



Telluride Mountain School
2023 – 2024
Student and Parent Handbook

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Dear Students and Parents,

Welcome to Telluride Mountain School, a school where students love to learn. Our innovative program delivers strong academics, enriching experiences, and meaningful relationships hand in hand with a commitment to service, global citizenship, and engagement with the natural environment. When students engage in learning that is driven by such purpose, they excel both personally and academically.

From the Lower School through to the Upper School, the Telluride Mountain School curriculum develops confident students: creative thinkers, active readers, strong classroom contributors, and accomplished problem solvers. Complementary programming, including our Student Life, Experiential Learning, and Outdoor Education programs support the important attitudes and dispositions that help students find passion and purpose in and out of the classroom.

At the Telluride Mountain School, we are proud of our community. We believe that children learn best in a school where they feel known and needed. From our small class sizes and our commitment to individual attention to our school-wide respect for children and the value of their voices, TMS students understand that this is their school, and they embrace their role as its stewards.

This Parent/Student Handbook is for families with students in 1st-12th grades (The PreK-K Montessori program has its own Handbook) and is a valuable resource offering comprehensive descriptions of the various programs that make up our school, as well as an overview of school policies and procedures. The handbook attempts to codify our values, clarify principles, and create guidelines for our students, faculty, and families as we work together for our common goals.

Please take the time to read this handbook as a family. If you are new to the school, you will find a wealth of information in the pages that follow. If you are returning to TMS, you will notice that some changes have been made. Some of the information is directed specifically to our older students, but the spirit of the language is for all of our students. Please feel free to share your comments and/or concerns with me regarding the school programs and policies explained in this handbook.

Work hard...play hard!

Andrew Shoff
Head of School

MISSION STATEMENT

Telluride Mountain School is an innovative learning community where strong academics, enriching experiences, and meaningful relationships develop confident, curious students who passionately contribute to the world.

CORE VALUES

Respect

We honor self and community, and value that which is different.

Love of Learning

We foster lasting curiosity, creativity and passion in a challenging and safe environment.

Responsibility

We understand the impact of personal actions, and uphold service as an integral part of scholarship and citizenship.

Integrity

We adhere to values and ethics that enable us to approach our studies and lives with courage, pride, honesty and empathy.

Non-Discrimination Policy

Telluride Mountain School enrolls students of any race, color, sex, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, genetic information, sexual orientation (including transgender status), disability, need for special education services, national or ethnic origin, protected veteran's status, marital status, or on any other basis prohibited by law in administration of its educational policies, admission policies, financial aid policies, employment or any other school administered programs or policies. TMS is firmly committed to promoting the letter and spirit of equal opportunity and civil rights laws.

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PARENTS AS PARTNERS

We value parents as partners in the great undertaking of the education of their children. For this (or any) partnership to succeed, each partner must be in substantial agreement with what is expected of the other. We each have different responsibilities in the partnership. Ours is a professional one; yours is a parental one. It is important we understand our roles and keep their distinctions, but the education of your children is far too complex to be undertaken except in a mutually supportive partnership.

A key tenet of this partnership is the acknowledgment that the primary activity of childhood and adolescence in America is schooling. If we expect children to value education and to achieve, adults must send clear and consistent signals that schooling takes priority. Achieving one's potential takes priority over socializing, holiday travel, after-school jobs, athletics, or any other singular activity. As a result, the school expects that families arrange their travel and holiday plans, non-emergency medical appointments and other activities, to avoid a conflict with students' academic and educational obligations.

Commitment

Successful outcomes require commitment. In terms of a time commitment, in an independent day school like ours, classroom work, activities and homework together consume the majority of a student's waking hours (not counting weekends and holiday time). For many families, the independent school financial commitment (tuition, annual fund, capital campaign and other non-tuition expenditures) ranks second or third to the mortgage! We expect our families to be committed to the mission, goals and needs of our school and the school community.

Community

We are a community, first and foremost. In a successful community members share a sense of belonging to something greater than themselves. This sense of community helps define our relationships as familial and collaborative, rather than a commercial relationship between customer and service provider. We respect the wisdom of flexibility, but we relentlessly insist on high standards of conduct and behavior from all students and teachers. Respect for oneself and each other is the cornerstone of our success as a community. We assume these are shared values.

Faculty

The single most important factor in the success of a school is the relationship between the adults and the students in that school. Our teachers understand and embrace the importance of this relationship. They choose a school like ours because here they are enabled to have that special relationship with their students. A key professional responsibility of ours is not to underestimate the intellectual curiosity and capabilities of children. Each member of our faculty understands the obligations of a role model, and is willing to be held professionally accountable. Telluride Mountain School teachers are generous with their time to provide extra help, but rightly feel put upon when extra help is sought by those who have absented themselves from class for casual reasons. Additionally, teachers cannot provide the full range of curricular materials when families voluntarily withdraw their children for extended holidays. Our teachers wish to reinforce values you hold at home, such as honesty, fairness, sharing, service and appreciation of differences. They expect you will reinforce and support their professional judgments and recommendations. A key expectation is that your child will arrive at school on time, rested, well fed and otherwise prepared to be an active participant in a rigorous day of learning.

Partnership Legacy

We are committed to providing our students with an ethical foundation for their lives. Our students are taught that freedom and responsibility are interrelated, and that actions have consequences. We believe children need a sense of well-being, to know and understand limits, and to receive even handed discipline. We provide our students with a set of goals and positive expectations, and empower them to choose to do the right thing.

It is especially in this domain of helping our students make wise and responsible choices that the Parents as Partners concept becomes critically important. By sending the same signals of personal responsibility and accountability, we, as a team, reinforce values of lifetime importance.

We expect that disagreements you may have with the school or its faculty will be discussed among adults alone. We also expect that in these instances you will first seek out the opinions of teachers before forming your opinion. The school is committed to resolving and overcoming disagreements through a continued dialogue. We encourage all families to understand the importance of civility and kindness in working together during times of disagreement. This is the culture of the school and needs to be modeled by the adults in our community.

The legacy of our successful partnership will be a progressive maturation of the whole person, graduates who are intellectually curious and disciplined, who live by a code of sound values, who can stand on their own and take calculated risks, and who appreciate the changing responsibilities of local and global citizenship.

PARENT COMMUNICATION PROCESS

If you have questions and/or concerns regarding your child, ask the teacher (see directory at the end of this handbook). Please leave a message at school. **Teachers are your first resource to answer your questions** and resolve your concerns.

If the communication with the teacher by telephone does not answer your questions or resolve your concerns, please request a parent conference.

If the communication with the teacher by telephone and conference does not resolve the issue, please address your question about:

- Academic concerns, Director of the Upper School: **Emily Durkin**
- Academic concerns, Director of Lower School: **Tara Barnett**
- Winter Sports Program, Director of Winter Sports: **Ben Gardner**
- Disciplinary concerns, Dean of Students: **Ross Perrot**
- Emotional/social concerns, School Counselor: **Tara Gray**
- College Counseling, Director of College Counseling: **Emily Durkin**

Matters Related To:	Contact:	Other Resources:
Admissions information	Director of Admissions, Tara Barnett	Parent/Student Handbook; Website
Program policies	Head of School, Andy Shoff	Parent/Student Handbook; Website
International Baccalaureate	IB Coordinator, Emily Durkin	Parent/Student Handbook; Website
Registration School calendar and events Student records, communication, Facilities	Program Coordinators, Emily Durkin / Tara Barnett	Parent/Student Handbook; Website; Friday letters
Public relations Marketing Fundraising Parent Alliance	Director of Advancement, Stephanie Griebe	Advancement and Volunteerism Committee
Governance Legal matters Personnel Facilities	Head of School, Andy Shoff	Parent/Student Handbook; Website
Billing Financial policies	Business Manager, Pamela Sante	Website

Administrative Concern Process

If the communication with the above named personnel does not resolve the issue, please request a conference with the Head of School. If the communication with the Head of School by conference does not resolve the issue, please submit a letter to the Head of School, describing the situation and, if appropriate, request another conference. *Under no circumstance is it appropriate to communicate with board members regarding program, personnel, and policy.*

ADDITIONAL PARENT INFORMATION

Parent Communication

In addition to weekly Friday Letters and formal grade reports, which are sent to parents from the school three times a year, the needs of particular students may require more frequent and specific communication between faculty and parents. Faculty members are encouraged to telephone parents, rather than send them written notices, in cases when a quick call will dispatch an occasional academic or disciplinary problem. Faculty members are also encouraged to make specific telephone appointments with parents who request frequent progress reports. These telephone appointments should be made at the convenience of the teacher, and, when possible, during normal business hours. Individual emergency situations may require parents to call faculty members at home. For non-emergency situations, faculty members should feel free to arrange telephone appointments for the next working day during normal business hours. Conversations among parents about serious concerns should be shared with the Head of School and teachers. Parents with serious concerns should limit conversations regarding these concerns to formal meetings with the Head of School and/or appropriate TMS teachers.

Parent Volunteers

There are many opportunities to volunteer through the Parents' Alliance throughout the year. Parents should contact the Advancement Director to learn more about opportunities to volunteer around the facility, for events and for teacher appreciation activities. Teachers will initiate volunteer opportunities in the classroom with parents as needed.

Parent-Teacher Conferences

We encourage strong communication between home and school. Parents should feel free to contact faculty and staff at any time to examine a student's academic or social progress or to discuss situations, which may be affecting a student. Formal Parent-Teacher Conferences are scheduled in the fall and winter; however, families are encouraged to schedule extra conferences as needed. Parents wishing to speak to a teacher about their child's progress should ask the teacher to set a meeting or telephone appointment time. Teaching and supervisory duties often make it very difficult for faculty to hold unscheduled conferences with parents; scheduling a time in advance will help ensure that both parties have time and space to communicate effectively. In small communities such as ours, teachers, administrators, parents and students often "meet," for example, on the street, at the post office, or at the grocery store; these unplanned meetings are not appropriate times/places for formal discussions regarding a student's progress in any area of school life.

Parking

Often parents will need to park their vehicles in order to help students into school with gear, school projects or to attend a Morning Meeting. Parents may park in the TMS parking lot. Parents, please use extreme caution when driving through and parking in the prescribed area as small children are often present. Upper school students should park in the furthest east side parking spaces in the TMS parking lot. During school hours, students may not transport other students without prior written permission.

Student Presentations and Other Special Occasions

During the course of the school year, families are invited to attend a variety of events at the school or in various venues in the Mountain Village or Town of Telluride. We ask that parents pay close attention to the supervision of their children during those activities. Families should note that all events will begin on time.

Telephone Calls or Email Communication

Parents are encouraged to email faculty for communication and faculty will generally respond within a 24-hour period. Parents that would like to talk to individual teachers may leave messages on individual teacher's voice mail or with the Program Coordinator, and the teacher will return the telephone call as his/her schedule permits, usually within 24 hours. When emotional issues arise, please consult with staff in person and avoid using emails. Also, please avoid sending emails to faculty or staff after 9 p.m. If you need to get a message to your child, you may call and leave the message. However, except in cases of emergency, we cannot always guarantee delivery of phone messages to individual students, especially those messages received in the afternoons shortly before the end of the school day. If a teacher is unable to respond to parent concerns, parents are encouraged to reach out to division leaders and administrators.

Parent Visits to School

Parents are invited to TMS for our all-school Monday morning meetings, along with several times throughout the year for special programs or performances put on by the individual classes or divisions of the school. Parents wishing to visit the school at other times should talk to individual teachers to work out an appropriate schedule for such class visitation. Students wishing to bring visiting friends to school with them for part or all of a day must have the prior permission of the division leader.

ATTENDANCE, TARDIES AND ABSENCES

Attendance

TMS would like to emphasize the importance of regular attendance and timeliness for students in all grades. We realize that there are times when students must be absent due to illness or the occasional special family events. A problem arises when students miss a considerable amount of school for unexcused absences or are consistently late to school.

If a child is going to be late or unable to attend school, a parent is expected to email the front desk (mknowles@telluridemtnschool.org) and the homeroom teacher. If a parent or legal guardian does not email, the student's absence is considered unexcused.

Attendance is taken in homerooms at 8:25am. First period begins at 8:30am. Students not present in the homeroom at 8:25am will be recorded as **“absent unexcused”** unless teachers receive prior notification that students will be absent or late to school, and students are required to sign in to the “attendance book” at the front desk so that their attendance can be properly recorded. If a student is recorded as **“absent unexcused”** or **“tardy unexcused”**, the parents of that child will receive a notification from the school.

We recommend making medical appointments after the end of the school day or on school breaks when possible, although we recognize this is not always possible.

