child with CHICKEN POX may return only when all lesions (rash spots) are completely crusted over and healed.

If your child becomes ill at school?

- If a teacher determines it necessary, a parent/guardian will be contacted and asked to come for the child immediately.
- If indicated, the child will be isolated from other children until a parent arrives.
- We will do our best to make your child comfortable until you can pick him up (cold compresses, clear liquids, rest, use of the rest room, etc.).
- In cases of extreme medical emergency, the staff will call 911 and the child will be taken to the medical facility determined by the 911 staff. The parents will be notified and directed to the medical facility where the child is taken.

Medication storage and administration

- Prescription and non-prescription medicine will be administered ONLY when accompanied by a written permission slip from a parent/guardian. Medical permissions slips are not required for sunscreen and insect repellent. There is a specific form to cover those two categories.
- A Medicine Administration Form_ (available from the office) must be completed specifying exact procedures for the administration of the medications
- All medications must come to the school in its original container with the name of the medication and the child's name
- Prescription medication must have the pharmacy label indicating the physician's name, child's name, instructions, and name, expiration date and strength of the medication, and shall be administered according to those instructions
- A record will be kept in the Office specifying the date, time, medication, dosage, and name of the person administering the medications
- All medications are locked in the Office Medicine Cabinet

Children may not keep medications of any kind with them. DO NOT SEND MEDICATION (PRESCRIPTION OR NON-PRESCRIPTION) IN YOUR CHILD'S BACK-PACK, LUNCHBOX, PURSE OR BAG.

Accidents and Emergencies

Minor Accidents: If an accident is considered minor by Brookview staff, the following procedures will be followed:

- Basic first aid (if necessary) is provided (cleaning and application of a band-aid)
- An accident report is completed with a copy put in student's file and one provided for the parents/guardians

Emergencies: If an accident is considered an emergency by Brookview staff, then these procedures will be followed

- The parents/guardians will be contacted immediately

- If a parent/guardian can't be reached, then the person listed as emergency contacts on the child's Health Record will be contacted
- If necessary, an ambulance will be called and the child transported to the hospital identified in the Health Record
- Basic First Aid procedures will be provided by Brookview staff

Emergency Preparedness

- Fire Drills
 - Six randomly scheduled fire drills will be conducted throughout the school year in conjunction with the local fire department
 - teachers and students periodically review the drill procedures, which are posted in a visible location in each classroom

- Tornado Drills
 - two randomly scheduled tornado drills will be conducted throughout the school year
 - The Drill
 - Each class is assigned to a location that would be safe in the event of a tornado (e.g. under a stairwell, in a restroom, or an internal hallway)
 - Children sit on the floor with their heads down until the drill is over and the "all clear" is called – approximately a couple of minutes
 - Teachers then guide the children back to class to talk about what they experienced and to reassure them of their safety

- Lock-down Drills
 - Three randomly scheduled lock-down drills will be conducted throughout the school year. These are mandated by the Berrien County Sheriff's Office.
 - The Drill:

- The yellow strobe lockdown alarm lights in each room can be activated by any teacher's or staff member's alarm button.
- Teachers are informed as to the type of lockdown (internal threat, external threat, or shelter in place)
- Lights are turned off, doors locked, blinds closed, cell phones and computers are turned off
- Children are informed that they are going into "lockdown mode" and quietly guided to pre-designated safe location – the location changes depending on the type of drill with goal that the children cannot be seen by the source of the threat
- Children remain in lockdown until police have given the "all clear"
- Teachers then guide the children back to class to talk about their experience
- If you arrive at the school when a drill is in progress, please remain in your car and wait until the all-clear is given. Do not attempt to enter the school or pick-up your child during a drill.

Code of Conduct

Dr. Maria Montessori integrated a code of conduct into her curriculum emphasizing grace and courtesy. Children are guided and expected to behave respectfully toward themselves, each other and their physical environment, thereby ensuring a safe and secure learning environment. At Brookview, discipline refers initially to a child's ability to responsibly guide his or her own behavior. Self discipline is considered a necessary life skill that is acquired through appropriate guidance and individual effort. Self discipline is developed from the earliest age in the infant/toddler program through middle school. Teachers and staff use positive methods of discipline that are age appropriate and encourage self-control, self-direction, self-esteem, and cooperation.

