



# Parent Handbook

## 2026-2027

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# Table of Contents

## MISSION AND PHILOSOPHY

Our Mission Statement.....	1
EEO/AAS and Non-discrimination policy.....	1
Family Partnership.....	1
Principles of Inclusion.....	1
Montessori Philosophy.....	1
The Kalispell Montessori Center Philosophy.....	2
ADMISSIONS AND ATTENDANCE.....	2
Admissions.....	2
Tuition and Fees.....	3
Scholarships.....	3
School Hours and Attendance.....	3
Release of children.....	4
Before and After School Care.....	4
School Closure/Emergencies.....	5
HEALTH AND SAFETY.....	5
Illness.....	5
Medications.....	5
Allergies.....	6
School Accidents.....	6
Child Abuse.....	7
GENERAL INFORMATION.....	7
Classrooms.....	7
Conferencing and Observation (Visits).....	7
Volunteers.....	7
Overnight Chaperones.....	8
Homework and Testing.....	8
Curriculum.....	9

Technology Use and Digital Citizenship .....	9
Accountability and Responsibility (peace, grace and courtesy) .....	10
Confidentiality .....	10
Lunch and Snack.....	11
Late/Non-Payment Policy.....	11
Messages .....	12
School Attire .....	12
Lost and Found .....	12
Bringing Things from Home.....	12
CELEBRATIONS AND HOLIDAYS .....	12
Birthdays.....	12
Parent Information Night .....	13
Halloween .....	13
Stone Soup .....	13
The Winter Holidays.....	13
Valentine’s Day .....	13
Elizabethan Festival .....	13
FUNDRAISING .....	14
STUDENT DISCIPLINE.....	14
PARENT STAFF RELATIONS.....	15
Conflict Resolution Policy .....	15

## MISSION AND PHILOSOPHY

### Our Mission Statement

The Kalispell Montessori Center, Inc. fosters the natural spirit of inquiry and thrill of discovery within each child by upholding the Montessori philosophy that learning is best achieved within a social atmosphere that supports each individual's unique academic, physical, and emotional development.

### EEO/AAS and Non-discrimination policy

Kalispell Montessori is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national or ethnic origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or physical characteristics in employment, educational programs and activities, financial aid, and admissions policies.

### Principles of Inclusion

Kalispell Montessori Education values diversity in all its forms and is committed to fostering an inclusive community where every individual feels a sense of belonging, is treated with respect, and can fully participate in all aspects of school life. To support this commitment, our school affirms each student's identity and works continuously to create a safe, inclusive environment for all. Ultimately, as students graduate from Kalispell Montessori Education, we hope they have developed an unwavering respect for themselves and others, with excitement about the richness and diversity of the world and its peoples.

### Family Partnership

Our school is committed to providing the best possible learning environment for your child. In turn, we ask that our parents are committed to supporting our staff and Montessori philosophy/practice in both school matters and in their home environment. The importance of this partnership is so essential that we require parents to sign a Family Partnership Agreement that outlines specific responsibilities and expectations for both the school and the family. Please refer to this document in the Appendix (A1.).

### Montessori Philosophy

Maria Montessori conceived her approach to education in the early 1900s. Her educational ideas grew out of her experiences, first as a physician with mentally handicapped children, and later as an innovative organizer of day care centers and schools for children. Dr. Montessori's ideas were forerunners of contemporary ideas we know as "individualized learning" and the "open-classroom structure." Among Montessori's original contributions are:

- 1) The identification of early childhood as a distinct period of life, with certain specific needs and characteristics of its own.
- 2) The idea of “sensitive periods” of development during which a child is highly receptive to certain learning.
- 3) The emphasis on concrete materials for the teaching of concepts.
- 4) Recognition of the importance of repetitive behavior associated with emerging mental abilities.
- 5) The basic design for an educational environment, which fosters the development of autonomy in the individual and recognizes the interdependence of freedom and discipline.

### The Kalispell Montessori Center Philosophy

There is no copyright to either the Montessori name or Montessori ideas. Although this makes possible a widespread application of Montessori’s theories, it also allows for a great deal of public confusion as to what Montessori education is all about. The reality is that Montessori teachers and schools interpret Montessori in different ways.