Tardiness - Tardiness is a constraint to delivering an excellent educational program. Frequent tardiness of students in a classroom also impacts the entire class, as activities may be delayed or interrupted, and the teacher may not be able to deliver the curriculum as planned. Lastly, tardiness sends a message to the affected child that attending school and being on time are not family priorities, a message that may undermine all the positive work done by parents and teachers to ensure student success. After the 1st infraction, students receive a verbal warning from the teacher. After multiple infractions, the family will be contacted by the Dean of Students and/or the Division Director. Continued failure to meet arrival expectations will result in a meeting with the student, parents, homeroom teacher, the Dean of Students and the Dean of Academics to explore solutions and further consequences.

Excused Absences - Parents are to notify the school of their child's absence before the beginning of the school day. Acceptable absences include activities such as athletic events, important family events, college visits, family trips with a clear educational component that is in line with the school's mission, and family emergencies. Students are required to fill out an excused absence form if they know they will be absent for an upcoming school day and can obtain the excused absence form from the dean of students.

Unexcused Absences - In the case of unexcused absences, faculty members and coaches inform the student's advisor/homeroom teacher and may become involved with subsequent disciplinary action. In the case of unexcused absences, the student's Advisor contacts the student's parents and issues the following consequences each trimester:

- **1st unexcused:** Detention, dean of students informed, parents called.
- **2nd unexcused:** Second detention, parents called, meeting with dean of students.
- **3rd unexcused:** Parents called, meeting with the discipline committee.

It is **not** the faculty member's responsibility to compile homework or work with a student outside of class time to make up for an unexcused absence.

TMS's rigorous curriculum requires that students work hard in order to complete the assigned work. Simply put, absences from class keep students from learning. Parents are to notify the school of their child's absence before the beginning of the school day. The maximum number of school days a student can miss per trimester (excused or unexcused) and still expect to receive credit is six; this holds true for all components of the TMS program. The only exceptions to this are: school-sponsored activities such as athletic events, trips and college visits; family trips with a clear educational component that is in line with the school's mission (parents must discuss this with the Head of School well ahead of time); and family emergencies.

Parental Notification of Leave In the event that parents find it necessary to leave their children in the care of a relative or sitter, they are to notify the Program Coordinator in writing to inform the school who the caretaker will be, how to contact this person and what days the parents will be away. This will enable staff members to contact the appropriate person in case of an emergency or in the event that parental permission is needed for some reason.

Extended Absences

With respect to any family trip plans that would result in a student missing multiple school days, it is the parent's responsibility to discuss the plans with the Division Director in advance of the trip. The Division Director will review how the school can and cannot support students during extended, voluntary absences. In turn, it is the student's (7-12) or family's (1-6) responsibility to coordinate work assignments with individual teachers a minimum of one week prior to leaving on the family trip. Students (7-12) must receive approval for excused absences prior to travel by completing the Expected Absence Form. For students in the lower school, it is the family's responsibility to notify the Director of Lower School of a planned absence. It is important to note that, in order to provide appropriate academic support for the student, certain teachers may require the student to spend extra hours at school or in some cases receive supplementary tutoring at the family's expense prior to and/or upon returning from the family trip. See Extended Absence School Work Policy:

Extended Absence School Work Policy: *For 7-12th grade students missing 5 or more consecutive school days for family travel.*

Per TMS handbook attendance policy, students missing 16 or more days of school in a year for any reason may not meet the criteria to advance to the next grade without additional tutoring or other support.

Telluride Mountain School generally discourages missing school. However, we understand that sometimes truly extraordinary educational family travel opportunities present themselves during the school year. When families are deciding on whether to miss school for one of these experiences, we ask that they consider the potential loss of learning and or achievement from missing class.

Expectations: Prior to leaving, the family (student and parents) should meet with the Division Director to discuss expectations and establish a formal plan with teachers. A plan may include some combination of completing missed assignments, demonstrating equivalent learning, or completing alternative projects relevant to the situation.

During the absence, the student should communicate with teachers and hand in any relevant work as established in plan.

Upon Return, the student should submit any relevant assignments and follow through on the plan within a week.

Note- It is not the responsibility of the school or individual teacher to develop alternative lesson plans.

STUDENT PROGRAMS

One definition of the word “curriculum” is “a progressing course of study in a school,” and at Telluride Mountain School our curricula are designed to help students develop constructively, year by year.

Telluride Mountain School is an exciting place to go to school. In a sense, everything that happens here is part of “a progressing course of study.” We are constantly challenging ourselves, and each other, to engage in all of life as a learning process. Our students have been offered the privilege to go to school here because we believe that they want to be a part of that process, and they have something important to offer our community.

Our **Academic Curriculum** offers rigorous core classes that promote literacy and critical thinking in the great tradition of the liberal arts. We also offer a strong visual arts program, as well as a music program, both of which include both formal instruction and opportunities outside the classroom. Finally, there is an emphasis on interdisciplinary learning, writing across the curriculum, and experiential components that include student trips integrating core values, community service, and outdoor education. Students gain public speaking skills in the process of presenting formally to the school community about their experiential and outdoor education trips. Our academic curriculum prepares our students well for further education, both as they continue as a student at TMS and thereafter, at the college and university level.

Our **Athletic Education Curriculum** gives our students the opportunity to advance their technical skills in sports in which they may already excel. More importantly, students will learn how to set new goals and experience the dedication, perseverance, frustration, and success inherent in achieving them. It is important to remember that Telluride Mountain School does not offer “sports” or “gym”; we offer an athletic education curriculum in which every student is involved. All of our coaches are educators first and foremost, and our athletic education programs, like all our other programs, focus on learning, personal growth, leadership, achievement, and a commitment to excellence.

Our **Student Life Curriculum** develops personal and interpersonal skills, including conflict resolution, social consciousness, and commitment to the community. Weekly Morning Meetings, homeroom meetings, the Positive Discipline program, multi-age activities, student leadership committee, and daily classroom experiences offer opportunities to discuss, teach, and model values such as kindness, honesty, responsibility, love of learning, and respect for oneself and others. The school maintains standards of behavior that are every bit as high, rigorous, and important to our mission as our academic standards. Mountain School students learn that there are rich and wonderful rewards that come from membership in a community of caring faculty, involved parents, and a peer group of motivated students. Students learn that personal conduct can reflect proudly on the school community.

A true education takes years, and while many TMS students enroll at different points in their lives, all of our programs are designed to progress over several years of study. TMS students will gain the most from our programs by committing to attending TMS from the time they enroll until they graduate. Not only will this help our students to succeed in our academic, athletic, arts, and values education, it will also help to create a stronger community for us all.

ACADEMIC CURRICULUM

Telluride Mountain School is a co-educational, Pre-K–12th grade college preparatory school (please note that the Pre-K–K age group has its own Handbook). In accordance with our mission, we provide our students with a rigorous core academic curriculum that emphasizes literacy, critical thinking and an appreciation for learning. We believe that our curriculum prepares our students for success in any further study, not only because of what they learn, but also because of the self-discipline required to succeed in our challenging classes. Our goal is to help each student develop a flexible, creative, and critical mind. Our academic calendar is divided into trimesters and each year students take courses in English, social studies or history, science, mathematics, Spanish, art, music and athletic education.

Lower School (Grades 1-4)

- Reading / Writing
- Social Studies
- Math
- Science
- Spanish
- Visual Art
- Music
- Athletic Education
- Experiential Education

Intermediate School (Grades 5-8)

- Humanities (English and History)
- Math
- Science
- Spanish
- Visual Arts
- Music
- Athletic Education
- Experiential Education

Upper School (Grades 9-12)

- Humanities (English and History)
- Math
- Science
- Spanish
- Visual Arts
- Music
- Athletic Education
- Experiential Education

Other Academic Classes

If high school students want to study additional courses, such as foreign languages, or advanced coursework, the upper school director will work with parents to find an appropriate private tutor or local or online course (the cost of which is the parents' responsibility) and to arrange scheduling. Courses will be assigned credit at the school's discretion, but the grade will not be incorporated into the student's GPA.

Honors

Students in grades 9-12 with good academic standing are eligible to participate in honors programming. Students interested in taking Honors sections must have prior approval from an advising teacher and a B+ average in the appropriate preceding class. Honors sections are offered in many of the high school subject areas, and often entail additional class meeting times.

International Baccalaureate

Telluride Mountain School is accredited IB school and is certified to offer the IB Diploma Program. The IB program at the Mountain School is intended to be a Diploma Program offered to juniors and seniors.

Alternatives to the TMS Education Program

Telluride Mountain School has outstanding education programs, but we also recognize that some students may want to pursue activities outside of our curricula. Certain students may wish to devote more time and energy to activities such as art, music, drama, community service, martial arts, or other sports not offered at TMS, and the school strongly supports such programs as well. Students who are interested in such activities work with their families and advisor to develop an appropriate plan. Final approval of the plan comes from the Director of Curriculum and Instruction or Division Director, who also holds the student accountable for, and issues credit upon successful completion of, the approved plan. For more information on possible programs, contact the respective student's Advisor.

Homework and Assignment Guidelines

Telluride Mountain School believes that students should be at the center of their learning in the classroom, and the purpose of homework is to review, practice, and hone concepts and skills that they are working on in the classroom. Homework also provides students the opportunities to practice self-management, self-efficacy, time management, independence, and resourcefulness. Mountain School teachers support students in managing and completing their assignments and foster the necessary skills for students to self-advocate. They are committed to creating and assigning homework that is meaningful and relevant. Students also have time throughout the week during tutorial periods to work on homework and check in individually with teachers for extra support.

At all grade-levels, Mountain School recognizes the importance for students to use after school time to relax, play with family and friends, explore individual passions, and participate in extracurricular activities. Thus, the quantity and purpose of homework is scaffolded as students move through the grades. In general, Mountain School limits homework for lower school and middle school students on weekends and holidays.

In the younger grades, the emphasis of homework is on reading, math, and spelling. As students move through the middle grades, the emphasis remains on reading, math, and vocabulary acquisition; however, students may also have work pertaining to writing projects, Spanish language practice, science laboratories, and history projects. In high school, students will have homework across all subject areas. For grades fifth through twelfth,

Mountain School has created a block schedule so students do not have homework in more than three classes per night.

The amount of time that homework takes will vary according to the grade and the individual student's areas of strengths and challenges. Teachers modify the length of assignments for students with individualized learning plans. Below are general guidelines. In the event that students work time regularly exceeds the recommended study time, please notify the homeroom teacher.

Grades 1 and 2: Reading: 15 minutes. 15 minutes of skills practice.

Grades 3 and 4: Reading: 20 minutes. 20 minutes in spelling or math.

Grades 5 and 6: Reading: 25 minutes. 20-30 minutes per additional subject, not to exceed 1 hour combined per night.

Grades 7 and 8: 20- 30 minutes per subject or 1 to 1.5 hours per night.

Grades 9 and 10: 30-minutes per subject or 1 to 2 hours per night.

Grades 11 and 12: 30-40 minutes per subject or 1.5 to 2.5 hours per night. IB students will have more depending on project and external assessment deadlines.

Exams: Teachers assess students based on the concepts and skills for which they show mastery. Throughout a trimester, students have opportunities to show mastery through projects, formative assessments, presentations, papers, quizzes, and exams. Additionally, students in grades 7-12 have exams or similar summative assessments which are factored into their trimester grades. We believe learning to take summative assessments provides an important opportunity for teachers to support students in their acquisition of effective study and organizational habits as well as to practice stress management strategies.

Grading, Evaluations and Credits. In grades 1 through 4, students are not given formal grades on their work or in their evaluations, which are largely narrative. Beginning in grade 5, however, faculty members assign grades to students' work. Beginning in grade 7, students receive formal grades on their trimester and end of the year evaluations.

Telluride Mountain School Assessment Policy

Telluride Mountain School (TMS) Philosophy of Assessment

The faculty, staff, and leadership at TMS believe that assessment is a continuous and integral part of the teaching and learning cycle and that assessment is not limited to formal, summative assessments. Across the grades, disciplines, and programs, teachers use a range of assessment techniques. These techniques range from asking questions and listening to students in discussion, to watching students solve problems and work with classmates, to reading written responses, to interpreting the results of standardized measures or externally marked papers. We believe that assessment helps to inform instruction, provides feedback to teachers and students as to their performance and progress, and reflects on the design of programs and curricula. As such, assessment forms a central part of the school's responsibility to ensure that students are learning and that the program and faculty are providing the necessary content and support.