“Freedom within limits” is the core of the philosophy regarding discipline in a Montessori environment. Montessori children enjoy considerable freedom of movement and choice; however, their freedom always exists within carefully defined limits on the range of their behavior. They are free to do anything appropriate within the ground rules of the school community. However, they are promptly and firmly redirected with reminders of ground rules and expectations. The adult may say, “Paints are only for paper, would you like help to clean this up? Then, I will help you choose another activity” Preparation of the environment and carefully defined ground rules are key to successful discipline. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student. At this time, age appropriate consequences directly relating to the situation are laid out. Should the child continue to disobey, the consequences will be enforced. For example if a four year old is painting on the wall instead of the easel and refuses to stop when asked, she would lose the privilege of using paints for the remainder of the day. If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. Once the child/children are safe, the teacher can assess the situation and choose appropriate discipline measures, if required.

If the child’s body is out of control and he or she is unable to respond to redirection, discussion, or consequences, the teacher may choose to have the child sit quietly in a calm part of the classroom to regain self control. When the child is able to return to work calmly he or she may do so, with permission from the teacher. This “time out” should never last more than a few minutes for a preschool child. Our approach to discipline is based on empowerment, mutual respect, and trust.

When behavior is inappropriate and a child is unable to independently recognize this and correct him or herself:

- Staff will intervene to help the child develop self-assessment and problem solving skills.

- Staff intervention shall consider the age and developmental level of the child and be age-appropriate.
- If a child does not respond and cooperate with teacher and staff efforts to develop self discipline, the parents will, at an appropriate stage as determined by a teacher or staff member in consultation with the Children's House Manager & Executive Director, be notified and included in the planning process for addressing the child's behavior issue and Brookview School may institute appropriate consequences, as stated in the Discipline Policy.
- The child may be considered for appropriate counseling/evaluation, put on probation, suspended or asked to leave the program or be directed to withdraw from the program in accord with the Discipline Policy or the Discipline/Guidance Policy for Infants and Toddlers, if these efforts do not succeed.
- Teachers and staff will intervene to stop all acts of physical aggression and/or harm to protect a child, a teacher or a staff member.
- As required by law, the teachers and staff will report suspected incidences of child abuse, neglect, or exploitation. A written report will be submitted to the Department of Human Services.

Discipline. Brookview School will make every attempt to accommodate specific student needs to create a learning environment that is successful for every child within the Montessori methods and philosophy. Occasionally, the student's needs cannot be met. Brookview School reserves the right to impose discipline on the student in accord with the Discipline Policy or the Discipline/Guidance Policy for Infants and Toddlers if, in the opinion of the teachers and school administration, the child is not able to benefit from the program or is a disruptive influence upon the other students and class. The Discipline Policy shall be applied in such instances in a manner appropriate to the age of the student and the Program in which the student is enrolled. For Children enrolled in the Infant program or the Toddler Program, the Discipline/Guidance Policy for Infants and Toddlers shall be applied rather than the Discipline Policy.

Destructive or Disruptive Offenses. Destructive or Disruptive offenses subject to suspension or dismissal are extremely rare and include, but are not limited to, the following:

- Continued disobedience and/or disciplinary problems
- Physically aggressive behaviors and/or violence or threat of violence to another person
- Tantrums and/or continual outbursts
- Repeated failure to follow school rules and/or norms of civil behavior
- Verbal and/or mental abuse
- Harassment or bullying, including cyber bullying
- Vandalism or the willful destruction of school property or the property belonging to others in the school
- Theft or the taking of another's property without the owner's permission
- Substance abuse
- Bringing weapons to school

Prohibited Forms of Discipline. Under no circumstances will teachers and staff be permitted to touch a student abusively or roughly, speak to a student in a derogatory or disrespectful manner, or deprive the student of regularly scheduled meals or use of the bathroom. The following forms of student discipline/punishment are specifically prohibited by the Michigan Department of Human Services:

- (a) Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- (b) Restricting a child's movement by binding or tying him or her.
- (c) Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a student.
- (d) Depriving a student of meals, snacks, rest, or necessary toilet use.
- (e) Confining a student in an enclosed area, such as a closet, locked room, box, or similar cubicle.

