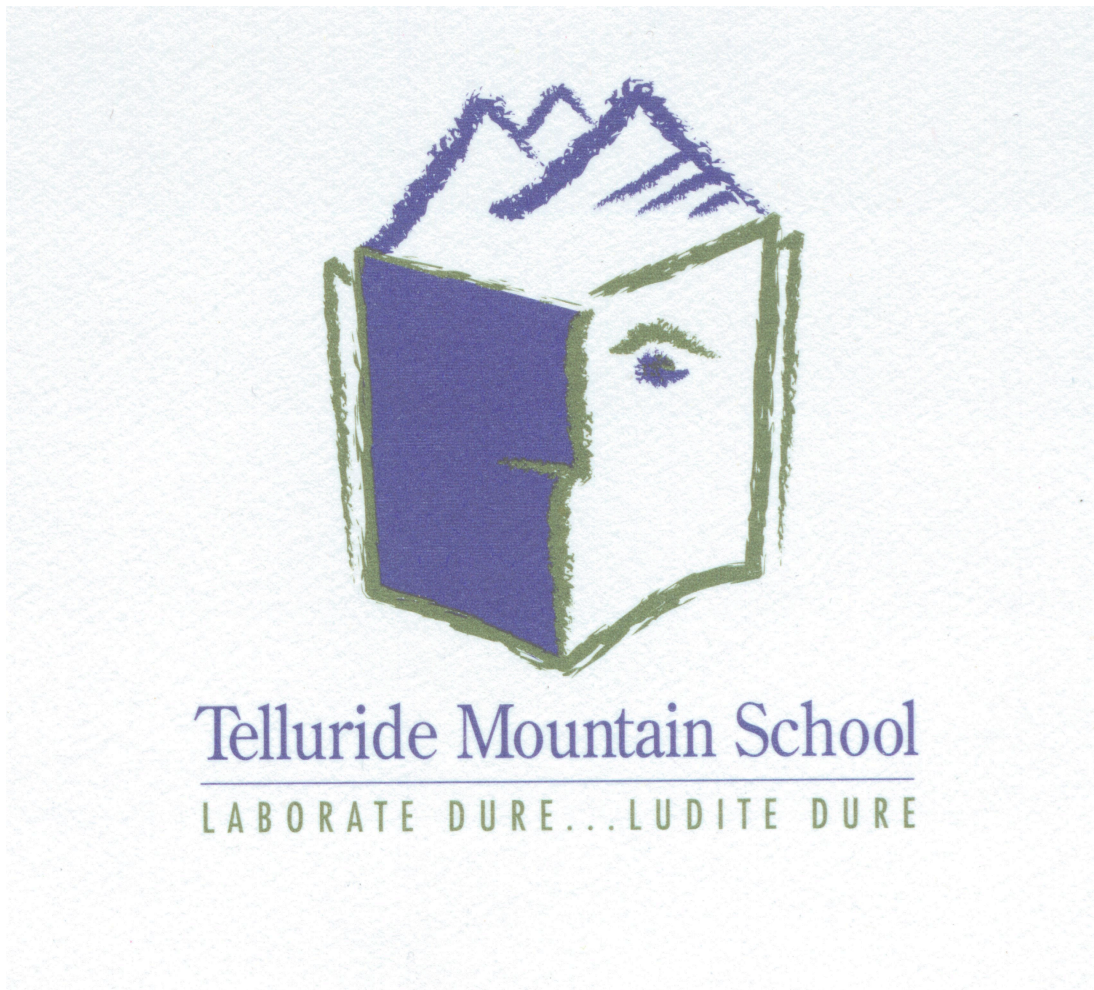


Telluride Mountain School

2009 – 2010

Student and Parent Handbook



**200 San Miguel River Drive
Telluride, Colorado 81435-8924**

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info@telluridemtnschool.org**

With respect to employment, enrollment and programs, **Telluride Mountain School** does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation or marital status and is firmly committed to promoting the letter and spirit of equal opportunity and civil rights laws.

MISSION STATEMENT

The Telluride Mountain School delivers a program of challenging academics that promotes critical thinking, aesthetic expression and ethical behavior, while encompassing a commitment to community service, global citizenship and engagement with the natural environment. The school culture embraces independence, personal responsibility, compassion, curiosity, and joy.

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.

Dear Students and Parents,

Welcome to Telluride Mountain School. I am excited to join the school community and look forward to meeting new and returning families. As a new interim head, I am impressed by the accomplishments of this young, dynamic school. During its first ten years, the Mountain School has grown from six to over one hundred students, merged with the Montessori preschool, acquired a beautiful, permanent facility, developed innovative academic and vanguard experiential programming, and received full accreditation from the Association of Colorado Independent Schools along with membership in the prestigious National Association of Independent Schools. Along the way, we have graduated two seniors and placed numerous students in the nation's most competitive secondary schools, where our students have found they are prepared to meet the highest and most demanding personal and academic challenges. I am honored to join the Telluride Mountain School at this stage in its development and look forward to uniting my experience in independent school leadership with the passion and vision of those who have gone before me. And, I look forward to getting to know each of you, your children, and your educational goals.

This Parent/Student Handbook is for families with students in 1st-12th grades (The PreK-K Montessori program has its own Handbook) and is an invaluable resource document. It offers comprehensive descriptions of the various programs that make up our school, as well as an overview of school policies and procedures. I believe it clarifies many questions that inevitably arise throughout the school year. Some of it is straightforward. Some of it is more philosophical in nature. All of it is important.

The education of our children is an important collaborative process that demands excellent communication, the articulation of important values, and the execution of mindful practice-- parenting, teaching, and guiding young people. Only together can we help our students achieve their highest potential. We are fortunate to learn and grow together at Telluride Mountain School, where essential, shared values such as respect, responsibility, love of learning, and integrity guide us. 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.

I wish everyone in the Mountain School community a happy and productive year.

Best Regards,

Jim Loan
Interim Head of School

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, or any other 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.

From values come policies, to which we expect adherence from the students and adults in the community. By looking the other way at infractions they deem insignificant (e.g., dress code, inappropriate absences, etc.), and abetting these by making excuses, adults (faculty, administrators, parents) send the unmistakable signal that everyone is free to pick and choose which policies and rules to obey. This elevation of the self places great strain on the morale and cohesiveness of the community.

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. 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.

Homework. Homework is among the first of many responsibilities children will be facing for the rest of their lives. It is the student's responsibility to complete and submit his or her homework. It is the parents' and school's responsibility not to give in to the popular culture's demand for instant gratification and the "quick fix." Doing the work is often as important as getting the answers. Cheating on homework is as self-defeating (and dishonest) as cheating in class. Here, as elsewhere, our standard is to foster independence, not prolong dependence. Independent assignments such as homework are essential components in building confidence and self-esteem. Homework expectations are set forth later in this handbook (see p. 4).