At Kalispell Montessori, we believe that Dr. Maria Montessori, on the basis of astute observation and tremendous insight, developed a comprehensive, integrated educational scheme, which is still the best model available for early childhood to adolescent programs. The implementation of our philosophy starts with Montessori’s insights, and builds with new information as it becomes available. In our view, one goal underlies our whole approach: to promote the child’s growth toward autonomy (a state of being that is capable of self-nurturing and self-government of both personal and social responsibility). Montessori’s concerns about the world’s problems led to her vision of the “ideal adult” as an informed person who could think for himself and do for himself, as well as take his share of social responsibility...in short, an autonomous being.

## ADMISSIONS AND ATTENDANCE

### Admissions

KME offers programs for students in grades 1-8. Each application for admission is assessed individually, pursuant to the enrollment criteria for the programs and curriculum of KME.

Our environment adapts to students of varying academic ability and diverse learning styles. Children with exceptional needs (behavioral/emotional, developmental, learning differences) are accepted at KME if the administration, instructors, and parents feel the child’s needs will be met within the KME setting. We will limit the number of students who require additional staff resources to ensure that all students fairly receive appropriate instruction and attention. The school makes every reasonable attempt to guide children to success in the program. Nevertheless, all new students are admitted with a 60-day probationary status.

1. For a child to be considered for 1st year admission, s/he must:
  - ✓ Fall within the District 5 guidelines for age

- ✓ Be able to verbalize his/her needs
- ✓ Respect classroom rules and relate positively to peers and adults
- ✓ Concentrate and complete tasks
- ✓ Take direction from an adult
- ✓ Make work choices independently

2. Each inquiring family will fill out an Admission Packet, which requests basic information about the applying student and family. It also contains information about tuition, fees, schedules and payment options. A visit to the school may or may not be arranged at the time of inquiry. The visit is mandatory prior to any placement of new students. The Administration, along with the teaching staff, will determine if the student is appropriate based on the above criteria and the family is notified of the determination.

If current enrollment allows, the deposit is due, and the new student can begin school as soon as desired. If current enrollment is at capacity, the Administrator will hold the enrollment information for the balance of the school year or until classroom demographics change and the new student can be accommodated. This is considered our “waiting pool.”

Families seeking enrollment are given priority based on the following guidelines:

1. Students with siblings currently attending Woodland Montessori or KME.
2. Kindergarten students from Woodland Montessori
3. Students from families previously enrolled at KME
4. Students who have spent time in a Montessori environment
5. Students with most recent application date

#### Tuition and Fees

The annual admissions packet and website contain updated tuition and fee schedules.

#### Scholarships

The school makes all efforts to provide academic scholarships based primarily on financial need. The amount of award money varies from year to year. An application packet is made available in the spring at the same time re-enrollment information is distributed.

#### School Hours and Attendance

Student drop-off begins at 8:15. Morning stretches begin at 8:30 and students not present during stretches will be considered tardy. Drivers- PLEASE DO NOT exit your vehicle in the drop off line. Please park if you need to talk with someone or otherwise remain on the campus. Please do not drop off before 8:15. There will be no outdoor supervision and you will be charged for Before School Care.

The school day ends at 3:15. Teachers or an authorized staff member must sign out all students when they leave. Drivers- PLEASE DO NOT exit your vehicle in the pick up line. Please park if you need to talk with someone or otherwise remain on the campus. Students not picked up by 3:30 will be charged for After School Care.

#### Release of Children

Children will only be released to drivers other than parents who are listed on their student information form. Exceptions must be made by calling the school and providing a detailed description of the person who will be picking up your child OR updating the student information form on your Procure profile. Parents/guardians are responsible for notifying the school in writing of any special custody arrangements. Parents/guardians will be asked to provide evidence of any legal action, which curtails the non-custodial parent's rights.

#### Before and After School Care

Before and After Care is available between the hours of 7:30 - 8:15 a.m., and between 3:30 – 5:00 p.m. The parent(s) will be billed separately for this service. A monthly and hourly rate schedule can be obtained from Administration. See Appendix (A.2)

Pick-up after 5:05 p.m. is considered late. There is no grace period. A \$1.00 late fee will be assessed for each minute after 5:05 p.m., payable to the Childcare Staff on duty. Excessive tardiness in picking-up your children after 5:15 p.m. may warrant loss of the child care service.