DISCIPLINE/GUIDANCE POLICY FOR INFANTS/TODDLERS AND PRIMARY STUDENTS

Discipline in the infant/toddler primary programs is appropriate to the developmental level of infants and toddlers. Self discipline is taught at the earliest age. Children are encouraged to make choices that are positive when offered a choice between two acceptable behaviors, activities, materials, etc. Teachers and staff use positive methods of discipline that are age appropriate and encourage self-control, self-direction, self-esteem, and cooperation. Children in the infant and toddler programs are not punished; they are taught by positive guidance. Discipline is never associated with eating or toileting. Children are never labeled as “bad” or “naughty”.

Prevention is an important technique used at Brookview. Teachers are alert to situations that could precipitate a child’s frustration or a dispute between two or more children. When children are not in danger of hurting or being hurt, they are allowed time to work out their differences. Adults step in as guides, putting the situation into simple language the children can understand. Children are asked for input into the solutions. In this way, children learn how to get along with others.

Redirection is also used with infants and toddlers. When a potential problem becomes evident, children can be guided into an acceptable activity and offered appropriate choices.

Children who are disruptive or hurtful to others may be requested to sit away from the group until they are ready to rejoin it. The children themselves may determine they are ready, or the teacher may invite them to rejoin the group. Parents of children with excessively disruptive or hurtful behavior may be asked to seek professional assistance. Parents may be required to remove their child from the infant and toddler program if his/her behavior significantly disrupts the harmony of the group.

Discipline Policy

Purpose

The purpose of the Brookview School Discipline Policy is to encourage a constructive approach to discipline that creates opportunities for students to address problems and misunderstandings, and develop better self-control, self-direction, self-esteem, cooperation and motivation to become engaged, constructive members of society. The Discipline Policy shall be applied in a manner appropriate to the age of the student and the Program in which the student is enrolled.

Awareness

As appropriate during the school year, teachers and staff shall raise awareness of the Code of Conduct and how students can incorporate it in their daily behaviors.

Prevention

Brookview School's teachers and staff are leaders who should nurture and model a school climate that fosters community and civil behavior. They should use positive methods of discipline which encourage self control, self-direction, self esteem, and cooperation. For example, when a child is disruptive, teachers and staff should provide guidance ("Please use your quiet voice," or "Please use your walking feet"), rather than censure ("Don't yell," or "Don't run").

Our goal at Brookview School is to lead the child towards self-discipline through nurturing and sensitivity. The following guidelines for teachers and staff epitomize the means by which the Montessori Method addresses the need to effect change towards positive behavior through observation, preparation of the environment, lesson planning, and teaching:

- Be consistent. Children rely on and expect fairness which comes from consistency.
- Each child is an individual; respect for each child allows you to communicate effectively.
- Consider the age of the child and apply procedures and discipline that are appropriate to the child and the Program in which the child is enrolled.

- Set and reinforce expectations, rules, and limits. Keep these simple. Involve older children with defining and following them.
- Teach and use age-appropriate methods of conflict resolution.
- Whenever possible give the child two appropriate choices. If necessary, have the child remain with an adult rather than giving her or him repeated opportunities to be aggressive and/or destructive.
- Restraint may be used when reasonably necessary, based on the child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property.
- Review your own actions and behaviors. Avoid creating situations that trigger misbehavior.
- Do not embarrass a child in front of others. Do not scold a child in front of others. Speak to the child individually and away from others.
- Provide "cool down time." Let time pass and tempers cool before speaking to the child privately.
- Learn about the child's background – learning style, learning needs, and cultural backgrounds.
- Develop positive partnerships with parents and guardians. Communicate something that is positive about the child on a regular basis.

There may be occasions where teachers and staff are unaware that a child has reason to complain about the actions of another child. Teachers and staff shall make children aware that they can safely (and confidentially) communicate complaints about problems with other children (and any other matter) to teachers and staff.

Teachers and staff shall interact and communicate with each other and with the Children's House Manager and Executive Director for the purpose of preventing issues from developing into disciplinary situations. After all classroom alternatives have been exhausted, the teacher or staff member shall communicate the situation to the Executive Director on an Initial Concerns Form.

Intervention at Different Stages

Teachers and staff may exercise their judgment to choose, depending on the circumstances, to intervene in issues that may become a disciplinary situation. Intervention may be undertaken at different stages as set out below. It shall be

up to the judgment of the teacher or staff member whether to start intervention at Stage 1, or go directly to Stage 2 or Stage 3. Descriptions of special situations follow below the descriptions of three stages of intervention.