Extracurricular Activities. It is our belief 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 morale.

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 evenhanded 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 are resistant to legal threats and actions, and 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. We believe it 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.

Communications, Concerns, Grievances and Solutions for Our School Community. The faculty, staff, and Board of Trustees of the Telluride Mountain School support healthy, timely and respectful communications focused on developing positive solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction:

Matters Related To:	First Contact:	Other Resources:
Your child's progress; Classroom activities & schedules; Classroom procedures; Academic policies; Parent conferences; High school program; Community service/outreach; Outdoor education; Counseling.	Jen Bahou- 1-2 Lindsay Pittinger- 3-4 Ryan Ahearn- Upper School Humanities Andy Shoff – Intermediate and Upper School Math and Science Rex Lybrand- Intermediate and Upper School Math and Science Thomas Thacher- Intermediate School Humanities, 3-12 Physical Education Wynne Calcutt- 1-2 Reading Assistant and 5-6 Humanities Jamie Salem- Upper School Math and Science Craig Wasserman- Intermediate and Upper School Art Wendy Russell- Intermediate and Upper School Spanish Mark Galbo- K-12 Music Anne Holt- K-4 Art Robin Hope- K-12 Counselor	Parent/Student Handbook; Website; Friday letters; Curriculum night; Andy Shoff, Dean of Studies; Craig Wasserman, Dean of Students.
Matters Related To:	First Contact:	Other Resources:
Admissions information; Classroom observation schedule; Registration; School calendar and events; School directory; School schedules; Student records; Public relations.	Director of Admissions- Karen Walker Class Scheduler- Andy Shoff Program Coordinator-, Robin Hope Director of Development- Sage Martin	Parent/Student Handbook; Website; Friday letters; Curriculum night.
Matters Related To:	First Contact:	Other Resources:
Facilities; governance; fundraising; legal matters.	Head of School- Jim Loan	Parent/Student Handbook; Website; Friday letters; Curriculum night.
Program policies; personnel.	Head of School- Jim Loan	
Billing; financial policies.	Business Manager, Kathleen Erie	

If more help is needed, resolution should follow these steps:

- If you have questions regarding your child, ask the teacher. 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 to the Head of School.
- If the communication with the Head of School by telephone does not resolve the issue, please request a further 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.

Our goal is to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively, and with care, we will be able to support your child and family in developing appropriate solutions.

Cell Phones on Campus. While we recognize that cell phones are important for communication, we ask parents, as we do faculty and staff, to turn off the power (or ringer) on cell phones when brought on to campus.

Counseling. 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.

Drop Off and Pick Up at School. In the morning, parents are expected to drop off students between 8:15 and 8:25 (Homeroom and Morning Meetings begin promptly at 8:30). In order to prevent congestion in our limited parking area, we have established different policies for different age groups. Parents of students in grades 1-4 may drive into the parking area on the north (right) side of San Miguel River Drive to drop their children off. With a short window of time for drop off, the parking area can become congested, and we ask drivers to be vigilant of children when entering and leaving the area. Parents of students in grades 5-12 are to drop off their children at the circle next to the bus stop at the beginning of San Miguel River Drive.

School ends at 3:00 in the afternoon and parents are to pick up their children between 3:05 and 3:15. Parents should call the school if they will be late to pick up their child(ren). As with drop off, parents of children in grades 1-4 may park in the area to the north (right as you enter) of San Miguel River Drive for pick up; children in grades 5-12 are to meet their parents at the circle next to the bus stop.

Galloping Goose. The Galloping Goose is available for students to take to school each day throughout the school year. The Goose leaves the clock tower in downtown Telluride at 8:00 a.m. (the school will inform parents if this schedule changes). At 3:15 p.m., the Goose will provide a pickup at the San Miguel Drive bus stop. Drop off at the bus stop across from Rose's market will be at 3:30, in time for athletic practice at the public school, and then at the clock tower downtown thereafter. To view the Galloping Goose Bus Schedule go to <http://www.town.telluride.co.us/home/> and select Visiting from the menu then Getting Around or call 728-5700.

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 Program Coordinator 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.

Parent Communication. In addition to weekly Friday Letters and formal written 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.

Parent Volunteers. Parents are asked to volunteer at the school. Many parents ask to assist in the classroom and the school endorses this interest whenever appropriate. Parents will be asked to meet individually with classroom teachers in order to determine their appropriate roles in the school. Parents are requested not to volunteer help in the classroom until the first of October so that teachers and students may first establish solid and healthy classroom dynamics and expectations.

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 spring; 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 area to the north of San Miguel River Drive,. Parents, please use extreme caution when driving through and parking in the prescribed area as small children are often present.

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 wishing 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. Emailing teachers with questions and/or concerns is appropriate and faculty will generally respond within a 24 hour period. When emotional issues arise, please consult with staff in person and avoid using emails.

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.

Parent Visits to School. Parents are invited to the school several times during 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 Head of the School.

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 _____

Date _____

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 _____

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 they want to be a part of that process, and that 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, all 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 will prepare 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 **Values Education** develops intellectual skills, as well as self-esteem, social consciousness, and commitment to the community. Twice weekly Morning Meetings, the frequent review of the school’s Core Values, and daily classroom experiences offer opportunities to discuss, teach, and model values such as kindness, honesty, 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

Standard 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 are required to take courses in English, social studies or history, science, mathematics, Spanish, art and music.

Lower School (Grades 1-4)

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

Intermediate School (Grades 5-8)

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

Upper School (Grades 9-12)

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

Other Foreign Languages. TMS offers Spanish for all ages and ability levels. If students want to study other languages, such as German or French, the Dean of Studies will work with parents to hire an appropriate private tutor (the cost of which is the parents' responsibility) and to arrange scheduling.

Experiential Education Trips. 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 three nights within Colorado or the Four Corners region and focus on working together as a group and learning about natural history. Upper and Intermediate School trips are often longer and involve more ambitious destinations. Past trips for older students include: the Big Island of Hawaii, where students studied biology and geology with renowned scientists; Costa Rica, where students traveled with a Smithsonian entomologist; the Deep South, where students brought their studies of the Civil Rights to fruition, visiting museums and historic landmarks, meeting with Civil Rights leaders, and working with students in a public school in Montgomery, Alabama; Oaxaca, Mexico, where students experienced cultural and Spanish language immersion; and India, where students participated in a community service project focused on education for local youth; and Cuzco, Peru, where students experienced language immersion, trekked to Machu Picchu and volunteered at Casa de Milagros, an orphanage.