Before and After Care may be denied to students for disruptive behavior. It is especially important for all staff to have access to work and cell phone numbers, in order that the parents may be reached in an emergency. Please make sure emergency contacts are updated on your Procure profile.

#### School Closure/Emergencies

KME follows the District 5 decisions on weather related closure. If you feel it is not safe to travel, please stay home and phone in to the school. In the event of an evacuation due to flooding, the primary evacuation route for the students to follow is:

- ✓ South on Willow Glen to Woodland Avenue,
- ✓ Go up Woodland to 10th Avenue, and
- ✓ Turn in to East Side Park.
- ✓ Staff will improvise if this route is blocked or has other hazards.

## HEALTH AND SAFETY

### Illness

Please inform the office if your child will be absent due to illness. Children should be kept home if they are exhibiting one or more of these symptoms:

- ✓ 99-100 degree temperature with symptoms, 100 degrees or over without symptoms
- ✓ sore throat
- ✓ runny nose/eyes
- ✓ coughing
- ✓ sneezing
- ✓ intestinal upset
- ✓ diarrhea and/or vomiting

A child who has vomited, had a fever, or diarrhea, must wait 24 hours after these symptoms subside before returning to school. All communicable diseases must be reported to the office immediately and a doctor's written release may be required before re-admission. Communicable diseases include but are not limited to:

- ✓ chicken pox
- ✓ measles
- ✓ mumps
- ✓ streptococcal infections
- ✓ scabies
- ✓ conjunctivitis (pink eye)
- ✓ impetigo
- ✓ head lice
- ✓ ringworm
- ✓ pinworms

If a child is deemed too ill to be in school, and/or exhibiting symptoms such as a runny nose with colored discharge or fever, parents will be called to take the child home.

### Medications

A medication authorization form must be completed and signed by a parent or guardian before any staff member may administer medication to a student. For prescription medications, the authorization must also include a physician's signature.

The authorization form must include:

- Name and type of medication
- Method of administration
- Dosage
- Time(s) to be administered
- Start and end dates

All medications must be provided in their original container with the label intact and clearly showing the student's name. This requirement applies to both over-the-counter medications (including homeopathic remedies, supplements, and vitamins) and prescription medications (including inhalers and EpiPens).

All medications must be turned in to a student's teacher or the front office and may not be stored in backpacks, lunch boxes, or kept on the student's person. Students may only carry and self-administer medication when a self-administration authorization form is completed and signed by both a parent/guardian and a physician.

The school cannot administer any medication that has expired. It is the parent's responsibility to ensure that any medication provided to the school is current and has not passed its expiration date.

All medication is stored out of student reach behind the front desk. Controlled substances are kept in a locked box. Any medication remaining at the end of the school year must be picked up by a parent or guardian. Unclaimed medications will be disposed of two weeks after the last day of school.

The school maintains a limited supply of over-the-counter medications, which are stored behind the front desk. These may include:

- Children's ibuprofen (chewable and liquid)
- Adult ibuprofen (for children 12 years and older)
- Diphenhydramine (Benadryl)
- Neosporin (topical)
- Hydrocortisone cream (topical)
- Cough drops

A separate authorization form will be provided at the beginning of the school year for parents/guardians to approve or decline the use of over-the-counter medications.

### Allergies

Please notify the school **IN WRITING** of any food and medication allergies along with **WRITTEN** instructions on procedures for treating an allergic reaction.

### School Accidents

An Incident Report will be provided to parents in case of minor accidents at school. In case of any kind of head injury, including eye, ear or mouth, the parents will be immediately contacted by telephone. In rare situations where immediate medical attention is required, the school will phone 911 and contact the parents. If it is necessary to transport a child to a hospital, one of the staff will accompany and stay with the child until the parents arrive.

## Child Abuse

Montana Code Annotated (41-3-201 through 208) designates all school employees as mandatory reporters of child abuse and neglect. When an employee knows or reasonably suspects abuse or neglect due to information received in his/her official capacity, he/she must report it to Montana Child and Family Services.