Telluride Mountain School Assessment

At TMS, teachers and students work to assess progress of knowledge, skills, and attitudes. It is the belief of the faculty, staff, and leadership that those three spheres work together and that it is the responsibility of the school to enhance performance across those domains for optimal learning outcomes. To measure those aspects of student performance, the school uses the following measures:

Teacher observation (Pre-12)

Brief standardized assessments to indicate progress in phonemic awareness, early reading, and numeracy – three times a year (PK-K)

Brief standardized assessments to indicate progress in basic academic skills- three times a year (1-6) Informal assessment of basic academic skills (Pre-12)

Formal and informal written and spoken assignments in all subject areas

(1-12) Performance and presentation assignments in all subject areas

(1-12) Participation in all subject areas (1-12)

Immersion Projects- interdisciplinary projects with visual, presentation, and written components (1-10)

Family reports that include information on academic and social-emotional progress with checklists and narrative comments- three times a year (Pre-12)

Annual standardized assessment (ERB CTP-4) of academic skills (2-9)

Summative exams in core subjects - (5-12)

IB Assessments- internal, external, and school-based (see below) (11-12)

General Assessment Reporting

Faculty members complete written grade reports for students in grades Pre-12 at the end of each trimester. Students in grades Pre-6 receive a checklist on progress, a summary of studies, and a narrative student evaluation. Students in grades 7-12 additionally receive a letter grade. The purpose of these evaluations is to apprise students and their parents of the progress the student is making. These reports are an accurate reflection of the student's standing in each class and of the work that he/she has completed. The results of standardized assessments are shared with families as they are received. The table below shows the TMS grading scale.

Percentage	Letter Grade	Grade Points
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3

83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
Below 60	F	0.0

IB Diploma Program Assessments

The IB Diploma Program (IBDP) for students in grades 11-12 is an educational framework built around six core subject areas, each with its own assessments throughout the two-year course cycle. In addition to those formative assessments throughout the two-year cycle, each of the six subjects culminates with a formal, summative exam (usually consisting of 2-3 papers) that is marked by external examiners. Students also complete an extended essay.

TOK presentation and essay, and a CAS project. Students in the program receive both grades (A-F) from TMS, and scores from the IBO, based on their examinations and other formal assessments. Students who are diploma candidates also receive a cumulative score based on the sum of their scores and their other diploma requirements (TOK Essay, Extended Essay, and CAS project).

Teachers in the IB Diploma Program use a variety of techniques to evaluate student work, but there are three main forms of assessment in the IBDP that count towards the student's grades and IB scores: internal, external, and school-based.

Internal assessments are specific assignments such as papers, lab reports, or presentations required by the International Baccalaureate Organization (IBO). The IBO has detailed requirements for the assessments and specific protocols that teachers follow in grading internal assessments. The assessments are criterion-referenced, meaning that student work is marked in relation to established benchmarks and rubrics rather than against the work of other students. Teachers from TMS mark internal assessments, and submit the scores to the IB as part of the student's final course score. Additionally, they submit samples of graded assignments to establish reliability in their marking. The IBO may adjust grades for the internal assignments based on their determination of the reliability of the teacher's marks. IB assessments are marked on a scale of 1 (low) to 7 (high). Internal assessments count both towards the student's final IB score and towards the student's TMS grade as reported at the end of trimester reports.

External Assessments are assessments that are completed by students at TMS under the supervision of their teachers, but which are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, TOK essay, and Visual Arts exhibitions are also externally assessed. IB exams are conducted in strict accordance with IBO regulations. IB final exams typically make up about 75% of the student's final course mark, but the exact number varies from course to course. External assessments count towards the student's IB score, but not to their TMs grade.

School-Based Assessment: IB teachers also use school-based student assessments in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to the students' TMS grades but not the final IB score, which is awarded by the IBO in July following exams.

IB Assessment Calendar: To maximize student achievement and minimize stress, teachers in the IBDP establish a calendar with due dates for IB internal assessments, ensuring that major assignments are distributed carefully. The projected dates for internal assessments are available on the TMS IB Calendar. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. Dates are typically in May of the senior year.

IBDP Assessment Reporting: A variety of methods are used to communicate student expectations and achievement throughout the year. Teachers provide course outlines and describe assessments to students at the beginning of each course. Additionally, they provide ample time, explanation, and samples of formal IB assessments to allow students to successfully complete tasks and assessments. Parent meetings are held in September of year 1 to clarify IB grading and answer any questions that parents may have concerning IB assessments. Parent-teacher conferences are held two to three times a year to provide parents and students a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Course grades, based on school-based and internal assessments, are reported to students and their parents twice a term (mid-term and final) using TMS student grade reports. Marks in IB courses are reported using the IB 1 - 7 scale as described below at the conclusion of the program. The 1-7 marks reflect the IB standardized criteria on levels of achievement in each course.

IB Grading Scale

7	<i>Excellent Performance</i>
6	<i>Very Good Performance</i>
5	<i>Good Performance</i>
4	<i>Satisfactory Performance</i>
3	<i>Mediocre Performance</i>
2	<i>Poor Performance</i>
1	<i>Very Poor Performance</i>

Graduation Requirements

Course	Required Credits	Recommended Credits
English	4	4
History	3	4
Mathematics	3	4
Science	3	4
Language	3	4
Arts	2.25 (3 years)	3 (4 years)
Music	1 (2 years)	2 (4 years)
Physical Education	1 (2 years)	2 (4 years)
Immersion/Experiential Ed.	2 (4 years)	2 (4 years)

The minimum number of requirements for a diploma is 24. Most students graduate with 28 to 30 units of credit. Students may transfer credits from other schools toward their graduation, and certain requirements may be waived when similar programs do not exist in the prior institution. We may not transfer credits for upper school students receiving grades below a C- from another school. Only grades earned at TMS are used for calculating a student's GPA.

Graduation Awards

Honors Awards Seniors graduating with a cumulative grade point average of 3.5 are acknowledged at graduation with honors. Honors is signified by cords worn over the graduation gown.

Gravitas Award In each homeroom, students vote for a classmate who best demonstrates selfless contribution and service to his or her classroom community at the Telluride Mountain School

Founders Award Faculty, with the approval of Head of School, select one elementary, one intermediate and one high school student who fully and consistently embodies the core values of the Telluride Mountain School in all he or she does.

Academic Recognitions

Additionally, students in grades 7-12 who demonstrate exceptional achievement in the academic disciplines may receive recognition at graduation.

Trimester, Mid-term, and End of the Year Reports

Faculty members complete grade reports for students in grades 1-12 at the end of each trimester. Additionally, students in grades 7-12 receive mid-term updates. In the fall and spring, 1st through 6th grade students receive a checklist on progress, a summary of studies, and a narrative student evaluation in the spring and fall. In the winter, 1st through 6th grade students receive the checklist and summary of studies but no narrative student evaluation. Students in grades one through six do not receive letter grades.

Included in the 7th through 12th grade fall and spring grade reports are a trimester letter grade, a checklist on

academic performance, work habits and attitude along with a summary of studies and a narrative student evaluation. Winter grade reports for 7th through 12th grade consist of a letter grade, checklist, and summary of studies but no narrative student evaluation. The purpose of these evaluations is to apprise students and their parents of the progress the student is making. These reports are an accurate reflection of the student's standing in each class and of the work that he/she has completed. A traditional transcript is prepared only for the purpose of transferring grades to another school.

Credit Pending

If a student is unable to complete his/her academic obligations for a given term due to serious illness or other uncontrollable circumstances, the teacher may decide to issue the student a temporary "incomplete" for the course. In the academic evaluation, the teacher establishes a reasonable deadline for the student to complete the work. If the work is not satisfactorily completed by this deadline, a final grade will be assigned which reflects the incomplete work.

Failure Policy

If a student fails to complete the required work for any one of the three terms of the course, the student will receive no credit for that term. The student will have an immediate meeting with his/her teachers, advisor, parents, and the Head of School. He/she is expected to continue the course the next term it is offered. If a student fails a second term of any course, he/she will not be allowed to complete the course that year; he/she has failed the entire course.



STUDENT SUPPORT

We are a small school by design, we have close and meaningful relationships with our students and families, and we have spent years developing innovative and research-informed strategies for engaging students. Therefore, we are set up to do a great job of engaging students every day, and to notice when students are excelling or struggling. Our Student Support structures are designed to continue excellence in instruction, continue and improve our processes for monitoring student progress and communicating about it, and add some subject-specific support in key areas.

Teacher, Homeroom and Family Communication

The faculty at TMS is committed to keeping parents informed about their student’s progress, and families are encouraged to have a direct line of communication to academic and homeroom teachers. This communication is not limited to scheduled conferences and grade reports. Academic teachers prepare grade reports at the end of each trimester, and the school facilitates family conferences at least two times per year.

Student Support Systems

Proactive and responsive student support can take many forms, and we work as a team to customize the supports to meet the needs and goals of each student. The table below describes some of the supports that are in-place throughout the school.

Tiers of in-class academic support
Tier 1: Elements of Effective Instruction (great teaching for all students)
Tier 2: Teacher-delivered Accommodations, Modifications or Recommended Strategies according to in-place or developing Student Support Plans
Tier 3: Specialist-delivered interventions in pull-out, push-in or after school settings.
Tiers of social and emotional support
Tier 1: Homeroom structures to establish a routine of safety, predictability and connection with <i>at least one</i> adult advocate.
Tier 2: <i>Positive Discipline</i> Student Life Curriculum used to create a safe and supportive class culture and teach Social and Emotional Skills.
Tier 3: Referral to contracted or familiar outside-of-school specialists in consultation with families

Student Support Plans (including Student Accommodation Plans)

As part of documenting our work with students, the team develops Student Support Plans, as needed. These are sometimes referred to as Student Accommodation Plans (SAP’s) if the support requires some accommodations or significant adjustments to a students’ school experience.

While outside assessment, such as a psychoeducational evaluation, is not required to initiate these support plans, detailed assessment can be helpful and informative for the school, family and student to understand the student’s learning profile. If the observations of the school suggest that an outside assessment or diagnosis would be helpful, a Division Director or Learning Specialist will suggest that the family seek out additional assessment. These assessments are coordinated and paid for by the family.

Note on standardized assessments and tests: Most assessments, even standardized ones like the ERB, are administered internally and accommodations may be given to students at the school's discretion without an outside diagnosis of a learning disability. However, on some assessments, including the SAT and IB exams, there is an external process for receiving accommodations (e.g., extra time) that requires a diagnosis.

Academic Requirements for Maintaining Financial Aid

Telluride Mountain School strictly follows the NAIS (National Association of Independent Schools) Principles of Good Practice with regard to financial aid:

Recognizing that each family bears the primary responsibility for financing a student's education costs, NAIS's Principles of Good Practice for Financial Aid Administration are designed to serve as guideposts in the development of professional policies and orderly procedures among schools. Through these principles, NAIS affirms its belief that the purpose of a financial aid program is to provide monetary assistance to those students who cannot afford the cost of attending an independent school. Furthermore, these principles reflect the standards of equity and fairness NAIS embraces and reassert NAIS's ongoing commitment to access and diversity.

1. The school adheres to local, state, and federal laws and regulations that require non-discriminatory practice in the administration of its financial aid policies.
2. The school operates within the context of both short- and long-range financial aid budget and policy goals.
3. The school uses objective research to measure the effectiveness of its progress towards its goals, and communicates the outcomes as appropriate.
4. The school provides outreach, education, and guidance to students and families on all aspects of its financial aid process and options.
5. The school determines eligibility for admission without regard to a student's application for financial aid.
6. The school commits to providing financial aid dollars to applicants who demonstrate that their family resources are insufficient to meet all or part of the total educational costs.
7. The school continues to provide support to students as long as financial need is demonstrated.
8. The school maintains the same standards of behavior and academic performance for recipients of financial aid as it does for non-recipients.
9. The school enacts documented procedures that ensure a fair, consistent, and equitable assessment of each family's ability to contribute toward educational expenses.
10. The school makes and communicates financial aid decisions in a manner that allows families to make timely, careful, and fully-informed enrollment decisions.
11. The school establishes administrative and accounting procedures that distinguish the school's need-based financial aid program from tuition assistance programs that are not based on financial need.
12. The school safeguards the confidentiality of financial aid applications, records, and decisions.
13. The school supports collaboration between the financial aid office and other offices within the school

ACADEMIC HONESTY

Academic Integrity Policy

Why is academic honesty important at the Mountain School?

Philosophy:

Academic integrity is a fundamental virtue in our community because it is a crucial part of our mission to help students become constructivist learners and think for themselves. Academic honesty is intricately linked to the Mountain School's four core values: responsibility, integrity, respect, and love of learning. We are a community of learners and as such expect students to be honest in every aspect of their academic life. As consistent with the International Baccalaureate philosophy, we aim to develop students who “act with integrity and honesty, [and] with a strong sense of fairness and respect,” (Carroll, Jude. Academic Honesty in the IB, 2012. Pg 2).

What is Academic honesty and dishonesty?

The Telluride Mountain School expects students to “make the effort to learn academic writing, research and citation skills ... and to take care not to use plagiarism and/or collusion with fellow learners in order to bypass the hard work of learning,” (Carroll, Pg 3).

As stated in the International Baccalaureate Organization's Academic Honesty publication (2007), honest work is “an authentic piece of work that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged.” At the Mountain School this applies to both work completed by an individual and in collaboration with fellow classmates.