The School Day

Our school day begins promptly at 8:30 a.m. – students must be seated in their Homeroom (Tuesday-Thursday) or at Morning Meeting (Monday, Friday) by this time. The doors open at 8:15 a.m. Attendance is taken in Homeroom and in each class of the day. **Students who arrive late for school are required to sign in the Late Book at the Front Desk and may be asked to remain there until his or her Homeroom teacher meets them.** Students arriving late will be recorded as tardy (see Tardiness, p. 8).

The school day ends promptly at 3:00 p.m. after students complete their chores. Students may be granted an early release for scheduled athletic events in town. Parents are asked to schedule medical appointments so as not to conflict with any school related activities. Timely departures are required, as the school does not provide supervision for students after the end of the school day, with the exception of scheduled tutoring, extra help, detention or Ski P.E.

Homeroom teachers provide the daily and weekly schedules. Please refer to Friday Letters and Week-at-a-Glance documents for an up to date weekly classroom schedule. Each multi-grade level has its own distinct schedule, but many activities are coordinated in school-wide gatherings or in various age groupings. Homeroom teachers help students to become familiar with all components of the schedule.

Homework and Assignment Guidelines

The emphasis of homework in grades 1-4 is on nightly reading and spelling practice, as well as math. We believe younger students need after school time to relax, play with family and friends and participate in art and athletic programs offered by the Telluride community. The amount of reading time varies by grade level, but generally should not exceed 45 minutes for the upper levels.

In grades 5 and on, we believe homework is an integral part of the course work. Homework assignments are designed to develop critical thinking skills and to expand upon concepts introduced in class. Teachers create and assign homework that is meaningful and relevant, not simply “busywork.” It is also our intention to get the students to write as much as possible. All courses in upper grades include some written homework. While written work is central to literature and history coursework, writing is also required in mathematics and science classes. It is the responsibility of teachers to weave this type of work into their syllabi.

The amount of time that homework takes will vary according to the grade and the student involved, and homework may not be assigned in every subject every day. General guidelines are:

- Grade 9-12 --- 30 minutes per subject, or up to about 3 hours per night
- Grades 7&8 --- 20 to 30 minutes per subject or up to 2-1/2 to 3 hours per night.
- Grades 5&6 --- 15 to 20 minutes per subject or up to 1-1/2 to 2 hours per night.
- Grade 3&4 --- Reading - 30 minutes plus up to one hour in other subjects.
- Grades 1&2 --- Reading - 20 minutes plus 10 minutes of skill practice.

Exams. Students in grades 5-12 take final examinations, which are factored into the grades for the trimester. We believe exams provide an important exercise of cumulative reviewing skills.

Grading, Evaluations and Credits. In grades 1 through 6, students are not given formal grades on their work or in their evaluations, which are largely narrative. Beginning in 7th grade, however, faculty members begin assigning traditional grades to students’ work and on their trimester and end of the year evaluations.

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

Trimester and End of the Year Evaluations. Faculty members complete written grade reports for students in grades 1-12 at the end of each trimester. 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 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.

Students in grades 5 and up take final examinations that are factored into the grades for each trimester. 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 "credit-pending" for the course. In the academic evaluation, the teacher establishes a reasonable deadline for the student to complete the work. For a student to receive credit for the course, all work must be received and approved by the teacher by the appointed date.

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.

Communication with Parents. The School is committed to keeping parents informed about each student's progress. Teachers communicate with parents at the end of each term through a formal written evaluation. Additionally, teachers contact parents by phone at any time a student has failed an important assignment or test, or is in jeopardy of failing a course, and when a student is "failing to thrive" (see Disciplinary Management section, p. 34).

Graduation Awards

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

Gravitas- 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- 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 that he or she does

Classrooms

Our classroom environment is carefully designed to encourage student participation, debate, and discussion. Instead of rows of individual desks, most classrooms have seminar-style Harkness tables and/or seating arrangements conducive to discussion. Students are expected to respect the classrooms by not littering in them or damaging them in any way. Food is strictly prohibited during class time. Students are permitted to bring water or tea to class, but it must be in his/her personal travel mug or water bottle. During class time, drinks other than water/tea, or water/tea in paper soft drink or coffee cups, plastic or glass bottles, or aluminum cans, are not allowed.

Dress Code

Appropriate dress is a very 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. We recognize that dress can be a complicated issue for students and families, and that individual judgment and personal expression can create gray areas between what is and is not appropriate and respectful school attire. In order to give students and their parents' greater clarity on this subject, we have developed the following list to illustrate the policy:

Dress Code for Boys:

- Collared shirts and/or turtlenecks are required at all times for boys except during special outdoor ed. and sporting events.
- Sweaters, cardigans, fleece or Mt. School hooded sweatshirt may be worn over collared shirts or turtlenecks.
- Denim, khaki or corduroy pants or Bermuda length shorts (only in warmer months as Dean of Students deems appropriate).
- Snow pants are required for snow play during winter recess (grades 1-6), as well as gloves, a warm hat, a parka and boots.
- Shoes or slippers must be worn at all times; shoes must allow for comfort and participation in all activities.
- Slippers are to be worn inside the school building when boots are worn outside.

Unacceptable Attire:

- T-shirts, sweatshirts, hooded garments (with the exception of TMS hooded sweatshirt or hooded knit sweaters), athletic wear (except as defined in Dress Code-Physical Education in the Parent/Student Handbook).
- Athletic shorts and sleeveless shirts.
- Visible undergarments.
- Pajamas or other sleepwear.
- Any ripped or torn clothing.
- Any clothing with offensive language or imagery, commercial or promotional messages, large logos.
- Pants that are worn below the hips.
- Any provocative, outlandish or sloppy attire.
- Hats and winter boots are not permitted to be worn inside school buildings.
- Any attire that faculty deems a distraction to learning.

Dress Code for Girls:

- Collared shirts are recommended; other appropriate shirts for girls include neat button-down shirts, neat short- or long-sleeved crew-neck shirts and turtlenecks.
- Sweaters, cardigans, fleece or Mt. School hooded sweatshirt may be worn as an outer layer.
- All shirts and sweaters must come to the waistband (no midriff).
- Denim, khaki or corduroy pants and Bermuda length shorts (only in warmer months as Dean of Students deems appropriate).
- Dresses, skirts or jumpers (to the knee or below).
- Snow pants are required for snow play during winter recess (grades 1-6), as well as gloves, a warm hat, a parka and boots.
- Shoes or slippers must be worn at all times; shoes must allow for comfort and participation in all activities.
- Slippers are to be worn inside the school building when boots are worn outside.