## GENERAL INFORMATION

### Classrooms

Maria Montessori believed that mixed-age classrooms promote an atmosphere of cooperative learning, teamwork, peer teaching, and one that encourages social interaction for emotional development. Families are expected to have their children remain through the 3-year cycle of their respective programs. In classrooms, large blocks of uninterrupted time are scheduled so as to develop patterns of concentration, positive work habits of task completion and thoroughness. Group activity or “circle” takes place where peace education, community, self and environment awareness, as well as character are discussed. Sharing, cultural education, and birthday celebrations also take place during “circle.”

The cornerstone of the Montessori educational approach is the Three Period Lesson. The first period of The Three Period Lesson consists of observing, identifying, and internalizing. The second period consists of recognition and involves active, hands-on experience and exploration. The third period is remembrance or abstraction and verbalization of its meaning. This educational technique is used from primary through secondary levels and enables the teachers to gauge a child’s understanding of the work. The classroom is equipped with Montessori materials that are sequential and generally self-correcting. The materials correspond to the developmentally “sensitive periods” for learning and will be used differently as the child progresses developmentally.

### Conferencing and Observation (Visits)

Formal parent/teacher conferences are scheduled in November and March. Parents are responsible for signing up with the appropriate teacher. Other conferences can be scheduled as needed. Please be aware of and sensitive to the teachers’ time before and after school. This is not a good time to pull them aside to discuss issues. Please schedule appointments for such interactions. Parents are welcome to observe and participate during the school day. Please notify teachers AT LEAST one day in advance to make sure a visit would be appropriate. If visits are disruptive to student productivity or classroom routine, they will not be allowed.

### Volunteers

Volunteers have an important and valuable role at Kalispell Montessori. Some volunteers may assist in the classroom with instructional or clerical tasks while others may help with our outdoor

education program, upkeep of the facility, chaperone field trips, or help with fundraisers and events. To get the most from your volunteer experience, it is important to be informed. A volunteer handbook will be presented to all parents at the beginning of the school year. We ask that you read through the expectations in the handbook and sign a confidentiality agreement if you will be working with students.

### Overnight Chaperones

Age: Overnight chaperones must be at least 21 years old.

Background Checks: Volunteers serving as overnight chaperones for student trips or activities who will have unsupervised contact with Kalispell Montessori students must pass a name-based criminal background check annually. This policy helps ensure the safety of Kalispell Montessori students and is not intended to discriminate based on criminal history. Background checks do not require, and will not reveal, any financial information (e.g. Credit history, taxes, or income). Kalispell Montessori assumes the cost for background checks.

### Homework and Testing

Elementary (Grades 1-6): As a general rule, no homework is assigned. Students are expected to be productive throughout the day and have family time after school. We do encourage intellectual pursuits as one part of family activities. Reading to students and listening to students read is one of the most important things you can do.

Middle School (Grades 7-8): Students are given meaningful daily work with the goal of completing it during the school day so that evenings can be reserved for family time. When work is not completed at school, students are expected to finish it at home, or during study hall. Assignments typically include math practice, reading and written responses, and ongoing independent projects that build research, writing, and presentation skills. Students receive assignments in advance to support time management and planning.

Families can support their middle school student by providing consistent time and a distraction-free environment for focused work at home. If work is repeatedly incomplete or materials are not brought to school, a graduated process of communication and support is implemented to help students build responsibility and successful habits.

Mastery learning is a personalized approach in which students are given the time, support, and multiple opportunities to fully understand and demonstrate skills before moving on, fostering responsibility, deep learning, and growth; in middle school, this includes regular quizzes and weekly assessments, as well as cumulative tests at the end of each curriculum cycle to ensure mastery.

All Grades: Montessori philosophy does not place an emphasis on standardized testing. Students are tested twice per year and the results are used diagnostically only, not comparatively. For older students, the testing also serves to give them some practice for future testing when they transition from Montessori.

## Curriculum

Curriculum in each classroom is grounded in the philosophy of Maria Montessori and reflects the training and experience of each lead teacher. When there are differences in background or approach, the American Montessori Society serves as our guiding standard for curricular and programmatic excellence. While teachers consider the Montana Office of Public Instruction learning standards, they do not follow them rigidly and often extend beyond them.

Curriculum may be flexible in certain subject areas, allowing teachers to incorporate current events, student interests, cultural traditions, and areas of expertise within the community. Reading selections are chosen based on individual readiness, meaning some students may have the option to engage with more advanced texts with appropriate guidance and support.