Academic dishonesty, therefore, is a student's failure to engage in the “hard work of learning” through neglecting to create an authentic piece of work and to acknowledge or give appropriate credit to any work or ideas that are not his/her own. Academic dishonesty includes the following:

- Plagiarism: When a student borrows or imitates the wording, ideas, data or thoughts of another author, and represents them as his/her own original work.
- Collusion: When two or more students work together and one presents the work as his or her own. This includes presenting work as one's own after having received inappropriate assistance on homework, a paper, or other assignment. This does not mean that students cannot ask for help with their school work – if a student is unsure about what kind of help is appropriate, he/she should discuss his/her concerns with his/her Advisor.
- Cheating: When a student intentionally copies responses from an assessment, assignment, or paper and presents the work as his/her own or when a student uses materials or technologies that are not permitted to complete a test or assignment.

How does the Mountain School build academic integrity?

To promote academic integrity teachers, focus on developing the skills necessary for successful constructivist learners. To guide and support students in accurately understanding and applying the rules around academic integrity Mountain School teachers do the following:

- Review the academic integrity policy with students at the beginning of the year, require students sign an honor code (academic integrity oath), and reference the policy intermittently throughout the

year.

Artificial Intelligence

- Please refer to the segment on the use of AI related programs and tools in our technology section.

- Give explicit instruction and sufficient practice for students to develop skills inherent to academic integrity including consistent citation guidelines.
- Monitor and provide frequent feedback to students throughout their schooling so as to provide examples and instruction to illustrate sound practices.
- Discuss, agree upon, and implement consistent standards around practices of academic integrity.
- Treat breaches of academic honesty fairly and seriously.

What are students' responsibilities around academic integrity at The Mountain School?

The Telluride Mountain School expects students to:

- Implement lessons, strategies, and practices taught around issues of academic integrity including, but not limited to, note-taking, citing and referencing techniques, analyzing research, writing academically and working collaboratively.
- Participate and engage in community discussions and practices of academic integrity as well as individual teacher/student conferences.
- Ask questions and seek clarification when any ambiguity around plagiarism or collusion arises, including but not limited to:
 - o Requirements and expectations regarding the protection of individual work in collaborative projects (specifically in cases where a chance for students to inappropriately use a classmate's work exists, and that may lead to collusion).
 - o Work on tests, homework and in research and academic writing.
- "Use time-management and self-management strategies to avoid procrastination which is often referred to by learners as explanation for their plagiarism," (Carroll, pg 3).

What are the consequences for breaches of academic integrity?

All breaches in academic integrity are brought before the student's Advisor/Homeroom teacher and, if necessary, the Discipline Committee. The Discipline Committee is comprised of The Dean of Academics, The Dean of Students and a faculty representative. The Discipline Committee hears the facts on the breach of integrity and decides (with input from the student) on an appropriate course to follow in concert with the School's Positive Discipline Philosophy. Consequences may range from loss of credit on an assignment, to expulsion from school for multiple offenses. We allow students an opportunity to resubmit all work assigned with a no credit designation. We believe in an individualized approach to student discipline, using consequences and solutions that support learning and growth. The school is supportive of using breaches of academic dishonesty as opportunities for reflection and not as an opportunity for punitive measures. With all breaches of academic honesty, the parents of the students are contacted and informed.

We, at the Mountain School, passionately embody the IB's belief that "learners, teachers and schools as a whole share responsibility for ensuring actions [around academic integrity] are integrated and consistent," (Carroll. Pg 7). We take academic honesty and dishonesty very seriously. We teach and encourage our students to demonstrate honesty and integrity in all manners of school participation.

ATHLETIC EDUCATION CURRICULUM

We call our athletic programs Athletic Education because all of our program directors and coaches are first and foremost educators. Athletic Education is an important and integral part of daily life at Telluride Mountain School. The purpose of all the Athletic Education programs within our school is not only for students to learn the technical skills of the specific sports we offer, but also to teach many vital life skills. Good sportsmanship, determination, dedication, teamwork, adaptability, respect for the natural environment, emotional resilience, mental and physical strength, as well as the ability to learn from success and failure and to overcome fear, are all a part of what students learn as active participants in our Athletic Education programs. TMS students are expected to strive toward personal excellence in athletics, and always to participate with integrity.

Athletic Education Programs

Athletic Education Requirement

Our Athletic Education programs meet at different times on different days throughout the school year, depending on the season, the activity and the age group. Specific schedules are made available to students and parents well in advance. Students are required to attend two-thirds of the scheduled sessions in order to receive credit. Unexcused absences from athletics are handled in the same way as unexcused absences from other classes. Upper school students must complete one credit of Athletic Education to meet graduation requirements. This requirement is generally met through attendance in the Winter Sports Program, although it can be met through a variety of athletic pursuits.

Winter Sports Program

The winter sports program is the focal point for the athletic education program at the Telluride Mountain School during the ski/snowboard season. TMS staff members collaborate with professional instructors/coaches to work with students at every skill level. We see the program as an extension of the classroom where students are expected to bring the same level of attention and work ethic as they would to any academic class. At the same time, coaches are first and foremost educators who, in addition to providing exceptional coaching, are educating students on vital life skills such as individual responsibility, work ethic, commitment, discipline, sportsmanship and pride in a job well done. Regardless of their personal goals and abilities, the athletic education students receive at the Mountain School will benefit them in all areas of their lives.

School rules and behavior apply during time spent on the ski mountain. Satisfactory academic standing is required in order to participate in the program. If a student is ineligible due to academic performance, he/she will be required to attend supervised afternoon study sessions during the program hours until he/she meets the requisite academic standards. While participation in the winter sports program is strongly encouraged, it is not mandatory. Students who do not wish to participate in this program must develop an alternative program approved by the Winter Sports Program Director and the Division Leader. The alternative program must support the student's development in some area of student life and is in line with the mission of the school while not conflicting with any other facet of student life.

Telluride Public School / Telluride Parks and Recreation

TMS students are welcome to participate in all athletic programs offered by the local public school and Parks and Recreation Department. Students and their families are responsible for arranging their own transportation. Telluride Public School, Athletic Director, 369-1210 or Telluride Parks and Recreation, 728-2173.

Competitive Athletes

Those students who participate in competitive sports are required to make greater commitments than non-competitive athletes:

- **Time Management:** Because of demanding competition and training schedules, heightened time management skills are necessary for competitive athletes. Students need to balance their demanding athletic training with academic responsibilities, as well as their other commitments to family, friends and school community.
- **Physical:** Competitive athletes are required to commit to year-round training and conditioning. In addition, increased awareness of proper sleeping habits, nutrition and general health awareness are vital to their success.
- **Financial:** Certain competitive programs require payment of program dues, race entry fees, certain travel expenses, and personal equipment costs – **these fees are not included in tuition.** Students and their families must plan ahead and be responsible for these financial requirements.

Eligibility

In order to participate in any TMS or other TMS-approved athletic education programs, **students must maintain minimum GPA of 2.0 (a C average) with no grade lower than a C-.** If a student loses athletic eligibility due to academic concerns, that student is required to attend extra help sessions until the time when the student's academic work is such that athletic eligibility is restored. **It is important to understand that the loss of athletic eligibility may result in the loss of athletic credit, which may in turn affect the student's standing for timely graduation.** If a student's Advisor or any teacher feels the student is not working at or near the student's academic potential, he/she may also lose athletic privileges for a time frame to be determined by that student's Advisor.

Dress and Equipment for Athletic Education Programs

The dress code for the regular school day is outlined in this handbook and is consistent for all students, regardless of age. However, with respect to athletic programs, TMS students are involved in different athletic programs at different ages during different times of the school year, making an athletic "dress code" difficult to simplify. In short, lists of required attire and/or equipment will be provided to parents by the program's instructor/coach previous to the beginning of each program. Students must attend their respective athletic program in attire as outlined as appropriate for that activity during that time of year. Such attire as well as any equipment (such as skis, boots, etc.) may be stored at the school in the student's cubby and/or other appropriate and available storage spaces. If students or parents have any questions regarding appropriate attire for athletic activities, contact the student's Advisor or athletic program instructor/coach.

Athletic Events During Class Time

Students in Grades 5–12 may participate in athletic programs offered by the public school. These students may require early release to participate in daily practice or in athletic competitions. Telluride Mountain School follows this procedure:

1. Students or their parents will be responsible for timely notification to the classroom teacher of upcoming practices and travel times.
2. The classroom teacher(s) will apprise students of their responsibility for all work and tests missed.
3. Students in grades 1–4 are encouraged to participate in after school art and athletic programs. Parents should notify the homeroom teacher of these activities in advance. Students may be released early (usually with arrangements to complete their school clean-up chores earlier in the day) so they may arrive on time.

Best Practices for Concussion Care

There is no single indicator for a concussion, and an adult must monitor every child with a head injury for a variety of symptoms. Concussions can happen anywhere, and the signs and symptoms can take time to appear. All of our faculty receive training in concussion protocols, and we will notify parents immediately of any head injury and closely monitor the student while at school. When a student experiences a concussion, screen time can be challenging; teachers will offer assignments on paper or suspend any assignments that are non-essential. Parents are asked to contact the school regarding any suspected head injury and any required special attention or accommodations during school hours to be sure your child's health needs are being met.

Further, please recognize the particular value of rest and recovery when your child has been diagnosed with or experienced a concussion. The school may require a clearance note from the student's health care provider before the student can return to full activities at school.

EXPERIENTIAL EDUCATION CURRICULUM

Experiential Education Program

The Telluride Mountain School makes learning dynamic and relevant through class trips that integrate academics with hands-on cultural, service and outdoor education components. We balance a mastery of core skills with exposure to new ideas and experiences that will spark students' interests and passions. Our annual experiential learning trips are one way we give students a very tangible opportunity to integrate classroom skills into real world experiences, and to bring new knowledge from these trips back to our classrooms and community. Students travel with their teachers and specialists who guide them in their studies of the local culture, history, biology, ecosystems and languages of these rich and unique places. These experiential learning trips integrate outdoor and cultural experiences with service, rounding out students' sense of responsibility and enabling them to give back as well as learn in a new setting.

Lower School trips are most often two to four nights within Colorado or the Four Corners region and focus on working together as a group and learning about natural and cultural history. Previous trips have been to Santa Fe to study art and history, the Dinosaur Museum to study prehistory and Native Americans, and desert ecology in the Moab area. Upper and Intermediate School trips are often longer and involve more ambitious destinations. Past trips for older students include: Islandwood to study and participate in a residential environmental science camp; the Big Island of Hawaii, where students studied biology and geology; Costa Rica, where students immersed in Spanish language studies, homestay program, and reforestation projects; the Deep South, where students studied Civil Rights, visiting museums and historic landmarks, meeting with Civil Rights leaders, and working on a post-Katrina service project; and India, where students studied cultural and theological diversity and participated in a community service project; and Cuzco, Peru, where students experienced language immersion, trekked to Machu Picchu and volunteered at an orphanage.

Outdoor Education Program

TMS's Outdoor Education Program teaches students age-appropriate skills in mountain, desert, and river-related sports. In addition, the curriculum incorporates natural science and history, as well as environmental stewardship, into educational activities. The OE program encourages TMS students to be enthusiastic, responsible, and respectful wilderness visitors. Students of all ages and all ability levels learn skills related to teamwork, leadership, and wilderness ethics, as they gain environmental awareness and self-confidence. Responsibility extends to multiple realms as students learn to care for themselves, for others and for the environment. The lessons taught in the Outdoor Education program are integrated with students' academic curricula to offer a comprehensive learning experience.

Community Service / Service Learning Program

As an integral part of our community, and as a beneficiary of the multitude of services the towns provide, TMS maintains a commitment to give back to the town and its residents through service. The Community Service Program makes it possible for students to work with school and community partners to change things for the better in our valley. Through interaction and cooperation, the program's ultimate goal is to meet the needs of the community as the community itself defines them. When students participate, they help to develop the human, educational, cultural, environmental, and economic assets of our community. Students are encouraged to include community service in their schedule of activities through an internship or volunteer project.

The Community Service Program also reaches beyond our immediate mountain community and state into other parts of the U.S., as well as foreign countries. Each year, TMS students participate in trips that, as integral components of the school's curriculum, provide opportunities for students to put their studies into context. These trips have several components, one of which is Service Learning. Students do not simply clean up a park, count their service hours and call it done – they perform work that they can return to, gaining valuable perspective on the continuing and important effects that their hard work and a long-term commitment can have.

General Information on School Trips

Outings take place several times during the school year. The costs of fall multi-day outdoor education field trips are included in the tuition fees. A portion of the cost of spring multi-day experiential trips is also included. However, of the total costs of experiential trips, approximately half must be paid by Parents/Guardians in addition to tuition. Fundraising opportunities for students will be offered and guided by the School. Modest additional fees may also be charged for off-campus excursions.

Parents sign a general permission and release form for school trips and special events prior to the opening of school and are then notified of the details of each scheduled trip. A separate waiver permission form and/or behavior contract may be required for certain school trips, i.e. for experiential education trips. Teachers plan these trips carefully, coupling the expected learning outcomes of the trip to units of the curriculum. It is expected that students do not miss this important part of their instruction. If parents do not wish their child to go on a specific field trip, they must notify the Head of school of the reason and determine an alternative plan.