Unacceptable Attire:

- Sweatshirts, hooded garments (with the exception of TMS hooded sweatshirt or hooded, knit sweaters), athletic wear, yoga pants (except as defined in Dress Code-Physical Education in the Parent/Student Handbook).
- Short shorts, athletic shorts, T-shirts, tank tops and sleeveless shirts.
- Visible undergarments, including camisoles.
- Pajamas or other sleepwear.
- Any ripped or torn clothing, including fashion items with ripped fabric.
- Halter tops or shirts not coming to the waist-band (no exposed midriff); no low-cut, revealing tops.
- Any clothing with offensive language or imagery, commercial or promotional messages, large logos.
- Any provocative, outlandish or sloppy attire.
- Pants that are worn below the hips (no exposed midriff).
- Hats and winter boots are not permitted to be worn inside school buildings.
- Platform shoes and high heels are not appropriate for daily school activities.
- Any attire that the Dean of Students deems a distraction to learning

Dress Code Infractions:

- The first infraction of the dress code results in a talk between the student, teacher and/or Dean of Students.
- The second infraction results in a call to the student's parents and/or restriction of dress code privileges.
- Subsequent infractions result in the student being sent home to obtain clothes that uphold the dress code or detention. Students who are asked to go home to change are expected to return to school immediately.

Library

Each classroom has Telluride Mountain School students utilize the Wilkinson Library in the Town of Telluride. Teachers in Grades 5-12 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.

Summer and Winter Break Reading

As a part of the TMS's Academic Curriculum, students are required to read during the longer breaks from school. This reading program is intended to keep students intellectually active, expose them to authors and subjects that are not studied in detail in our regular curriculum, and heighten their appreciation for reading by providing them with books that they will find pleasurable and stimulating. Students may or may not have specific assignments or special projects associated with each book, including tests upon their return to school. We recommend that students keep a short journal detailing their thoughts, analyses, favorite passages, and personal reactions as they read.

Textbook and Course Materials

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

Attendance

If a child is going to be late or unable to attend school, the parent must call the school (728-1969) before 8:30 a.m. on the day of the absence and, if possible, speak with his/her child's homeroom teacher to notify him/her of the child's absence. If a parent or legal guardian does not call within this time frame, the student's absence is considered unexcused. If the student's homeroom teacher is not available, please leave a message on his/her voicemail or at the front desk. Homework can be picked up at the end of the day, between 3:15 and 3:30 p.m. When your child returns to school, please send a written note to the teacher explaining the absence.

Attendance is taken in homeroom, or students' first class of the day. **Students who arrive late for school are required to sign in the Late Book at the Front Desk and may be asked to remain there until his or her homeroom teacher meets them.** Students arriving late will be recorded as tardy.

Parents are expected to schedule their children's medical appointments after the end of the school day or on weekends. Absences from P.E. classes or recesses require a note from the parent, and if for more than one week, a note from the doctor.

Tardiness. Students who arrive late for school are required to sign in the Late Book at the Front Desk and may be asked to remain there until the homeroom teacher meets them. These students, as well as those arriving late to any class, are recorded as tardy. After three tardies in a specific class, the student will be required to have a conference with that teacher. For every five tardies received, an unexcused absence will be documented in the student's records, regardless of whether the tardies were excused or unexcused. **Five "tardies" are considered to be an unexcused absence and, accordingly, students serve a detention period (see Unexcused Absences below).** Further sets of "tardies" are handled as multiple unexcused absences. This policy holds for all school related programs.

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.**

With respect to any family trip plans that would result in a student missing school days, it is the parent's responsibility to discuss the plans with the Head of School a minimum of one month in advance of the trip. In turn, it is the student's responsibility to coordinate work assignments with his/her individual teachers a minimum of one week prior to leaving on the family trip. Students must receive approval for excused absences prior to travel by completing the Expected Absence Form. 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 prior to and/or upon returning from the family trip.

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.

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.

Athletic Events During Class Time

Students in Grades 6–12 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.

Students in grades 1–5 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.

Academic Integrity

Academic integrity is a fundamental virtue in our community because it is a crucial part of our mission to help students think for themselves. Students are expected to honor that principle by being honest in every aspect of their academic life. Breaches of academic integrity, including plagiarism, collusion, and cheating, are serious violations of the TMS Honor Code.

A student commits plagiarism when he/she borrows or imitates the wording, ideas, data or thoughts of another author, and represent them as his/her own original work. In all scholarly writing, students' work must appropriately credit the work of the original author or source. **All information received via the electronic media must be properly cited. Downloading papers from the Internet and utilizing foreign language translators is strictly forbidden.** If a student is unsure about what information needs to be cited or how to properly document research, he/she should seek the help of his/her teachers.

Collusion happens 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.

We take cases of plagiarism, collusion, and cheating very seriously. All such incidents are brought before the student's Advisor and, if necessary, the Discipline Committee.

Academic Support

Part of TMS's mission is to deliver a program of challenging academics that promotes critical thinking. Students are therefore expected to take responsibility for their education and work consistently to the best of their ability. Our core academic curriculum is truly challenging. Although our standards are rigorous, small class size and individualized attention from teachers help students to meet the challenges of their coursework. However, at times students may struggle with the demands of the academic program. As a result, the school has a number of support programs and/or consequences for its students if they are experiencing academic difficulties. These include **academic meetings, assistance with organizational and study skills, informal one-on-one tutorials to aid with coursework, required outside help, the loss of athletic eligibility, and/or academic probation.** All of these resources and consequences provide students with additional structure to help them succeed academically.

Teacher Communication. The faculty at TMS is committed to keeping parents informed about their students' progress. Teachers communicate with parents at the end of each trimester through a formal written evaluation. Additionally, teachers call parents or send written reports at any time when a student fails to hand in successive homework assignments, receives a grade below a C- on a major assignment (e.g. quiz, test, paper, etc.) or when he/she is in jeopardy of failing a course.

When a student is having difficulties in his/her academic courses, his/her teacher(s) and Advisor, along with the student's family, work together and to take a proactive approach to help the student succeed. The following paragraphs describe our support programs, some or all of which will be arranged for a student's particular situation. Anytime one or more of these support programs is put in place, as well as when faculty and staff members decide the support program(s) are no longer necessary, the advisor notifies parents of this fact.

Academic Meetings. If a student is struggling academically, the student's Advisor calls a meeting with the student, his/her teacher(s) and his/her parents. At this meeting, the group tries to identify the source of the academic difficulty and to develop an appropriate program to support the student as he/she strives to succeed. Solutions may include assistance with organizational and study skills, one-on-one tutorials to aid with coursework, and required extra help. A follow-up meeting is then scheduled to determine if other support mechanisms are necessary.

Extra Help Periods and Tutoring. Any student experiencing academic difficulty of any kind, particularly if he/she is failing a course or has received a grade lower than a C-, is required to attend extra help periods when and for as long as established by his/her teacher.