Stage 1. In this stage, an issue arises and is addressed by the parties and the first teacher or staff member who becomes aware of a problem.

1. Teachers and staff members shall, where appropriate, encourage students to work out issues among themselves. In situations where the issue involves only an individual student, teachers and staff members will work with that student to resolve the issue.

2. If this does not help to resolve an issue, the teachers and staff shall give guidance to those involved. Depending on the situation, this may include one or more of the following: redirection, discussing/clarifying expectations, confiscation, isolation from others, discussing/clarifying seriousness and consequences.

3. If this does not help to resolve an issue, the teachers or staff shall communicate the situation to the Executive Director on a Stage One Initial Concerns Form.

4. After consultation with the Executive Director, teachers and staff members may inform the parents/guardians of student(s) involved in a situation. Teachers and staff may ask the parents/guardians to meet with teachers or staff for the purpose of including them in the planning of a process for addressing the issue involving the student.

5. Teachers and staff shall maintain confidentiality among those involved in the School's internal disciplinary process.

6. If the guidance of the teachers and staff does not resolve the difficulty, the staff shall report the matter to the Executive Director and proceed to Stage 2.

Stage 2. In this stage, the issue is addressed with the involvement of the Executive Director.

1. The Executive Director shall investigate every report from teachers and staff about a discipline situation. The Executive Director shall interview participants and witnesses, and review evidence, as necessary. The Executive Director shall give consideration to the age of the student(s) involved in a situation and the Program(s) in which the student(s) is/are enrolled.
2. The Executive Director shall assess if the harm is harassment or bullying and take appropriate disciplinary action in accord with this Discipline Policy. See the Harassment and Bullying Prevention and Management Policy.
3. The Executive Director shall consider informing parents/guardians of the student(s) involved in a situation, and involve them in the discussion as the Executive Director considers appropriate.
4. The Executive Director shall involve the student(s) in a process that may include the following activities as may be appropriate to the age and Program of the student(s):
 - Describe the issue or problematic behavior to the student(s) in a specific and concrete way and explain the impact(s) on the recipient(s).
 - State the School's policy on discipline, and possible action or consequences.
 - Discuss expectations in a specific and concrete way.
 - Explain options and encourage student(s) to suggest remedies.
 - Indicate when the Executive Director will check back with the student(s), teachers, staff and parents/guardians to see if the issue has been resolved.

5. The Executive Director shall document a summary of these events on a Stage Two Incident Report, including names, times and methods of communication, and retain a copy in the School's administrative files.

Stage 3. In this stage, the issue is addressed with a formal plan. The Executive Director shall take the following action:

1. Notify the parents/guardians involved that action will be taken.
2. Assess the need to refer to the appropriate authorities, including outside specialists (e.g. psychologists, occupational therapists), contracted by the parents/caregivers either through the Berrien County Regional Education Service Agency (Berrien RESA) or privately by parents as discussed in the policy regarding Students with Learning, Behavioral and/or Emotional needs.
3. Ensure that a formal plan is prepared to address the cause of the discipline problem. The plan shall include specific accountabilities for monitoring and follow-up, and may include disciplinary action.
4. Ensure that all steps in the plan are implemented in a timely manner.
5. Document a summary of these events on a Stage Three Intervention Plan Report including names, times and methods of communication, and retain a copy in the School's administrative files.

- The following issues require a Stage 3 response:

- **Violent Behavior.** If a student acts violently towards another student or a teacher or staff member, the circumstances will be immediately reviewed by the Executive Director and the student may be suspended from the school for one or more days, without a warning. For behavior or threats of a serious nature, the suspension shall be for five or more days, without a warning, and the student may be dismissed from the School without the possibility of re-enrollment.

➤ Weapons. A weapon is anything that is commonly used or designed to hurt someone or to cause someone to be fearful. Weapons of any kind are prohibited on school premises. If a student is found in possession of a weapon such as a knife or other dangerous object, the circumstances will be immediately reviewed by the Executive Director and the student may be suspended from the school for one or more days, without a warning. For weapons threats of a serious nature, the suspension shall be for five or more days, without a warning, and the student may be dismissed from the School without the possibility of re-enrollment.