As students mature, particularly in upper elementary and middle school, some topics may include complex or sensitive content, such as historical inequities, identity and personal development, and human biology. We encourage families to communicate with their child's teacher about any questions or concerns at the beginning of a new school year or prior to enrolling in a new classroom at Kalispell Montessori. Teachers make every effort to notify families ahead of potentially sensitive material so that conversations can be supported at home. In some cases, alternative options may be available, though this is not always feasible depending on the nature of the topic.

At the middle school level, families will receive a list of core and potential texts at the beginning of each school year. Some of these works address complex or mature themes, as they are selected to support critical thinking, historical understanding, and engagement with real-world issues.

We encourage families to review these materials and reach out with any questions. Our goal is to partner with families while maintaining a rigorous and meaningful academic experience. We respect that families may have different perspectives on certain texts. If a family determines that a particular book is not a good fit for their child, the teacher will attempt to provide an alternative book choice for the student without disruption to learning.

## Technology Use and Digital Citizenship

### Lower Elementary (Grades 1 -3):

Technology use is very limited. All students will use Chromebooks twice per year to participate in standardized testing. 3<sup>rd</sup> graders may have the opportunity for short intervals with a Chromebook to work on editing a student-led newsletter and/or type results for their spring science fair project.

### Upper Elementary (Grades 4 – 6):

Technology in the Upper Elementary classroom is used intentionally as a tool to support focused academic work, collaboration, and creativity. Students access devices with teacher permission and for defined periods of time, using them only for school-related purposes. They are expected to use technology in ways that are respectful, responsible, and safe, both at

school and at home, ensuring their work does not distract others, caring for equipment properly, and engaging kindly with peers in all digital interactions. Students are also mindful of inclusion and community impact when communicating outside of school. Misuse of technology may result in a temporary loss of access and, when appropriate, partnership with families to support positive and respectful use.

#### Middle School (Grades 7-8):

In our middle school, we prioritize focus, responsibility, and respectful digital citizenship. In the classroom, we use Chromebooks as learning tools; having a similar device available at home can support students in completing work outside of class. Students can also check out school Chromebooks for home use.

#### For all Students:

Students are not allowed to have cell phones or smart watches in class at any time. If they need to bring a phone to school, it must be turned in to a teacher and will be returned at the end of the day.

We expect students to demonstrate appropriate social behavior both in class and in their use of technology. In the event of cyber-bullying, inappropriate texting, or any other harmful online behavior that affects relationships within the classroom, even if the action takes place outside of class time, the school will respond with appropriate disciplinary action.

#### Accountability and Responsibility (peace, grace and courtesy)

Responsibility and accountability are fundamental to Montessori education. The community setting in the classroom nurtures responsible social behavior. Regardless of age and level, students actively take care of their environment. Students are encouraged to assume responsibility for their behavior. Students are encouraged to become responsible for their own learning. Assignment of non-academic jobs to students is a feature of the daily activities. Accountability is introduced gradually and increases as the child matures. Grace and Courtesy groups meet regularly to discuss various social skills and gain practice in character building activities.

There are two kinds of responsibility. Personal responsibility is taking care of one's own needs in the learning environment - such as learning time-management, completion of homework on time, focus, physical organization, and problem-solving. Social responsibility is taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, active listening and self-management in groups. All of these aspects are important in establishing a classroom community.

#### Confidentiality

All personal information given to KME is kept in strict confidence. Access is limited to the Administration, employees designated by the Administration, Board Members, and authorized representatives of the State of Montana, as appropriate, or by subpoena. Staff may not release addresses or phone numbers of other families. Participation in the Parent

Directory is optional. Distribution of the directory and information contained therein is limited to families of students currently enrolled in KME. The Parent Directory cannot be used for business purposes as this could jeopardize our non-profit status.

### Lunch and Snack

Students may bring a lunch from home or purchase a school lunch (when available.) No refrigeration will be provided for home lunch; please use an appropriate lunchbox and ice pack. Students should also bring their own morning snack. If students forget their lunch, they may receive a sandwich, fruit and crackers from the school for a small fee.

### Late/Non Payment Policy

We shall always endeavor to work out a solution to late or non-payment with account holders. It is important to note that any agreement reached between the school and an account holder in this regard will take precedent over this policy unless such an agreement is breached, in which case the policy again becomes the roadmap to a solution.