Students who need extra help in a subject should be taken through as many levels of help as necessary. It is primarily the teacher's job to provide extra help throughout the week, including meeting with the student before or after school and scheduling phone appointments to check-in on homework. The teacher is to keep the student's parents informed on a regular basis of what remedial help is being provided, as well as the student's progress. If the teacher determines that outside tutoring is required, the teacher is to defer the issue to the Dean of Studies who provides the family with a list of school-approved tutors.

Academic Probation. TMS students are expected to take responsibility for their education and work consistently to the best of their ability. As a rule, students are expected to maintain a GPA of 2.0 (a C

average) or higher, with no single academic grade lower than a C- or effort grade of Unsatisfactory. If a student is unable to meet these academic requirements, he/she will be placed on Academic Probation. During that time (to be determined on an individual basis by the Dean of Studies), the student must adhere to the guidelines outlined by his/her teacher and the Dean of Studies. The guidelines may include, but are not necessarily limited to, extra help periods, tutoring, on-campus suspension during the school day, loss of athletic and other privileges, and follow-up meetings.

During the academic probation period, students are expected to seek out their teachers for extra help and to demonstrate a strong commitment to their course work; this means completing all work in a timely manner and to the best of their ability. If, after the end of the probationary period, the student has made no significant effort to greatly improve his/her academic performance, the Dean of Studies calls a Discipline Committee meeting to determine if the student's actions warrant suspension or dismissal from the school according to the "Failure to Thrive" policy (see p. 37).

Loss of Athletic Eligibility. In order to participate in our athletic education programs, students must maintain a minimum GPA of 2.0 (a C average) with no academic grade lower than a C- or effort grade of Unsatisfactory. If a student loses his/her athletic eligibility, he/she is required to attend extra help periods until the time when his/her athletic eligibility is restored. It is important to understand that this may result in the loss of the student's Athletic Education Credit, which may in turn affect his/her standing for timely graduation.

Persistent Academic Difficulties. The school and its personnel may be the front line in identifying learning differences or disabilities that may be ameliorated by timely and appropriate remediation. To that end, it is important that the school's staff and parents work together to find the best solution. Often, expertise from a special education consultant, therapist, or educational psychologist is necessary to identify the underlying cause of difficulty, and possible resources for remediation. Throughout the process of identifying and remediating learning difficulties, communication and cooperation between school and home is the key to successful outcomes.

The school may require a psycho-educational assessment at the parent's expense if in the professional judgment of the school, a student might benefit from the knowledge gained by an assessment.

Student Accommodation Plans. Students with either discernable patterns of persistent, low performance or a current or recent psycho-educational assessment that identifies a specific deficit, delay, or disability will receive an accommodations plan. A team of professionals (including the teacher, division head or academic dean, and any consulting specialist) develops the Student Accommodations Plan in communication with the family. The SAP outlines the type of deficit, how the deficit is being addressed through accommodations, and the period that the accommodations will be in effect.

In the course of developing the SAP, the school may recommend or require supplemental services that fall outside of the school's purview, including tutoring, summer school, services such as speech or occupational therapy, or counseling for social or behavioral concerns. Such services are typically arranged and paid directly by parents. In all cases, the school staff will support the family by identifying resources to determine the best remedial course for the student, whether that is an in-house solution or a referral to an outside professional. In some cases, the school or family may determine that TMS is not the ideal placement or cannot meet the child's needs.

Academic Requirements for Maintaining Scholarship. Telluride Mountain School strictly follows the NAIS (National Association of Independent Schools) Principles of Good Practice with regard to financial aid:

The primary concern of independent schools must always be for the welfare of their students and their prospective students. These principles of good practice are in keeping with the commitment of NAIS to equal access and diversity, and its belief that member schools should distribute financial aid funds based upon demonstrated financial need. The principles are intended to promote orderly and professional financial aid procedures.

1. A school shall not discriminate in the administration of its financial aid policies because of race, color, religion, national origin, sex, or age in violation of existing state or federal laws or regulations.
2. A school shall strive through its publications and communications to provide students and families with factual information about the total yearly cost of attending its institution and about its aid opportunities, financing opportunities, policies, and procedures.
3. A school shall recognize that the primary responsibility for financing a student's independent school education rests with his/her family.
4. A school shall use a uniform methodology to assess annually, in a consistent and equitable manner, each family's ability to pay for education.
5. A school shall require adequate documentation of family resources when determining need.
6. A school shall not use financial need as a consideration in determining a student's eligibility for admission.
7. A school shall notify accepted aid applicants of financial aid decisions before expecting a binding reply to the offer of admission.
8. A school shall allow applicants sufficient time to select from the offers of financial aid from all the schools to which they have applied.
9. A school shall make every effort to meet the demonstrated need of all admitted or enrolled financial aid applicants.
10. A school shall not exceed in its offer of financial aid the amount needed to meet the difference between the resources determined to be available to the family and the student's total educational expenses.
11. A school shall not set different standards of behavior and academic performance for its financial aid recipients.
12. A school shall continue to fund a student until graduation unless he/she no longer demonstrates need.
13. A school shall have a review procedure for families who wish to request additional funding.
14. A school shall refrain from and discourage others from making any public announcement of the amount of financial aid awarded to a student.

15. A school shall safeguard the confidentiality of all financial information supplied by a family.

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 Requirement

Students are required to complete one Athletic Education credit each school year. Each trimester students receive 1/3 of a credit for meeting the requirements of the Athletic Education program. Therefore, students must receive full credit for each trimester in the school year to meet the 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. Unexcused absences from athletics are handled in the same way as unexcused absences from other classes (see “Unexcused Absences,” p. 8).

Trimester Schedules and Daily Schedules

Athletic education programs meet at different times and places depending on the time of year, the day of the week, the activity and the student’s grade level. Teachers and coaches keep students and their families well informed of scheduling, and schedules are posted in classrooms. **If students are tardy or absent from athletics, it is treated as for any other class.**

Athletic Education Programs

Winter Sports Program. The winter sports program is the focal point for 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 work with their Advisor to develop an appropriate program that supports 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.

Outdoor Education Program. TMS's Outdoor Education Program teaches students age-appropriate skills in mountain and river related sports. In addition, the curriculum incorporates natural science and history, as well as environmental stewardship, into the 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.

The Outdoor Education program is divided into two general components, Mountain and River. The skills taught in the respective programs include, but are not necessarily limited to:

Mountain Program

- Backpacking and camping; map and compass use; rock climbing; mountaineering; snowshoeing; cross-country skiing; snow school (climbing with crampons and ice axes); snow science; avalanche awareness; backcountry skiing and snowboarding; Wilderness First Aid coupled with
- Geology; natural history and mountain ecosystem sciences.