STUDENT LIFE CURRICULUM

The purpose of the Student Life Curriculum is to create, sustain, and develop a school based on our Core Values of respect, responsibility, integrity, and love of learning for everyone and everything in our community. In an intentional community such as ours, the creation and protection of these values depend on each member's thoughtfulness, cooperation and sensitivity to others' needs, accountability, and participation in constructive activities. Honesty is at the heart of our school – we expect all of our community members to be honest at all times.

Student Life Programs

We have high expectations of our students. In sum, we expect them to be committed to hard work and full participation in all areas of school life. We emphasize honesty, integrity and respect in all of our programs, and it is each of our community member's responsibility to uphold these ideals consistently throughout the school year.

There are several programs at TMS, some of which are required and some which are optional, that enhance our students' education and support their involvement both in our school and in the greater local community.

Advisors (Homeroom Teachers): The Telluride Mountain School Advisor Program fosters a strong relationship between each student and a specific member of the school's faculty. Each student's Advisor supports him/her in academic, athletic and general student life, helps identify problems and provide solutions, and keeps track of the student's progress. Students meet informally with their Advisor on a daily basis in homeroom and Advisors keeps parents, other faculty members and the Head of School apprised of each student's progress. Parent contact is another duty of Advisors, and parents are encouraged to use the student's Advisor as an important school contact.

Morning Meetings: While all-school meetings may take place at any time during a given school day to allow the school community to discuss important issues, Morning Meetings are held at the beginning of the school on scheduled Mondays. These meetings not only allow time for students, staff members, parents and guests to make announcements to the entire school body, they are also a time for the community to focus on an aspect of the school's guiding Core Values. Members of the school community, including students, offer periodical core value talks based on the TMS core values to the entire community to use as "talking points" both in and out of the classroom. Student input is provided by the Student Leadership Committee in developing the themes and presenting them (with the guidance of a staff member), as well as discussing them during the meetings and throughout the school week.

Class Meetings: While at the Mountain School students of all ages will participate in class meetings as part of the Positive Discipline Program. Class meetings provide a shared respectful space for students to participate in problem solving, conflict resolution, and decision-making. Class meetings give students an opportunity to actively participate in creating solutions to classroom and social issues with their peers. In addition, students are given the opportunity in this space to learn to take responsibility for their mistakes, and use them as a learning opportunity. Class meetings are held weekly within the homeroom.

Digital Citizenship / The Social Institute: Telluride Mountain School is proud to partner with The Social Institute, the leader in empowering students to navigate their social world - online and offline - to fuel their health, happiness, digital citizenship, and future success. By reinforcing character strengths like empathy, integrity, and teamwork, Telluride Mountain School takes a refreshing, positive approach through the Social Institute, called #WinAtSocial, to inspire students to make healthy, positive choices. Throughout the year, students learn modern life skills and digital citizenship during interactive lessons with faculty and their homerooms. TMS families and parents can access resources related to the lessons that students learn at school and incorporate them into family conversations at home.

School Counseling: Claire Eastham is our full-time, consulting school counselor on staff who is available to help students with academic, career, and personal/social issues. School counselors recognize that trust is a cornerstone of the counseling relationship. School counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality (ACA, NASW, or similar code of ethics). If you need help in locating a specialist for academic or psychological evaluation for your child, please speak with the counselor for referral information, as the TMS school counselor does not offer this expertise. This can be an empowering step for students experiencing certain academic, career, social or emotional difficulties.

With the guidance and assistance of a consulting school counselor, Telluride Mountain School will be implementing additional programming in mindfulness, digital citizenship, and social/emotional education. Students are instructed on social emotional learning, positive discipline, and mindfulness periodically in order to create a “Toolbox” for building healthy relationships within the classroom community.

Parents and students are encouraged to make use of the help that is available at the school. Staff members often have unique insights into students’ behavior and can always find time to listen to the concerns and difficulties a student may be experiencing, and help decide on a course of action.

College Counseling: In its relatively short history as an institution, Telluride Mountain School has developed an exemplary record of placing our graduates into high-quality four-year colleges after graduation. Our commitment to rigorous academics and unique programming help produce hard-working, curious, confident, and capable students who are well prepared to succeed at the collegiate level. College admissions offices recognize the strengths of our program, and we continue to tout our accolades to an ever-widening college network.

At its essence, the college counseling program at TMS is an all-school affair. Our size, program, and character function beyond academic development; they allow us to approach the college admissions process in a manner unavailable to other institutions. Our teachers are able to tailor academic curriculum to best prepare students for collegiate academics and life after high school. Our experiential education program provides students with global experiences that they can leverage into meaningful additions to their college applications. Our commitment to the development of communication and critical thinking skills helps students represent themselves to admissions officers in the best possible light. Finally, our small size allows for tremendous advantages in numerous areas: teachers are able to write insightful, individualized, and detailed letters of recommendation; staff members give extensive help to students as they write application essays; and teachers are able to direct students toward meaningful learning opportunities outside of the classroom in the form of internships, summer classrooms, and exchange programs. Those aspects that make the Telluride Mountain School education unique and valuable manifest themselves in the college application process every step of the way.

The college counseling program at TMS works to give students consistent guidance through the admissions

process from start to finish, beginning in the ninth grade and suffusing the rest of the high school years. We work to introduce students to a wide variety of schools and programs: we invite college representatives to visit our classrooms; we have begun to develop relationships with a core group of schools that share our culture; we provide opportunities to visit college fairs and workshops; and we help students identify colleges that fit their individual interests and academic pursuits. We familiarize students with standardized tests and help them choose test formats and dates that will best serve their needs. Finally, we help steer students through the maze of application and financial aid forms and deadlines.

STUDENT LIFE INFORMATION AND GUIDELINES

TMS Honor Code: Students at TMS are responsible for their behavior and must understand that all of their actions have the potential to affect their community at large. Therefore, in order to establish a caring, safe, and educationally and athletically enriching environment, we require our students to uphold the following

Honor Code:

A Telluride Mountain School student is a law-abiding citizen who does not lie, cheat, steal, act disrespectfully, or tolerate the actions of those who do.

The purpose of the Telluride Mountain School Honor Code is to create a community based on honesty, integrity, and respect. While the spirit of this Honor Code applies to all TMS students, only those in 7th-12th grade are required to sign the Honor Code at the beginning of each school year. This ceremony signifies each student's promise to uphold the Honor Code at all times during their enrollment, including all school trips, sponsored weekend activities and other outside events, as well as all weekends, school holidays, and summer vacations.

By signing this document, students promise to abide by the principles stated in this handbook and say they understand that the school will intervene if there is any reason to suspect a violation of their promise. If a student does violate the TMS Honor Code at any time, consequences may be severe, up to and including expulsion – even for a first offense.

TMS students make choices outside of school and school sponsored events that may adversely affect the TMS community. When poor decisions are made outside of school, involving but not limited to illegal activities, disciplinary consequences may be stipulated by the TMS Disciplinary Committee. Parents bear the burden of responsibility for their child's actions and behaviors outside of school; however, when the school community and reputation are harmed, the parent/school partnership roles must join in the effort to amend the situation.

Dress Code

Spirit of the Dress Code: Appropriate dress is a visible statement of the respect students and staff members have for the school community – our dress code creates a consistent and respectful environment for all. The dress code is intended to teach students how to dress appropriately for the school setting. Dressing for school is an intentional act in which students choose to dress and prepare themselves for the school day’s activities. The dress code enables students to make decisions that encourage responsibility, as well as honor and respect the learning community we share.

In order to give students and their parents greater clarity on this subject, we have developed the following list to illustrate attire in line with a typical school day:

Examples of Acceptable Attire:

- Collared shirts, turtlenecks, button-down shirts, and short or long-sleeved crew-neck shirts.
- Sweaters, cardigans, fleece, and sweatshirts.
- Denim, khaki or corduroy pants or shorts, leggings, dresses, or skirts of an appropriate length for school.
- Footwear must be appropriate for the day (indoor shoes are required to replace boots in the winter).

Examples of Unacceptable Attire:

- Hats and hoods worn inside the school during the school day. Hooded sweatshirts are permitted, but students may not have their hoods “up” inside the building or classrooms.
- Visible undergarments or clothing that is overly revealing for the school environment. This includes crop tops, bare midriffs, tank-tops, and muscle shirts.
- Inappropriate footwear - flip flops, skate-shoes or flat-soled shoes on OE trips and hikes.
- Excessively ripped or torn clothing.
- Clothing with logos that promote political affiliations, violence, substance abuse, or go against the core values of the school.
- Athletic attire - mesh shorts, athletic shorts, sports jerseys
- Sweatpants (including “joggers”), flannel/pajama pants.
- Items of clothing that are not in line with the core values of the school or the spirit of the dress code.

Protocol for Dress Codes Infractions

(Grade 1-6th only): Multiple dress code infractions by a lower school student will be handled by the homeroom teacher, Dean of Students, and Head of the Lower School, and will meet with the student in order to explore solutions for student support. A meeting with the student and parents may take place if there is a continued failure to meet expectations.

(Grade 7-12 only): 1st & 2nd infraction. Students should expect a verbal warning from the teacher. This warning will come in the form of a private meeting between the student and teacher, during non-academic periods of the school day. This warning will be verbally communicated to the homeroom teacher.

Multiple infractions will result in a meeting with the student, homeroom teacher, Dean of Students and the Division Head in order to explore solutions for support.

Continued failure to meet dress code expectations will result in an in-person family meeting with the student, parents, homeroom teacher, Dean of Students, and the creation of a student contract to explore solutions for further support.

ANTI-DISCRIMINATION POLICY

Telluride Mountain School is a community that values and celebrates differences in learning, culture, race, ethnic origin, religion, sex, physical abilities, sexual orientation and gender identity. Because of these values, no student will be denied any educational opportunity or subjected to discrimination on the basis of race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities or any other legally protected class.

In order to provide a positive and welcoming environment for all members of the community, certain guidelines for appropriate behavior need to be recognized and practiced by each member of the community. Discrimination or harassment, either verbal or physical, disregards the feelings of others and is demeaning. Any such behavior will not be tolerated.

DISCRIMINATION AND HARASSMENT

Discrimination is physical or verbal conduct resulting in negative treatment based upon an individual's race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities or any other legally protected class. Discrimination may create an intimidating educational or work environment.

Harassment is one type of discrimination. It is often thought of as repeated or persistent conduct, including any unwelcome, hostile and offensive verbal, written or physical conduct. Harassing conduct is based on or directed at a person's race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity, physical abilities that:

- (1) results in physical, emotional or mental harm or damage to property;
- (2) is sufficiently severe, persistent or pervasive that it interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or
- (3) substantially disrupts the orderly operation of the school.

EXAMPLES OF HARASSING BEHAVIOR

Examples of harassing behavior can include:

- threatening or intimidating conduct directed at another
- slurs, negative stereotypes and hostile acts related to protected class status
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
- a physical act of aggression or assault upon another because of or in a manner reasonably related to race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity or physical abilities
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sex, sexual orientation, religion, national or ethnic origin, age, gender identity or physical abilities

Sexual harassment is unwelcome conduct of a sexual nature. Examples can include:

- unwanted sexual advances including unwelcome, sexually motivated or inappropriate patting, pinching or physical contact
- touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex
- coercing, forcing or attempting to coerce the touching of anyone's intimate parts or a sexual act on another
- graffiti of a sexual nature
- sexual gestures

- sexual or dirty jokes
- touching oneself sexually or talking about one's sexual activity in front of others
- spreading rumors about or rating other students as to sexual activity or performance
- unwanted communications, including text messages, that either include or request sexual content (sexting)
- other unwelcome sexual behavior or words, including demands for sexual favors

HOW TO RESPOND TO DISCRIMINATION OR HARASSMENT

1. First, to the extent you feel comfortable, safe and able to do so, let the offending person or group know you want the behavior to stop. This applies when the discriminatory conduct or harassment is directed at you and when it is directed at someone else. If you are comfortable, firmly say NO or tell them to STOP.

Directly look at them with a straight face and give them a clear message about how you feel.

2. Second, report the incident immediately to a teacher or staff member.

3. If a teacher or staff member is unable to address the issue, you may report the incident to the school's Title IX coordinator, Pamela Sante. She can be reached at: 970-728-1969, ext. 13 or busmgr@telluridemtnschool.org. The coordinator oversees the school's response to reports and complaints that involve possible discrimination or harassment, including sexual harassment.

HOW THE SCHOOL WILL RESPOND TO REPORTS OF DISCRIMINATION OR HARASSMENT

Any time there is a report of student to student discrimination, including harassment, or a staff or faculty member witnesses student discrimination, including harassment, the school will respond in the following way:

1. The Title IX Coordinator or an assigned interviewer (counselor) depending on the severity of the accusation will interview the reporting party for information about the report and the conduct at issue. The school will contact the parents of the students involved and let them know that a report has been made.