➤ Drugs. If a student is found in possession of drugs, the circumstances will be immediately reviewed by the Executive Director and the student shall be suspended from the school for one or more days, without a warning, and the student may be dismissed from the School without the possibility of re-enrollment. For the purposes of this policy, “drugs” means any mind-or-mood altering substance or a facsimile of any such substance or any substance that a student believes to be a drug or represents to others as a drug, but does not include over-the-counter drugs taken for medicinal purposes by a student or medicinal substances prescribed by a licensed medical practitioner for the use of the student concerned.

5. Disciplinary Action

1. Counseling. The Executive Director may ask the parents/guardians to seek appropriate counseling or other assistance, to best meet the needs of the student and to maintain a quality program for all students.

2. Probation. The Executive Director may set a limited probationary period of seven to sixty days to try to work out the problems if there is a serious question about whether the student can function in a healthy way in the School.

3. Student Suspensions. When misbehavior creates a serious infraction of the Code of Conduct, a student may be required to leave the classroom for an in-school suspension, or may be required to leave the school for a school suspension. These may occur at the sole discretion of the Executive Director. When a suspension is invoked, the parents/guardians will be called to pick up the student immediately. The student will only be released to an authorized person.

The suspension will only be terminated after a meeting with the Executive Director, the student and the parents/guardians.

Conditions for reinstatement will be agreed upon by all parties, but in the absence of an agreement, may be imposed by the Executive Director in his or her sole discretion.

4. Dismissals. The Executive Director may ask parents/guardians to withdraw the student from the School if, in the opinion of the teachers and staff, the student is not able to benefit from the program or is a disruptive influence upon the other students and class. If a child is dismissed by the Executive Director, the student will be directed to withdraw from the school without the possibility of re-enrollment.

6. Process and Timelines

To enable timely responses to discipline issues as they arise, the Executive Director may delegate his/her authority under this policy to another teacher or staff member for periods when the Executive Director is unavailable.

Time is of the essence in dealing with some discipline issues, since the related hazard or damage may continue while the interventions and planning are under way.

Stages 1 and 2: Proceed in a timely manner at discretion of the teachers and staff and the Executive Director.

Stage 3: Once the Executive Director determines that the matter requires a Stage 3 response, a plan shall be completed in 5-10 working days. If a

suspension or a dismissal is deemed necessary, this may be implemented immediately by the Executive Director.

7. Appeals

The parents/guardians may appeal a school suspension or dismissal to the Executive Committee. This appeal must be made in writing within ten (10) days of the written notification from the Executive Director of a suspension or dismissal to the parents/guardians. The Executive Director shall file a response within five (5) days of receipt of the appeal and all supporting documents from the parents/guardians. The Executive Committee shall act upon the appeal within ten (10) days of the receipt of the appeal and all supporting documents. During the period that the appeal is in process, the suspension or dismissal shall remain in effect.

8. Harassment and bullying prevention and management policy

Statement of Policy. Brookview School expects all students, teachers and staff to be treated with respect and courtesy, in accordance with the Code of Conduct. Any incident of harassment or bullying that comes to the attention of teachers or staff shall be actively addressed. Whenever a teacher or staff member determines that an incident of harassment or bullying has occurred, the teacher or staff member shall communicate the situation to the Executive Director on an Initial Concerns Form.

1. Purpose. The purpose of this policy is to maintain a respectful environment within the Brookview Community that prevents harassment and bullying from occurring and, in the event that it occurs, promotes healing and justice for the victim/target, and healing and accountability for the harasser/bully. The procedures for determining accountability shall be as set forth in the Discipline Policy.

2. Definitions

1. Harassment

Harassment is behavior by one or more students (harassers) that has the purpose or effect of offending or demeaning an individual or group of individuals (victims) on the basis of race, color, size, ancestry, place of origin, nationality, religion, family status, physical or mental ability, age, gender, or sexual orientation. Harassment can be a single incident or a series of incidents. The unwelcome comment or conduct does not have to be directed at a specific person for harassment to occur. Comments or conduct that tend to ridicule or disparage a group may give rise to an offensive environment and thus to harassment.