River Program

- Stillwater to whitewater using kayaks and rafts. Water safety and rescue techniques and systems; kayak rolling;
- coupled with
- Geology; natural history; riparian ecosystem sciences; hydrology.

Alternatives to the TMS Athletic Education Program

Telluride Mountain School has outstanding athletic 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. Because athletic education is an integral part of TMS's mission, this plan must contain a serious commitment to physical fitness.

Final approval of the plan comes from the student's Advisor, who also holds the student accountable for, and issues credit upon successful completion of, the plan. For more information on possible programs, contact the respective student's Advisor.

Alternative plan proposals must include the following:

- A daily schedule for the entire trimester;
- A serious component of physical fitness;
- Written statements from supervisors, who are not TMS faculty or staff, that explain their role in the plan, as well as their commitment to supervise the student's attendance and to write the required evaluations of the student's performance in the alternative plan.

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 clearly 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 (contained in a duffel-like bag), 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.

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.

After School Program- The RRA conducts its after school program at TMS. Fees are required.

STUDENT LIFE CURRICULUM

The purpose of Student Life Curriculum is to create, sustain, and develop a school based on honesty, integrity, and respect 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.

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 the 7th grade on 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.

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 (or, 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 day each Monday and Friday. 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 thoughts, experiences and wisdom on themes for the entire community to use as "talking points" both in and out of the classroom. Student input is encouraged 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.

Community Service / Service Learning Program. As an integral part of the towns of Telluride and Mountain Village, 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. In addition to service, students may develop and participate in weekend and year-long volunteer activities within the Telluride Valley and the State of Colorado. Through participation in the Community Service Program, students come to understand the meaning of service, social responsibility and leadership.

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.

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 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. In such a case the child reports to school at the regular time and is assigned appropriate activities (no refund for the “cost” of these trips is issued).

GENERAL COMMUNITY GUIDELINES

Dress Code

TMS takes its Dress Code seriously. Please read the section regarding this code under "Dress Code" on p. 6 as this policy applies as a strict general community guideline as well.

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 Judicial 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 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.)

Students and Vehicles

Students who are of driving age and have a personal vehicle may drive themselves to school. However, there is no parking area for students on campus and student parking in the Lawson Hill business zone is not allowed. In addition, areas currently used for public parking outside of the business zone, such as on San Miguel River Drive immediately before the school's campus, are on private property and their use may change without notice.

TMS students who choose to drive to school are not allowed to drive other TMS students to school with them.

Hitchhiking

Although Telluride is generally a very safe place, hitchhiking anywhere has the potential to be a dangerous activity. Therefore, because one of our primary concerns is for the safety and well-being of our students, hitchhiking to and/or from school is strictly prohibited.

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 (e.g. fruit, vegetables, cheese, etc) and students are discouraged 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 ones self 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. Refrigerators are available to store healthy snacks. The refrigerators will be routinely cleaned and any food not taken home by that time may be discarded.

TMS students in grades K through 6 are not to leave the campus during the school day and this includes the lunchtime. Seventh through twelfth grade students may walk to Cindy Bread or Aemono during break or lunch. The Lawson Hill business Cindy Bread offers a daily lunch delivery program for TMS staff and families. If you wish to learn more about this program, contact the school's Program Coordinator.

Students are assigned to lunchroom clean up on a daily basis. During lunch students are expected to be seated, courteous and polite. Students should check that their tables, chairs and floor area are clean before leaving the lunch area. Faculty members on duty in the lunch area will oversee this activity and remain through student clean up.

Pets on Campus

No pets are allowed on campus at any time without prior permission from the Head.

Chores

Learning the responsibilities of taking care of our school is as important as learning history or math. Directly after lunch and after school each day, all students, with the participation and supervision of staff, take part in the physical upkeep of the school.

Cubbies

Each child has an assigned open cubby in which books, extra clothing, sneakers, etc. can be stored. These storage units have no doors and cannot be locked promoting a sense of trust. Students are responsible for keeping their cubbies neat and clean.

Gambling

Gambling is legal in Colorado only in specifically designated towns and buildings – the school’s building is not designated for legal gambling. Therefore, all forms of gambling are strictly prohibited at TMS.

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 grade and up 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.

“At the Party” Policy. If a TMS student attends a social gathering that involves any illegal activities, alcohol consumption, or any illicit drug use, the school expects him/her to leave that gathering immediately. This is a time when the student has to consider the commitments he/she has made to his/her education and to TMS. **Simply “being at the party” for any length of time is viewed as choosing to participate in the party.** The only exception to this policy is for students who attend adult gatherings under the direct supervision of their parents.

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 Judicial 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.**

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 hazing and harassment are strictly prohibited. This includes all manners of physical, psychological or verbal abuse, cruelty, intimidating behavior, and sexual harassment; such behavior is dealt with swiftly and severely, and may lead to consequences up to and including expulsion.

Weapons

No weapons of any kind are allowed at TMS, under any circumstances. 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.

Telephones, Electronic Media and Computers

Telephones. The use of cell phones by students is strictly prohibited during the school day. Students must receive permission from the Program Coordinator to use the school phone. This permission will only be granted if the call involves a medical situation or something that has directly to do with a school program.

Televisions, Movies and Video Games. At Telluride Mountain School, the use of television and movies are restricted to classroom activities, as deemed relevant and appropriate by the classroom teacher. Hand held video games and video game “stations” are not allowed on campus at any time. The spirit of this policy includes laptop or other computer use for viewing DVD or other types of digital movies, as well as video games, whether on the hard drive or internet.

Music. Portable CD players, iPods, mini-disc players, laptop computers with music players, etc, are not to be worn or listened to on campus at any time. Any faculty or staff member has the right to determine when these guidelines have been violated. Consequences for infractions of this policy may include confiscation of the music and/or music player.

Computers and the Internet. Computer (whether school-issued or personal) and Internet use are educational privileges and we expect our students to handle them appropriately. We treat Internet “surfing,” as well as the use of Internet-based games and other interactive media (e.g. Instant Messaging, Face Book, etc.) as recreational media use and we therefore regulate it in the same way we do the watching of television (as stated above).

TMS has an online computer lab and we encourage our students to use our T1 Internet connection for any and all appropriate academic work. **Students are allowed to connect their personal computers to the Internet through the school’s server only with direct faculty or staff permission and supervision.** The Internet has become a part of our lives and it is here to stay. 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 schoolwork, unless directed to do so by their teacher.

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 are 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. Our Program Coordinator will contact other parents, as needed.

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.** (See "Attendance," p. 8).

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 in 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 administration, and the name of the prescribing physician or dentist.
- 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).
- 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.
- 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 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.

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 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.