2. The school will investigate. The investigation may be conducted by the Coordinator and administrators at the school or by a third party designated by the school. Whether discrimination has occurred in any particular circumstance will be evaluated in light of all the facts, including considerations such as (i) the ages and maturity levels of the students, (ii) the history and relationship among the parties and (iii) the positions and roles of the parties, e.g., teacher, administrator, supervisor, subordinate, volunteer, parent, child, sibling or student leader of a team, club or other activity. The investigation will begin immediately and will be completed promptly.

3. After completing the investigation, the review team will report in writing to each involved family, stating whether the allegations were substantiated and whether they appear to be violations of school policy. Because TMS values the privacy rights of all students, the consequences and disciplinary measures issued to other students will generally not be disclosed.

4. Upon receipt of a report that a violation of TMS policy has occurred, the school will take prompt, appropriate, formal or informal action to address the violation. Appropriate actions may include but are not limited to counseling, awareness training, parent-teacher conferences, warning, suspension and/or expulsion.

In determining what is an appropriate response, the school will consider:

- what response is most likely to end any ongoing harassment;
- whether a particular response is likely to deter similar future conduct by the harasser or others;

- the amount and kind of harm suffered by the victim of the harassment; and
- the prior conduct and disciplinary history of the party who engaged in the harassing conduct.

CONFIDENTIALITY

The school will endeavor to keep confidential all reports of harassment or discrimination. However, in investigating and responding to discrimination and harassment, it may be necessary for the school to share information related to the allegations. The school will respect the privacy of the complainant, the individuals against whom the complaint is filed and the witnesses as much as possible consistent with the school's obligation to investigate and take appropriate action. In addition, the staff and faculty are mandatory reporters under Colorado law. If we reasonably suspect that discriminatory conduct or harassment of a student rises to the level of child abuse or neglect, the school, consistent with its legal obligations, will report such conduct to local authorities or law enforcement.

RETALIATION PROHIBITED

Submission of a good faith complaint or report of discrimination including sexual harassment or other forms of harassment will not affect the complainant or reporter's grades, learning environment or opportunities at TMS. The school will discipline or take appropriate action against any student, teacher or staff member who retaliates against someone who reports an incident of alleged discrimination or harassment, or any person who participates in an investigation relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Sexual Activity and Behavior

Sexual activity and behavior, including all public displays of affection beyond friendly hugs and holding hands, are strictly prohibited at all times on campus and while participating in any of the school's programs. The spirit of this policy includes not only all sexual contact between students, but also sexually suggestive behavior, such as sexually oriented talk, body language, and gestures. If a student engages in what any TMS staff member deems to be sexual activity or inappropriate behavior, he/she may be required to meet with the Disciplinary Committee. If students have any questions about what displays of affection are appropriate or inappropriate, they should discuss the matter with their advisor.

Off-Campus Behavior

TMS is located in a growing and prospering town; businesses, homes, and public property are on all sides of our campus. Students are expected to treat all of our neighbors and their properties with the utmost respect at all times. Therefore, students are not permitted to loiter on any private property and, in addition, are to act at all times as an ambassador of our school, with all that implies – this includes time spent in public places, on all forms of public transportation such as gondolas and public buses, as well as all TelSki properties (lift-lines, chairlifts, etc.).

It is important to note that school policy does not allow students in grades 1 through 6 to leave campus at any point during the school day except for appointments that could not be scheduled for outside of the school day (e.g. family events, doctor or dentist appointments, etc.).

Classroom Jobs

Classroom and community jobs are a valuable part of community building, as well as developing respect and responsibility within the school community. The responsibilities of taking care of our school are an essential part of the day. Directly after lunch and after school each day, all students, with the participation and supervision of staff and student leaders, take part in the physical upkeep of the school. Protocol for not completing classroom or community job (Grade 7-12): 1st infraction-verbal warning, 2nd infraction-email to parents from the homeroom teacher, and 3rd infraction-phone call home from the homeroom teacher and a

detention with the Dean of Students. A continued failure to meet expectations after the third infraction will result in a meeting with the student, parents, homeroom teacher, and the Dean of Students.

Cubbies and Lockers

Each student at TMS has an assigned cubby in which books, extra clothing, sneakers, etc. can be stored. Many of these storage units have no doors, and those with doors cannot be locked promoting a sense of trust. Students are responsible for keeping their cubbies neat and clean.

Drugs, Alcohol and Tobacco

The use of drugs, alcohol and tobacco is dangerous, illegal for school-aged students, and is incompatible with the mission of our school, which promotes ethical behavior, personal responsibility and self-respect. We believe the use of these substances conflicts with personal growth, scholastic and athletic achievement, and therefore our community well-being, and we strictly enforce our policy on this matter.

It is important to understand that the intent of this policy is not punitive. Rather, it is in place to provide a formalized context in which meaningful dialogue between students, parents and TMS staff members regarding critical issues surrounding illegal substance use by adolescents may be opened.

The Promise: All students in 7th-12th grade attending Telluride Mountain School sign a pledge to remain drug, alcohol and tobacco free throughout their enrollment; this includes all forms of tobacco. Breaking this promise is not only a breach of the school policy regarding the use of these substances, but a breach of the Honor Code as well. All TMS students must understand that TMS considers infractions involving the use of tobacco, in any form, as seriously as the use of other drugs or alcohol. Disciplinary consequences for drug, alcohol or tobacco use may be serious, up to and including expulsion.

Self-Referral

Self-Referral is a program designed to offer students a helping hand with regard to alcohol, drug or tobacco use. A student may inform any staff member that he/she wants to take responsibility for having made a poor choice. While such a matter may go to the Disciplinary Committee, the Head of School and the Discipline Committee will show the greatest respect for the student's determination to acknowledge his/her mistake in an honest manner and will take that into account when considering consequences. **It is important to understand that students may not make a self-referral after disciplinary procedures resulting from their behavior have already begun. Also, students may make only one Self-Referral over the course of their entire enrollment at TMS.**

Safe2Tell

Just as "self-referral" is used to offer students an outlet to inform faculty that they want to take responsibility for having made a poor choice, students need an outlet to inform faculty members about classmates they are concerned about. Students may anonymously report anything that concerns or threatens them, their friends, their family, or their community using Safe2Tell.org. Safe2Tell takes reports any time, any day, and students have the power to make a difference.

We encourage students to come forward as soon as possible when they learn about something that may cause harm to themselves or others. When students see something, they should say something. By reaching out to Safe2Tell, students can help someone who is struggling. If students desire to protect, prevent, or help, they

should send in a report. If students are unsure whether they should send in a report or not, and they are making a report to protect, prevent, or help, they should send it in.

How Safe2Tell Works: Reports can be submitted anonymously by calling 1-877-542-SAFE (7233), using the link on the Safe2Tell website, or through the mobile app. After students submit a report, students should watch for any follow up questions, because the more information students share, the better the response to the report will be. Safe2Tell will send student reports to appropriate school and/or law enforcement officials and verify report receipt and response.

Violence

Violence occurs whenever anyone intentionally harms or damages a person or his/her possessions. No violence or threats of violence of any kind are tolerated at TMS. In order to ensure a physically and emotionally safe environment for all students and staff, all forms of bullying and harassment are strictly prohibited. This includes all manners of physical, psychological or verbal abuse, cruelty, intimidating behavior, and sexual harassment, including electronic form; such behavior is dealt with swiftly and severely, and may lead to consequences up to and including expulsion. See Disciplinary Procedure.

Weapons

No weapons of any kind are allowed at TMS property under any circumstances. This includes the TMS parking lot and parking spaces. Further, possession of any literature pertaining to weaponry, and/or publications that promote violence (including internet sites, computer software and other technologies), may be grounds for disciplinary action, up to and including expulsion. Toy weapons that are made to look like the real thing are strictly prohibited. The faculty and staff reserve the right to make the distinction between toy and weapon.

Technology Policies

Phone Use: While we recognize that cell phones are an important tool for communication, we ask parents, students, and faculty to turn the ringer “off” on their cell phones when they enter TMS and to not use them during school hours. If students choose to bring a cell phone to school, they are required to leave their cell-phones in their cubbies during school hours (8:25am-3:05pm). Cell phones should not be present in the classrooms, hallways, playground areas, traffic circle, all-school PE, recess, or on OE/EE trips unless students receive explicit permission from a teacher to use them. Students may alternatively get permission from the front desk (Meghan) or their homeroom teacher to use the landline phone at the front desk (970-728-1969) or the landlines in their homerooms.

Smartwatches: Smartwatches that have the ability to send and receive text messages and phone calls are treated the same as cell phones. If students choose to bring a smartwatch to school, they are required to leave their smartwatch in their cubbies during school hours (8:25am-3:05pm). Smartwatches should not be present in the classrooms, hallways, playground, traffic circle, all-school PE, recess, or on OE/EE trips unless students receive explicit permission from a teacher to use them.

Televisions, Movies and Video Games: The use of videos and movies are restricted to classroom activities, as deemed relevant and appropriate by the classroom teacher. Students are not permitted to play video games at TMS.

Headphones: Personal use of headphones is prohibited during school hours, but they may be used to support educational purposes with teacher permission.

Computers and the Internet: Computers (whether school-issued or personal) and the Internet use are educational resources and we expect our students to handle them appropriately. We treat Internet “surfing,” as well as the use of internet-based video games and other interactive/social media (e.g. Instant Messaging, Instagram, Facebook, etc.) as recreational media use, and therefore we regulate it in the same way we do as watching television or playing video games.

TMS provides Chromebooks in grades 5 & 6, and we encourage our students to use our T1 Internet connection for appropriate academic work. The internet is an integral part of our academic life. However, because of the comprehensive nature of the World Wide Web, much of the readily available information (and certain patterns of Internet use) is inappropriate for school-age students.

As a result, TMS students are not allowed to view any content relating to pornography, violence, hatred, drug, alcohol or tobacco use, or any illegal activity. In short, we view the Internet as an excellent academic research tool and an educational privilege, but we reserve the right to regulate both the content and patterns of use on our campus. Students are prohibited from using online foreign language translators for assigned school work, unless directed to do so by their teacher.

Students who are in violation of the above phone, computer, or technology guidelines will be asked by the teacher to return their device to their cubby, or to place it in a private space (i.e teacher, homeroom, or Dean of Students desk). Students may be asked to leave the device in this space for the duration of the school day. Students who repeatedly fail to meet the technology guidelines will be required to drop off and pick up their device with the Dean of Students, and engage in a solution-based conversation that includes their parents, the Dean of Students, and the Division Head. If necessary a more detailed and supportive plan for responsible use of technology will be created for an individual.

Artificial Intelligence: We acknowledge that we live in a world where technology is advancing and rapidly changing, and we share the responsibility in educating our students on how to appropriately use AI (artificial intelligence) related tools. Students and faculty already use AI tools in the form of Grammarly, voice-to-text tools, spelling/grammar check features, and Wolfram Alpha, but the use of AI and programs such as Chat GPT on school related work are prohibited and treated as plagiarism. If AI tools are used to produce student work that is not an “honest representation of student learning”, it is treated as plagiarism. If AI assistance is permitted by teachers on student work, students must cite the use of AI in their work appropriately.

E-mail: A TMS domain email address will be provided for use while attending the school. Students will have full access to this email during the school year and summer, while enrolled as a student at Telluride Mountain School. When a student *withdraws* (ex. leaves for a semester, moves, leaves the school) their email account will be suspended after **three weeks**. When a student *graduates* their account will remain active for only **three months**. To ensure that data is not lost, be sure to migrate data from the TMS account into a new account that is made.

Extracurricular Activities

It is our belief that an exceptional education provides many opportunities for students to become involved, to try new things, to discover talents and interests they never knew they had, to feel good about something they can do well, and to make new friends. It is important to be a part of something larger than oneself, and extracurricular activities provide many opportunities for students to have this experience.

The Telluride community and public schools offer a wide choice of sports and activities for our boys and girls to sample. In addition to sports and extracurricular activities through the public school, the town of Telluride offers a wealth of activities including art classes and musical and drama productions for young people. We encourage and support participation in these extra-curricular activities for all students at the Telluride Mountain School.

We believe extracurricular activities present similar opportunities in the child's maturation process as classroom activities, and deserve the same level of commitment. We specifically ask parents not to excuse their children from practices and rehearsals for the injurious message it sends and for its undermining effect on the team or group moral

DISCIPLINARY MANAGEMENT

Disciplinary Principle

Telluride Mountain School classrooms embrace a Positive Discipline philosophy regarding behavior and consequences in school activities. Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. It teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults. Recent research tells us that children are “hardwired” from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. In order to be successful, contributing members of their community, children must learn necessary social, emotional, and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches.