2. Bullying

Bullying is a pattern of repeated aggressive behavior, with negative intent, directed from one student (bully) to another (target) where there is a power imbalance. This aggressive behavior includes physical or verbal behavior, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviors, including:

- Power: Children who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the peer group.
- Frequency: Bullying is not a random act. Rather, bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the child being bullied that can be so detrimental and have the most debilitating long-term effects.
- Intent to harm: Children who bully generally do so with the intent to either physically or emotionally harm the other child.

A variation of bullying is cyber bullying. Cyber bullying is willful and repeated harassment and intimidation of a person through the use of digital electronics. It includes, but is not limited to, email, instant messages, text messages and internet postings. Unwarranted contact may take place in, or occur on, social networks, chat rooms, blogs or cell phone text.

When determining whether a specific behavior is bullying, teachers and staff should consider whether or not it:

- is repeated over time
- is intended to hurt
- involves a power imbalance

3. Scope. This policy addresses harassment and bullying, including cyber bullying, of one or more students by one or more other students enrolled in the School at the time of the incident. The scope of this policy covers any activity, on the School grounds or at a location, activity, function or program that is not school related, that creates a hostile environment at the School for the victim/target, infringes on the rights of the victim/target at School or materially and substantially disrupts the education process or the orderly operation of the School. It will apply to the use of electronic devices as well as the use of School or home computers, programs or networks.

4. Awareness. As appropriate during the school year, teachers and staff shall raise awareness of the Harassment and Bullying Prevention and Management Policy.

5. Prevention. Brookview School's teachers and staff shall strive to be leaders who nurture and model a school climate that fosters community, prevents harassment and bullying, and works for forgiveness, healing and reconciliation when either of these occurs. Teachers and staff shall make students aware that they can safely (and confidentially) communicate

complaints about harassment and bullying (and any other matter) to teachers and staff.

6. Intervention at Different Stages. Teachers and staff may exercise their judgment to choose, depending on the circumstances, to intervene in issues that may involve harassment or bullying. Intervention may be undertaken at different stages as set in the Discipline Policy. It shall be up to the judgment of the teacher or staff member whether to start intervention at Stage 1, or go directly to Stage 2 or Stage 3. In any event, teachers and staff shall immediately take steps to restore a sense of safety to the victim/target and/or to protect the victim/target from possible further incidents.

What You Can Do

At Brookview School parents are seen as partners in educating their children and in ensuring the success of the school, the child is more likely to succeed because he knows that his work is valued. From experience we have learned that parental involvement leads to a stronger sense of community and school satisfaction.

There are many ways parents are involved at Brookview and we are always open to new ways of contributing. We strongly encourage parents to find a way of being involved that works for them and their unique personal life situation, skills, and interests.

Be Informed

Please refer to the section HOW WE COMMUNICATE for detailed information on the various ways you can obtain information about your child(ren)'s educational experience at Brookview School. Do not hesitate to reach out to the School Office if you have questions or require further assistance.

Completing Forms

Please make sure that all pertinent [forms](#) are completed on time and returned to the Front Desk. Below is the list of forms and their deadlines:

- The application form is to be completed before a child is accepted into the program.
- A child information card, health form (signed by a physician), immunization record, and a signed tuition agreement **MUST BE COMPLETED AND ON FILE** before a child attends school.
- An Internet Policy form must be signed by parents of upper elementary and middle school students only.

These forms must be updated annually.

- Please include any special health problems such as allergies or dietary restrictions on your child's health form and Brookview will make every effort to accommodate them.
- Please notify the school's office whenever your child has additional vaccinations.
- Parents/guardians may elect to file a signed statement of waiver with the Department of Community Health in lieu of other health documents including immunizations. Please provide a copy for the child's Brookview School file.
- Parents of school-aged children may, after the initial applications, submit a signed annual statement that their children are in good health and that immunizations are up-to-date. Please specify any activity restrictions. A copy of this statement may be obtained from the School's office.

Parent Education

A number of parent education topics are offered throughout the school year that parents are encouraged to attend. These include:

- Montessori curriculum nights (detailed explanations of classroom curriculum)
- Program information meetings between faculty and parents of children who will be moving up to the next program
- Films, workshops, or speakers on child development and parenting issues

Volunteering

There are many ways you can enrich Brookview life through the donation of your time. Each family is asked to volunteer 25 hours per year. Hours will be tracked on a Documentation of Volunteer Hours Form that is provided to parents and is available at the front desk. We encourage you to find ways to get involved that fit best with your life situation and personal interests. A Parent Volunteer Information Form will be provided that will list various volunteer opportunities.