GENERAL INFORMATION

TMS Contact Information

The school reception area is a place for parents and students to get information, settle accounts, and talk to staff members. It is a place where students and family members should always feel welcome. Office hours are 8 a.m. to 4:30 p.m. on school days. The phone number for the front desk is 728-1969 ext 10; the fax number is 369-4412. Staff members, generally speaking, are on campus between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday. The Telluride Mountain School Directory is our school community resource for contact information for individual families and staff. They are delivered to families at the end of September each year.

Nondiscriminatory Policy for Students

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

Child Abuse

Reporting Child Abuse. 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."

Legal Responsibilities. As defined by the Colorado Department of Education, child abuse includes:

- **Physical Abuse:** non-accidental physical injury to a child.
- **Physical Neglect:** failure on the part of the child's caretaker to provide adequate food, clothing, shelter, or supervision.
- **Emotional Maltreatment:** the constant belittling and rejecting of a child – not providing a positive emotional atmosphere.
- **Sexual Abuse:** sexual exploitation, assault, molestation, or the prostitution of a child.

Fire Drills

The school conducts fire drills on a regular basis during the school year. Teachers and students practice classroom and school protocol in preparation for these drills. If students are in the building but not in class or with their homeroom teacher when the fire bells ring, they are to accompany a school employee to exit the building in silence.

Specific Information for Parents

Communication with Staff. In addition to weekly Friday Letters and formal written reports which are sent to parents from the school several 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 concern. 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, parents are requested to arrange telephone appointments for the next working day during normal business hours. **Parents with serious concerns should limit conversations regarding these concerns to formal meetings with the Head of School and/or appropriate TMS teachers.**

Calling School. Parents wishing 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.

Telephone Calls or Email Communication. Parents wishing 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. Emailing teachers with questions and/or concerns is appropriate and faculty will generally respond within a 24 hour period. When emotional issues arise, please consult with staff in person and avoid using emails.

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.

Drop Off and Pick Up at School.

In the morning, parents are expected to drop off students between 8:15 and 8:25 (Homeroom and Morning Meetings begin promptly at 8:30). In order to prevent congestion in our limited parking area, we have established different policies for different age groups. Parents of students in grades 1-4 may drive into the parking area on the north (right) side of San Miguel River Drive to drop their children off. With a short window of time for drop off, the parking area can become congested, and we ask drivers to be vigilant of children when entering and leaving the area. Parents of students in grades 5-12 are to drop off their children at the circle next to the bus stop at the beginning of San Miguel River Drive.

School ends at 3:00 in the afternoon and parents are to pick up their children between 3:05 and 3:15. Parents should call the school if they will be late to pick up their child(ren). As with drop off, parents of children in grades 1-4 may park in the area to the north (right as you enter) of San Miguel River Drive for pick up; children in grades 5-12 are to meet their parents at the circle next to the bus stop.

Galloping Goose. The Galloping Goose is available for students to take to school each day throughout the school year. The Goose leaves the clock tower in downtown Telluride 8:00 a.m. (the school will inform parents if this schedule changes). Students should arrive five minutes ahead of schedule and be sure to board the bus for Lawson Hill, not Norwood. At 3:15 p.m., the Goose will provide a pickup at the San Miguel River Drive bus stop. Drop off at the bus stop across from Clark's market will be at 3:30, in time for athletic practice at the public school, and then at the clock tower downtown thereafter. To view the Galloping Goose Bus Schedule go to <http://www.town.telluride.co.us/home/> and select Visiting from the menu then Getting Around or call 728-5700.

Parent Visits to School. Parents are invited to the school several times during 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 the Head of the School 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 Head of the School.

Parent Volunteers. Parents are asked to volunteer at the school. Many parents ask to assist in the classroom and the school endorses this interest whenever appropriate. Parents will be asked to attend a volunteer information meeting to inform them of proper roles in the school. Parents are requested not to volunteer help in the classroom until the first of October so that teachers and students may first establish solid and healthy classroom dynamics and expectations.

Student Presentations and Special Events. 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 be punctual and pay close attention to the supervision of their children during these activities.

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 p. 8 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.

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 not allowed to distribute invitations at school or to have presents exchanged on site.

School Closures. The decision to cancel school because of inclement weather is usually made early in the morning and broadcast on KOTO radio. Also, students' homeroom teachers will call their students' families when school is unexpectedly closed with an attempt to reach all families by 7:30am on the morning of closure. 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.

Dropping Students Off at School. Parents should plan to ensure that their children get to school punctually, accounting for delayed times on inclement weather days, as children are expected to arrive on time for school on these days as well.

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. Time spent in fundraising activities is, in itself, a valuable gift to the school.

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.

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 in March/April. We request parents return the re-enrollment contract with a

deposit in April/May, so we may plan for additional acceptances and our staffing needs for the upcoming year. Once the school receives a signed reenrollment 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 cancelled 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 Head of School. 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.

DISCIPLINARY MANAGEMENT

Disciplinary Principles

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. **This means that anyone who does anything to harm our community is responsible for helping to heal the community. Consequences for inappropriate behavior therefore generally include three crucial components: an apology; educational activities that address the issue in question; and 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. However, when TMS expels a student, it is never done in anger but only because, in the view of the administration, the student has needs which the school is not capable of serving.

If a student breaches a school policy, he/she is expected to work closely with his/her 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:

- If the student readily admits to an infraction of school policy when asked, he/she is supporting our Honor Code.
- If a student wrongfully denies involvement in an infraction of school policy when asked, he/she is showing lack of support for the Honor Code.
- If a student reports an incident to us, he/she is supporting the Honor Code and the well being of the community.

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. Consequences are the result of action, and the consequences associated with disciplinary action at TMS are intended to address appropriately the issues involved. The student's Advisor and/or the Dean of Students handle relatively minor, non-recurring infractions; the Discipline Committee handles major and/or recurring infractions.

Lower School Discipline-The majority of lower school discipline issues are handled by the Dean of Students and the homeroom teacher. When discipline is necessary we show measures that show 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. Detention is rarely used as a disciplinary measure.

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 and faculty. 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.

The Discipline Committee generally operates by consensus, however the Head of School is the Chair of the Committee and retains the authority to take executive action in any disciplinary matter at any time.

Parents or legal guardians are informed of the nature of a student's infraction(s), as well as the possible disciplinary consequences, before a Discipline Committee meeting occurs. Parents or legal guardians are also encouraged to attend the meeting if possible; if they are unable to attend the meeting, they are notified of the results immediately following the meeting.

It is important for students and their families to understand that any appearance before the Discipline Committee may result in consequences up to and including expulsion from TMS (See "Suspension and Expulsion" below).