-Adapted from the Positive Discipline website:

<http://www.positivediscipline.com/what-is-positive-discipline.html>

All primary and secondary educational institutions need clear, appropriate policies to manage their daily affairs, and to prepare young people for adulthood. We have therefore developed our guidelines to be as clear as possible. At the same time, we believe that policies are only as good as the judgments that execute them. At TMS, students and staff work together to resolve problems and conflicts in a fair, sensitive and intelligent manner, focusing on solutions rather than punishment. This means that anyone who makes a decision inside or outside of school that harms our school community is responsible for helping to heal the community.

Disciplinary Procedures: Each disciplinary situation is unique and we handle every one accordingly. We consider many factors before we take disciplinary action, including, but not limited to: student history, severity of infraction, and student honesty and contrition regarding the situation. The student’s homeroom Advisor and classmates, with the inclusion of the Dean of Students as appropriate, handle relatively minor, nonrecurring infractions; the Discipline Committee handles major and/or recurring infractions.

Lower School Discipline

The majority of lower school discipline issues are handled by the homeroom teacher, Dean of Students, and school counselor. When discipline is necessary, we implement measures that demonstrate love and kindness but also firmness and consistency. We do not allow children to hurt themselves or others or destroy property. We do not use physical punishment or language intended to hurt children’s feelings. Rather we try to resolve conflicts respectfully in a positive cooperative way, utilizing class meetings to brainstorm solutions. In cases of serious infractions, parents will be informed and consulted in a conference.

Upper School Discipline

Minor Disciplinary Infractions: Most situations involving minor discipline issues occur in the classroom and are therefore resolved within the classroom or homeroom community. TMS teachers embrace a Positive Discipline approach to behavior within the classroom and empower students to develop constructive solutions to issues through class meeting arrangements. Ideal solutions are those that are fair, helpful, are appropriate to the situation at hand, and “fit the crime”. The Discipline Committee- If a student breaches a major school rule involving violence, disrespect, substance abuse, or behavior, or if he/she repeatedly breaches minor rules, he/she may be required to appear before the Discipline Committee to discuss the matter. This discussion focuses on the problem at hand and any extenuating circumstances that may be pertinent. The Committee's objective is to identify the problem and provide the best possible solution both for the student and for the

school. The Committee includes members of the administration, faculty, and representatives of the student body. Students are encouraged to ask a faculty member (generally their Advisor) to represent them at the meeting, and are expected to work with the Committee in the full spirit of the Honor Code.

Major Disciplinary Infractions: In the case of major infractions, which could lead to possible suspension or expulsion, the school will adhere to the following process. In these instances, where students are interviewed regarding possible infractions, students will be provided an advocate. Parents will be notified of the student's involvement in an infraction as soon as the school finds sufficient reason to suspect a student.

Major infractions include, but are not necessarily limited to:

- Violent behavior (fighting, punching, hitting, kicking, scratching, verbal, etc.)
- Possession of weapons on campus (weapons may include toys, replicas, or inoperable models of weapons)
- Harassment, including internet
- Excessive bullying
- Flagrant and/or repeated disrespectful behavior
- Possession, use, or sale of drugs, alcohol or tobacco
- Stealing, defined as the possession of someone else's property without that person's consent
- Vandalism or destruction of personal or school property (in all cases of destruction of property, whether on purpose or by accident, the student responsible for the destruction must pay for the property destroyed)
- Possession of explosives
- Dishonesty in any form, including cheating and plagiarism
- Racial or sexual insults
- Possession or distribution of pornography or overly violent images
- Long-term behavioral patterns of repeated and sustained minor disciplinary infractions that harm the learning environment for self or others.

The Disciplinary Committee will hold a meeting with involved student(s) and their parents to discuss and clarify events and outline consequences. A written Disciplinary Report will document offenses at this level. Disciplinary suspensions and expulsions will be reported when requested on school or employment recommendations.

Solutions and consequences for inappropriate behavior are therefore determined by a group representative of the community affected by the behavior, and generally include an apology, educational activities that address the issue in question, and potentially loss of privileges associated with the transgression. It is important to understand that in the most serious cases, the privilege that may be lost is attending the school. If a student breaches a school policy, he/she is expected to work closely with his/her classroom community, Advisor,

family, and, if deemed necessary, the Discipline Committee and Head of School, to address the relevant issues. It is important to note that the manner in which the student handles a disciplinary situation is important and may affect the outcome.

Disciplinary Contract: Students who commit a major infraction may be issued a Disciplinary Contract by the recommendation of the Dean of Students and/or the vote of the Discipline Committee. Parents will be formally notified and invited to join a Disciplinary Committee meeting when a student is issued a Disciplinary Contract. Participation in any school-related events such as field trips will be at the discretion of the Head of School. Students are generally under contract for one trimester; at the end of that time, the Dean of Students and the Discipline Committee review their status. If there has been no improvement, the contract may be extended, which may lead eventually to dismissal or to a future enrollment contract being withheld. It is possible for a student to begin a school year under a Disciplinary Contract.

Suspension and Expulsion: Infractions of major school policies are likely to result in serious consequences. The TMS faculty and staff believe that the most important thing for young people is to take full responsibility for their own actions, whether constructive or destructive. In the case of a suspension, the student's privilege of participating in the school's programs is suspended and, when he/she goes home, he/she has to make a choice between continuing the kind of behavior that led to the suspension or reaffirming his/her commitment to the school's principles and Honor Code. We believe that even an expulsion can be an educational experience. If a student is expelled from our school it is our hope that this final disciplinary measure inspires him/her to change the behaviors that are disrupting his/her education.

GENERAL COMMUNITY INFORMATION AND GUIDELINES

TMS Contact Information

The school reception area is a place for parents and students to exchange information. It is a place where students and family members should always feel welcome. Office hours are 8 a.m. to 4:00 p.m. on school days. The phone number for the front desk is 728-1969 ext 10; the fax number is 369-4412.

Drop Off and Pick Up at School

In the morning, students should plan to arrive at TMS between 8:15 - 8:25am. Parents are welcome to come into school, but please do not park in the traffic circle. The traffic circle is for pickup and dropoff only. If you are leaving your vehicle unattended, please park in the TMS parking lot. Parents are encouraged to drop their children off at the TMS traffic circle or the Galloping Goose bus stop. School begins promptly at 8:30am when attendance is taken, and students who are late will be marked tardy unexcused.

School ends at 3:05pm and parents are encouraged to pick up their children between 3:05 - 3:10pm. Parents should call the school ahead of time if they will be late to pick up their children. As with drop off, parents are encouraged to pick up their children at the roundabout or at the Galloping Goose bus stop. The pick-up line up ascends from the Lawson Hill Fields towards the bus stop to prevent backing up traffic on the main Lawson road.

Galloping Goose

The Galloping Goose is available for students to take to and from school each day throughout the school year. Please view the Galloping Goose Bus Schedule for current schedules as it changes seasonally: < <http://www.telluride-co.gov/index.aspx?page=56>> or call 728-5700.

TMS Mandatory Reporters

In compliance with the laws of the State of Colorado (Colorado Children's Code, Title 19, Article 3, Part 3) and the directives of the Colorado Department of Education, employees have a legal and moral obligation to report suspected child abuse. Such a report is not to be construed as an accusation but is to be viewed as an attempt to support a child who may be experiencing direct or indirect abuse. Under Colorado School Law and the Colorado Children's Code, a person who reports in good faith is "immune from liability, both civil and criminal."

Child abuse or neglect is defined as an act or omission in one of the following categories which threatens the health of welfare of a child:

1. Any case in which a child exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling, or death, and such condition or death is not justifiably explained; the history given concerning such condition is at variance with the degree or type of such condition or death; or the circumstances indicate that such condition may not be the product of an accidental occurrence;
2. Any case in which a child is subjected to sexual assault or molestation, sexual exploitation, or prostitution;
3. Any case in which a child is a child in need of services because the child's parents, legal guardian, or custodian fails to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take.

The school's reporting procedure is as follows:

If there are any signs of abuse, immediately contact the Head of School;

Prepare a professional and thorough report using the guidelines below;

The faculty member and the Head will discuss the appropriate steps to take, and if necessary, a formal report of suspected child abuse will be made from the Head's office to the appropriate authorities.

When reporting abuse, or suspected abuse, you should include in your report, if possible:

1. The name, address, age, sex, date of birth, social security number and race of the child;
2. The name and address of the person responsible for the suspected abuse or neglect;
3. The nature and extent of the child's injuries, including any evidence of previous cases of known or suspected abuse or neglect of the child or the child's siblings;
4. The family composition;
5. The source of the report and the name, address and occupation of the person making the report;
6. Any action taken by the reporting source;
7. Any other information that the person making the report believes may be helpful.

All reports of suspected abuse/neglect are confidential; please do not discuss any suspicions with anyone, including other faculty, unless directed to do so by the Head.

School Closures

The decision to cancel school because of inclement weather is usually made early in the morning and broadcast on KOTO radio and sent to parents using a text message alert and email. It is important for you to notify the school of any change in your telephone numbers during the school year, so we can keep the list current. Unless weather poses a threat to the safety of all concerned, school will be open.

Illness

Sick children should not be sent to school. Telluride Mountain School does not have a nurse on staff or a sick room. If a student is ill and needs to be sent home, a teacher or the Front Desk contacts a parent to make arrangements for the student to be picked up. Parents should notify the school immediately if their child has a contagious disease. Other parents will then be informed, as needed. It is most important that parents provide the school office with the telephone number of someone who can be reached during the school day in case of an emergency. Additionally, students should not attend OE / EE / WSP programming if they are sick. TMS will work with parents and students to arrange accommodations if they are ill upon departure of an OE / EE program and cannot depart with their trip.

Fire and Lockdown Drills

The school conducts emergency drills on a regular basis during the school year. Teachers and students practice classroom and school-wide safety protocol in preparation for these drills. All students and visitors are required to take part in these drills regardless of where they are in the building.

Travel Days

Families are expected to make travel arrangements around the established school calendar such that travel does not interfere with school related programs. For more information on absences from school, see the attendance section in this handbook.

Activity Fees

Student activities which are not mandatory, and which take place off the TMS campus, often have associated costs. These funds cover the extra costs of travel, special gear, huts and hostels, camping fees and cultural events, among other things. Parents are informed of the cost of all activities before they take place.

Library

Students in grades 1-6 enjoy classroom libraries with a selection of fiction and non-fiction titles. All students take advantage of the print and digital resources through Wilkinson Public Library. Teachers and the public librarian correlate their classroom work, and students come to the library as a class for research or independent study. Library time is usually scheduled at the end of the day and students are dismissed from the library in town.

Birthday Parties

In-class celebrations of birthdays are welcomed and embraced. Please notify the respective homeroom teacher well in advance to allow for accommodations in the curricular program. To minimize hurt feelings when guest lists must be limited for private birthday celebrations, Telluride Mountain School students are asked not to distribute invitations at school or to have presents exchanged on site.

Lunch and Snacks

Telluride Mountain School does not offer a food service to either students or teachers. Teachers and staff eat lunch with students in mixed-age groups. Parents are encouraged to provide a healthy lunch and snack for their children and students are disallowed from bringing soft drinks to school. The intent of this policy is to promote the healthy development of students, to inspire a sense of respect for oneself and each other, and to create a better learning environment for all. Parents are asked to exercise good judgment with regard to the lunches, beverages and snacks they provide for their child's daily nourishment at TMS. Families with more than one child at the school should pack lunches individually. We urge parents to use re-washable containers for all food. Seventh through twelfth grade students may walk to Cindy Bread or CounterCulture during break or lunch pending teacher discretion. All students, with the participation and supervision of staff and student leaders, take part in the physical upkeep of the playground, classrooms, and common spaces in which lunch takes place.

Pets on Campus

No dogs are allowed in Lawson Hill other than service dogs. Pets are allowed for brief visits with teacher permission.

Annual Fund

The Annual Fund is a growing and important financial resource for the Telluride Mountain School. Tax-deductible gifts to the Annual Fund support all areas of our curriculum and operating budget.

Alumni, parents, trustees, and friends are solicited to contribute to the Annual Fund. Telluride Mountain School counts on the participation of our entire community in the Annual Fund and appreciates and benefits

from every gift. All parents are urged to support this fund, which covers the significant gap between tuition and the cost of running our excellent programs.

Lost and Found

All clothing for use in athletics, as well as personal belongings and school related materials, should be marked with the student's name. Unmarked items, including footwear, are put in the lost and found box. Unclaimed items may be taken to the Free Box in Telluride on the last Friday of each month.

Money and Valuables

Students should not bring money or other valuables to school – the school cannot take responsibility for the safekeeping such items.

Textbook and Course Materials

Tuition covers the cost of subject textbooks and workbooks. Parents will be charged for lost textbooks and school materials returned in unacceptable condition.

The Rock and Roll Academy™

The Rock and Roll Academy™ is an independent contractor that provides music instruction to Telluride Mountain School students. It is an experiential music program that emphasizes the musical, technological and social aspects of students' creative processes within a multimedia environment. The objectives of the RRA Program are equally about learning to play music, creative uses of technology, self-expression and social responsibility.