Volunteer opportunities include:

Board of Directors Standing Committees: There are a number of committees that appeal to a wide range of interests for which you may volunteer. The standing Board Committees for which you could volunteer are:

- Marketing
- Development, Grants and Fundraising
- Facilities
- Long Range Planning

Additional areas in which you may volunteer include:

- Alumni Research (tracking down alumni, updating contact information)
- Family Ambassador Program (welcoming new families)
- Information Technology (technological help for staff or students, including website assistance)
- Library (cataloguing, organizing)
- Materials (constructing materials for teachers, cutting and laminating)
- Playgrounds and Landscaping
- Slow Snack Program (purchasing and preparing healthy snacks)

- Special Events (planning and coordinating events at Brookview and in the community, helping with set up and clean up)
- Working on the farm (feeding animals on weekends, cleaning habitats—Fall and Spring only)

Check with the Front Desk for the name of the contact person for each listed volunteer activity.

Parent classroom support: The “lead” parent(s) will work with the teachers and communicate with the other parents on such things as reading support, driving for field trips, helping teachers make materials, or other various classroom projects.

Documentation: Depending on your choice for volunteering, you may need to fill out the following documentation:

- For parent volunteers who have contact with children for **4 hours per week, for more than 2 consecutive weeks:**
 - A Physician’s report stating the parent is able to perform requested duties and is free from communicable tuberculosis.
 - The required form may be obtained from the Front Desk or downloaded from the School website.
- For parent volunteers who have unsupervised contact with children in the School (e.g. drivers).
 - Documentation from the Department of Human Services that you have not been named in a central registry case as the perpetrator of child abuse or neglect.
 - The required form may be obtained from the Front Desk or [downloaded from the School website](#).
 - Documentation must be on file before parents can serve as volunteer drivers.

Parent Participation, Community Involvement

Brookview is an independent, non-profit community school, and the parents and guardians of Brookview students are members of the Brookview Community. As members, parents support the school through volunteerism, attendance at school events, meetings of the Brookview Community, contributing to the Annual Fund, purchasing tickets and attending the Brookview Auction, and participation in the SCRIP Program.

Withdrawal and Termination Policy: Please see your Enrollment Contract for the policy and for financial guidelines to withdrawal or termination.

How to Contact Us

Teaching Staff

Infant/Toddler

- Kim Smith (Infant) ksmith@brookviewschool.org
- Karen Trama (Toddler 1) ktrama@brookviewschool.org
- Kim Sesson (Toddler 2) ksesson@brookviewschool.org

Primary

- Sue Dubar (PP1) sdubar@brookviewschool.org
- Lori Douglas (PP2) ldouglas@brookviewschool.org
- Synthia Wheeler (AM/Full Day Primary) amprimary@brookviewschool.org
- Lyn Iadevaia (AM/Full Day Primary) amprimary@brookviewschool.org

Elementary

- Laurie Moreno (Lower) lmoreno@brookviewschool.org
- Shefali Shintre (Lower) sshintre@brookviewschool.org
- Lindsay Gaspari (Upper) lgaspari@brookviewschool.org
- Maggie Bischoff (Upper) mbischoff@brookviewschool.org

Spanish

- Adriana Haslam adriana.l.haslam@gmail.com

- Monica Jimenez mjimenez@brookviewschool.org

Art

- Morgan Ingle morganingle534@gmail.com

Music

- Larry Schanker larry@brookviewschool.org

Administrative Staff

Executive Director

- Larry Schanker- larry@brookviewschool.org

Brookview Front Desk:

- Charlotte Lear (Office Manager) and Jane Robenalt (Administrative Assistant) - info@brookviewschool.org

Consultant on Special Projects and Fund Development

- Pat Adams Consultant@brookviewschool.org

Children's House Licensing Manager

- Sue Dubar sdubar@brookviewschool.org

Finance / Accounting

- Susan Serafin accounting@brookviewschool.org

Board of Directors brookviewboard@brookviewschool.org

If by chance we are having technical difficulties with our phones and you are unable to reach us, please call the teachers cell phones or e-mail us at info@brookviewschool.org. You can also check our website at www.brookviewschool.org for updates information.