If a student is suspended, the time he/she spends at home is to be used for keeping up with any academic and/or athletic requirements he/she has, as well as the reevaluation of his/her commitment to our school. The Discipline Committee may also design a plan for helping him/her that may require professional or peer counseling, community and trust building activities, drug and alcohol education, etc. Before the suspended student can return to school after a suspension, staff members must have received satisfactorily completed work as outlined for the student in the Discipline Committee meeting. It is important to understand that if a student doesn't meet the requirements as outlined, his/her suspension will be extended as the Committee reconsiders the conditions for return to campus. When the student does return to school, he/she is required to attend a reentry meeting with the Discipline Committee to discuss his/her renewed commitment to our school.

Points and Pink Slips

Students receive points for minor infractions of school policy. TMS works on a 3-point system for minor infractions; after receiving three points a student is given a one-hour detention and is required to meet with the Dean of Students as well. The Dean calls the parents of the students to explain the situation and sends the student home with a Pink Slip, which is to be signed by the parents and returned to the school the following day. If a student receives a second Pink Slip in a given academic term the Dean of Students calls for a meeting with the student, the student's parents and, if deemed relevant to the situation, the student's adviser, teacher(s) and/or other school administrators.

Detention

Parents are notified of detentions by phone prior to the detention. In addition, a Pink Slip is sent home with the student for parents to sign and return to the school the following day. Detention is held at the school and takes priority over any athletic contests, practices or after-school activities. Detentions must be served on the day scheduled. A missed detention will result in further disciplinary action.

Detention is a time for students to sit quietly and reflect on the behavior that resulted in detention. At the discretion of the Dean of Students, detention time may be spent on assignments directly related to detention points such as cleaning damaged property, writing apology letters, school projects etc. Detention provides a concrete reinforcement of the school's beliefs that actions have consequences.

At TMS, we take detentions very seriously. If a student breaches any school rule after serving two detentions in a given trimester, that student is required to appear before the Discipline Committee to discuss the matter, and consequences may be serious, up to and including expulsion.

Major Infractions and Disciplinary Reports

Some offenses may require further actions such as the loss of privileges or an in-school suspension. A written Disciplinary Report will document offenses at this level. The staff member who writes the report, will counsel the student and the student's parents will be notified immediately. Certain circumstances may warrant a conference at the school. A written Disciplinary Report will result in an automatic detention as well as any other consequences that may be deemed appropriate by the Discipline Committee.

Major infractions include, but are not necessarily limited to:

- Violent behavior (fighting, punching, hitting, kicking, scratching, etc.);
- Possession of weapons on campus (weapons may include toys, replicas, or inoperable models of weapons);
- Harassment;
- Overt disrespect;
- 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 an explosive (including lighters and matches);
- Dishonesty in any form, including cheating and plagiarism;
- Racial or sexual insults.

Disciplinary Contract

Students who accumulate two or more Disciplinary Reports 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.

Failure to Thrive

Telluride Mountain School is an intentional community. Everyone involved in our community has either been admitted or hired, and we work together toward many common goals that support our mission. The school recognizes, respects, encourages, and addresses individuality within the student body, but also requires a high level of individual responsibility and accountability from students in all programs. If a student persistently fails to complete academic work; regularly misses activities, chores, and duties; or generally appears disinterested in the school's programs and unmotivated to change his/her attitudes or behavior, this has a very deleterious affect on the entire school community. If, over a period of time and appropriate attempts on the part of the school to work with the student and his/her family to rectify the problem, the student shows no interest or ability to change his/her attitude, he/she may be brought before the Discipline Committee and either suspended, expelled, or asked not to return the following year for "failure to thrive." This is in part a disciplinary action, but it should also be an educational one that conveys to the student and his/her family that, because of the choices he/she has made, the school is not in a good position to serve his/her needs.

Students on Merit Scholarship

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.

If any disciplinary action is taken against a student when he/she is on a merit scholarship, he/she may immediately forfeit his/her scholarship for the remainder of the school year. The student and his/her family then become liable for the full amount of the revoked funds, which must be paid on a schedule to be determined with the Head of School.

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 in March/April. We request parents return the re-enrollment contract with a deposit in April/May, so we may plan for additional acceptances and our staffing needs for the upcoming year. Once the school receives a signed reenrollment 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 cancelled in any event.

2009 – 2010 Telluride Mountain School Staff

Head of School _____ Jim Loan

Head of Lower School, Director of Admissions _____ Karen Walker

Business Manager _____ Kathleen Erie

Program Coordinator/School Counselor _____ Robin Hope

Director of Development _____ Sage Martin

7th - 9th Math; 7th – 8th Science; Dean of Studies _____ Andrew Shoff

Upper School Math and Science _____ Jamie Salem

5th – 8th Humanities; 3rd – 12th Physical Education _____ Thomas Thatcher

1st-2nd Reading Assistant; 5th-6th Humanities _____ Wynne Calcutt

5th-12th Spanish Teacher _____ Wendy Russell

9th-12th English and History _____ Ryan Ahearn

Intermediate and Upper School Math and Science _____ Rex Lybrand

3rd/4th Teacher _____ Lindsay Pittinger

1st/2nd Teacher _____ Jen Bahou

5th – 12th Art Teacher _____ Craig Wasserman

K – 4th Art _____ Anne Holt

1st-12th Music Teacher _____ Mark Galbo

Pre-K/K Teacher Montessori _____ Amber Merrill

Pre-K/K Teacher Montessori _____ Andi Gavaller

Montessori Assistant _____ Danita Strand

Montessori Assistant _____ Sarah Folsom

Telluride Mountain School Calendar 2009-10

September 8 th	First Day of School
September 21 st -24 th	School Photos (PreK-12 th)
October 6 th	Dental Program in school- Health Initiative
October 12 th	No School – Columbus Day
November 18 th – 20 th	Exams: 5 th – 12 th Grade
November 20 th	End of First Trimester
November 23 rd -27 th	No School – Thanksgiving Holiday
November 30 th	Classes Resume
December 7 th - 17 th	Testing- ERBs: Grades 2-11
December 7 th – 17 th	Parent Conferences
December 16 th – 17 th	Drug and Alcohol Education with FCD
December 21 st – January 1 st	No School – Winter Break
January 4 th	Classes Resume- All School Snowshoe Celebration
January 18 th	No School – MLK Day
February 12 th – 16 th	No School – President’s Day Weekend
February 17 th	Classes Resume
March 3 rd – 5 th	Exams: 5 th – 12 th Grade
March 5 th	End of Second Trimester
March 15 th – 26 th	Parent Conferences
April 5 th – 16 th	No School – Spring Break
April 19 th	Classes Resume
May 31 st	No School – Memorial Day
June 2 nd – 4 th	Exams: 5 th – 12 th Grade
June 4 th	End of Year Celebration Montessori
June 9 th	TMS Commencement K-12