STUDENT HEALTH

Telluride Mountain School does not have a nurse on staff or a sick room – staff members do have basic first aid training but are not medical professionals. Parents need to arrange appropriate medical attention for sick and/or injured students and sick students are not to attend school. In the case of illness or injury occurring during the school day, parents are immediately notified and the school aids in the basic care, communication with medical facilities, and/or transportation of the student as is appropriate for the situation.

Medical Documentation

There are four documents related to student health that parents and/or doctors must complete and hand in to the school before you can participate in any school program: School Entrance Physical Exam;

Waiver and Release of all Claims; Prescription Medication; and Medical / Insurance / Emergency Treatment Form. These forms are part of the application process for new students and returning students must have each updated whenever any information changes and/or before the start of each school year.

Sick Days

For the health of our school community, do not send sick children to school. Parents: please contact the school before 8:30 in the morning to let us know that your child will not be coming in, and speak with teachers to coordinate homework assignments. Parents should notify the school immediately if their child contracts a contagious illness. The Front Desk will contact other parents, as needed.

Prescription and Over the Counter Medications

To meet state requirements and to mitigate the potential risks inherent in taking any kind of medication, Telluride Mountain School has developed strict guidelines for the handling of medication to students on campus. Every effort should be made to have students take their medication at home, under parental supervision.

Parents:

If your son or daughter is required to take medication (whether prescribed or over-the-counter) during school hours and you cannot be at school to administer it at the appropriate time, you must deliver the medication in person to the Program Coordinator ahead of time and adhere to the following guidelines:

- The medication must be accompanied by a separate permission form (available at the front desk) that gives the school permission to administer the medication, along with written instructions verifying the name of the medication, dosage, time of day and number of days the medication is to be given.
- The exact daily dosage for all medications must be sent to school each day – TMS will not store any medications overnight.
- All prescription medication must be in the original pharmacy container (pharmacists will provide extra pharmacy containers upon request) with a pharmacy label stating the date of the prescription, the student's name, the name of the medication, dosage, directions for

TMS will only accept and administer over-the-counter medication that is in its original container, with the name of the medication clearly visible (this includes tablets or capsules that are individually sealed). Students may not administer their own over-the-counter medications or share over-the-counter medications with others.

All medications whether prescription or over-the-counter must be approved by a teacher or the front desk before taking medication.

Medication for ADD, or other controlled medication, requires written authorization from the physician prescribing the medication prior to the first daily dosage being brought to school. Changes in dosages should be communicated to the Program Coordinator by the physician in writing.

- Injectable medications must be administered by the parent, with the exception of epinephrine, given ONLY in emergency situations for students who are having an anaphylactic reaction and who have their own epi-pen. In this situation, parents have communicated with the school regarding their child's allergy and have given prior consent for staff to assist the student in administering their epi-pen in an emergency. These students have a personalized "epi-pen plan" as part of their individual file that is shared with the appropriate staff.

Students may have the option of managing certain medications on his/her own, such as an asthma-inhaler, but this exception must be discussed and agreed upon with the Program Coordinator.

Students with serious allergies and other medical conditions that might require a response from school personnel should have an emergency plan from their physician on file to assure an appropriate response.

Students are not permitted to give or receive any amount of any type of another student's medication at any time.

Students may not alter, disregard, or in any other way not follow exactly the protocols issued by the prescribing health care professional.

The school has a number of basic first aid kits and over-the-counter medications available for student use, e.g. children's Tylenol, Tylenol, Pepto-Bismol, Benadryl, antibiotic ointment, throat lozenges, lotions, etc. These medications may be administered at the discretion of the designated school personnel, as per the signed permission form on file with the school.

Medical Supervision on School Trips

Staff members traveling with students on school trips have a minimum of current, basic first aid and CPR certifications, but they are not medical professionals. Staff brings well-maintained first aid kits, student medical waivers, contact numbers for local medical facilities, and established protocol for both routine and emergency medical care on all school trips. Parents and school administration are notified in the event of any significant illness or injury incurred on a school trip.

Mental Health

TMS has a part-time school counselor on staff who is available to help students with academic, career, and personal/social issues. Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality (American Counseling Association, Code of Ethics). If you need help in locating a specialist for academic or psychological evaluation for your child, please speak with the counselor for referral information, as the TMS school counselor does not offer this expertise. This can be an empowering step for students experiencing certain academic, career, social or emotional difficulties.

Parents and students are encouraged to make use of the help that is available at the school. Staff members often have unique insights into students' behavior and can always find time to listen to the concerns and difficulties a student may be experiencing, and help decide on a course of action.

ADMISSIONS And REENROLLMENT

Telluride Mountain School Admissions Policy

As an innovative learning community, Telluride Mountain School depends on and thrives from a student population that embraces our core values and lives out the mission of the school each day. Prospective students should demonstrate a love of learning, an openness to share ideas and to respect each other's differences, and above all a willingness to contribute to all aspects of our school community. These are the keys to our students' successes both at school and beyond. It is these essential qualities, this quality of character, that allow our individual students to be so valuable to the entire community. We seek to enroll students most likely to contribute in those ways.

Telluride Mountain School's admissions process is designed to ensure that a prospective student is a good fit with the school's culture and academic requirements. Classroom instruction nurtures the success of strong students with varied learning styles through individualized attention. The Admissions Committee is, first and foremost, interested in identifying candidates who possess a strong desire to learn and who demonstrate a positive response to the school's nurturing, multi-age environment.

The application process for new students in grades 1-12 includes the following components that are reviewed by the admission committee prior to a student being enrolled in the school:

- - Parent information
- - Student Component: typically includes a questionnaire, interview, and/or submission of sample work
- - Teacher recommendation from previous school
- - Review of previous school records
- - Classroom visit including screening assessments for basic math, reading, and writing

Beginning in school year 2017, Telluride Mountain School will offer the International Baccalaureate Diploma Program for students in 11th and 12th grades. While the school believes that most TMS students will benefit from participating in the IB diploma program, it also recognizes that some students may not wish to participate in or benefit from attempting to earn the full diploma. Therefore, students have a choice of attempting the full diploma, attempting to earn certificates for selected IB classes, or taking TMS classes to apply towards graduation credit only. Students discuss and confirm their plans for their various IB course options in the fall of both 11th and 12th grade with the IB Coordinator, the Director of College Counseling, and their parents. To prepare for this meeting, students are asked to formally reflect on their success and challenges, what they are most excited about regarding the IB program, and what questions they have regarding their potential options. Regardless of their decision to attempt the full diploma or not, all students participate in the core IB components of Creativity, Activity, Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE) as part of their graduation requirements.

Students wishing to attempt the full IB diploma or specific certificates do so by their own choice. Scoring well enough to earn certificates, the full IB diploma, or college credit, even for students who earn strong grades and work hard, is not guaranteed.

The school enrolls families that embrace the school's mission and culture. In order to promote socio-economic diversity, the school offers a financial aid program for qualified families.

Telluride Mountain School admits students of any race, color, national or ethnic origin or sexual orientation, and to all of the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of color, race, national or ethnic origin in the administration of its educational and admissions policies nor in any of its other school-administered programs.

Contracts and Re-Enrollment

Telluride Mountain School reserves the unconditional right to suspend or dismiss any student whose progress is unsatisfactory or whose conduct is detrimental to the student, other students, or the school itself, or whose tuition and fees are not paid as scheduled. The school reserves the right to require the withdrawal of any student from the school when, in the opinion of the Head of School, such action would be in the best interest of the student or the school.

Telluride Mountain School believes a positive and constructive working relationship between the school and the student's parents or guardian is essential to the fulfillment of the school's mission. Thus, the school reserves the unconditional right not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the actions of a parent or guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school's day-to-day activities or realization of its educational purpose. Re-enrollment contracts are sent out to those families in good standing during the winter term. We request parents return the re-enrollment contract in late winter, so we may plan for additional acceptances and our staffing needs for the upcoming year. Once the school receives a signed re-enrollment contract, a family has until June 15th to provide, in writing to the Head of School, notice that their student is withdrawing from the program. After June 15th, the family's obligation to pay tuition for the full academic year is unconditional and no portion of such amount paid or due will be refunded or canceled in any event.

Release of Records

The school requires a written request from a parent to release official school records to an individual or institution. These requests should be addressed to the Program Coordinator. In the event that a student is withdrawn from the Telluride Mountain School for any reason, transcripts will not be released until all tuition due is paid in full.

Students on Merit Scholarship

Merit scholarships are awarded to students based on their accomplishments rather than financial need. Awards range from \$500 to \$2000 and students must apply and provide evidence of their eligibility. If a student is on a merit scholarship, he/she has been given the special opportunity to attend TMS through the hard work and generosity of others in our community. These community members trust that the support they give TMS will help scholarship students in their pursuit of excellence in all aspects of student life. **Merit Scholarships are a privilege and must not be taken for granted.** Although school policies are no different for merit scholarship students, the consequences of policy infractions and/or poor academic performance may well be, and may include immediate revocation of part or all of a merit scholarship.

Contracts and Re-enrollment

Telluride Mountain School reserves the unconditional right to suspend or dismiss any student whose progress is unsatisfactory or whose conduct is detrimental to the student, other students, or the school itself, or whose tuition and fees are not paid as scheduled. The school reserves the right to require the withdrawal of any student from the school when, in the opinion of the Head of School, such action would be in the best interest of the student or the school.

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Re-enrollment contracts are sent out to those families in good standing in the winter. We request parents return the re-enrollment contract with a deposit so we may plan for additional acceptances and our staffing needs for the upcoming year. Once the school receives a signed re-enrollment contract, the family's obligation to pay tuition for the full academic year is unconditional and no portion of such amount paid or due will be refunded or canceled in any event.

2021-22 Telluride Mountain School Staff

Head of School, Andy Shoff

Business Manager, Pamela Sante

Director of Advancement, Stephanie Griebe

Director of Admissions, Tara Barnett

Front Office, Meghan Knowles

Dean of Students, Ross Perrot

IB Coordinator, Emily Durkin

Director of Winter Sports, Ben Gardner

Montessori Program Director, Tara Barnett

Montessori Teachers, Ann Anders, Kelly Ahlstedt

Montessori Assistants, Meredith Schneider, Tara Simonson, Katie Bell Moore

Director of Lower School, Tiffany Lyga

1st/2nd Classroom Teacher, Tiffany Lyga, Taylor Duncan

3rd/4th Classroom Teacher, Caitlin Orintas, Jacqui McCormick

Lower School Spanish, Courtney Liebich

Lower School Art, Jacqui McCormick

Lower School Math/Science, Brittany Perrot, Haley Wilbanks

Lower School Humanities, Wynne Thacher, Jacqui McCormick

Lower School Music, Mark Galbo

Director of the Upper School, Emily Durkin

Upper School Math, Angela Sprackling, Haley Wilbanks

Upper School Science, Emily Durkin

Upper School Art, Todd Smith

Upper School Humanities, Garry Stollar, Emily Shoff, Lea Gibbs

Upper School Spanish, Ross Perrot

Upper School Music, Mark Galbo

Addenda

TMS HONOR CODE

All TMS students in grades 7 and higher must sign both the Honor Code and Drug and Alcohol-Free Promise.

A Telluride Mountain School student is a law-abiding citizen who does not lie, cheat, steal, act disrespectfully, or tolerate the actions of those who do.

The purpose of the Telluride Mountain School Honor Code is to create a community based on honesty, integrity, and respect. As a TMS student, I promise to uphold the Honor Code at all times of my enrollment, including all school trips, sponsored weekend activities and other outside events, and all weekends, school holidays, and summer vacations. I also promise to abide by the principles stated in the Telluride Mountain School Student and Parent Handbook. I understand that the school will intervene if there is reason to suspect violation of my promise. I also understand that if I do violate the Honor Code at any time, consequences may be severe, up to and including expulsion, even for a first offense.

Student name (print): _____

Student signature : _____

Parent signature:

TMS DRUG AND ALCOHOL-FREE PROMISE

All TMS students in grades 7 and higher must sign both the Honor Code and Drug and Alcohol-Free Promise.

As a Telluride Mountain School student, I understand that drugs, alcohol, and tobacco are harmful to my mental and physical development. I therefore promise to remain drug and alcohol-free as a TMS student. I understand that any breach of this promise, involving all school trips, sponsored weekend activities and other outside school events, will result in immediate referral to the TMS Discipline Committee.

TMS insists on maintaining a drug-free environment for various reasons including, but not limited to, the following:

1. Drugs and alcohol are illegal for high school age students.
2. Drugs and alcohol are dangerous.
3. Drugs and alcohol are incompatible with the school's mission and core values, which promote ethical behavior, personal responsibility and self-respect.

Student name (print): _____

Student signature: _____

Parent signature: _____

Date