No two accounts are the same when it comes to these issues and each situation will be dealt with individually, fairly and with equal consideration and application of discretion.

1. Those students whose accounts have an outstanding balance that is more than 60 days past due will not be allowed to attend class on the first day of a new school year.
2. If discounted payment (i.e. yearly) is not received by the due date, the discount will no longer apply and the delinquent account will automatically be switched to a monthly payment schedule.
3. Accounts 30 days past due will receive a letter noting the delinquent account and asking for payment within 14 days of the letter as well as a copy of this policy. Such accounts will be assessed a late fee.
4. Accounts 60 days past due will receive a letter noting the delinquent as well as a phone call from school administration seeking a specific date within the next 30 days on which payment will be made. If the outstanding balance is not received by the set date the students whose account is overdue shall not be allowed to attend class.
5. Accounts 90 days past due will receive a letter demanding payment within 30 days as well as informing the account holder that the students for whom payment is overdue shall not be allowed to attend class and that any account 120 days past due shall be turned over to a collections agent.
6. Accounts 120 days past due will receive a letter informing the account holder that the account has been turned over to a collections agent.

## Messages

All messages regarding your child should be in written form. Email and Procure messages enable the staff to efficiently organize and disseminate the daily communication. It is important that any communication be in writing regarding observations, concerns, schedule changes, instructions, etc. Teachers are not available to speak on the phone during class time. To leave a message for a teacher or student, call the school at (406)755-3826 and leave a complete message. All reasonable efforts will be made to check messages throughout the school day.

## School Attire

Children should be dressed in clothing appropriate for the season, outdoor play and physical education. Students should wear clothes and shoes s/he can manage him/herself. Clothing promoting aggressive commercial characters or displaying offensive language is prohibited. Footwear is required for sanitation and safety. Headwear (including hoods) is to be removed when indoors. Within the middle school program, each group has the opportunity to engage in further discussions and develop shared expectations around clothing and attire that feel appropriate for their community. We encourage the child to take responsibility for remembering to take home jackets at the end of the day. Please help your child recognize and be able to identify his own clothing, jackets, and lunch bag. Your encouragement will help the child learn to take responsibility for personal property. PLEASE LABEL everything you want to keep! Unmarked items will go to the lost and found.

## Lost and Found

Lost and found is located in a plastic bin inside each classroom. You can look through the lost and found at any time. Unclaimed items are donated to charity at winter break, spring break and after the end of the school year.

## Bringing Things from Home

Children may share books, pictures, unique educational toys, or natural phenomena from home. Please keep dolls, cars, guns, electronics, trading cards, and other toys at home or in your car. We encourage items that relate to special projects at school. Safe sports equipment for sharing on the playground is welcome. Cell phones may be brought to school, turned off and deposited in a secure location in the office. They may be retrieved when the student leaves school.

## CELEBRATIONS AND HOLIDAYS

### Birthdays

Regardless of the obvious convenience of delivering birthday invitations at school, we request that they be delivered through the mail or over the phone. Children get so excited about birthday

parties that discretion is impossible. No one can invite everyone. We would like to prevent hurt feelings whenever possible and that is why we prefer these invitations be mailed. Parents are invited to attend birthday circle for their child during the school day. Times for birthdays circle can be arranged with the teachers.

### Parent Information Night

Parent Information Night is an early evening gathering of all parents and staff. Staff members introduce themselves briefly and news for the upcoming school year is shared. We will also provide time for a brief question and answer period. A potluck meal afterwards provides an opportunity for socializing and meeting teachers. Attendance counts for one parent volunteer hour.

### Halloween

Elementary I and Elementary II, and Middle School plan their own parties and classroom activities. Wednesday newsletters will have detailed information on these events.

### Stone Soup

This Harvest Feast takes place on the Tuesday before Thanksgiving. Children and staff join in the fun and good food. Students help prepare food for the gathering. Following the feast, classes resume as usual. This is not an early dismissal day.

### The Winter Holidays

December is a lot of fun, and it is one of the busiest times of the year. The Holiday Program, student-made parent gifts, student gift exchange, and pajama day keep us hopping. Please check Wednesday newsletters for details and volunteer opportunities.

### Valentine's Day

Our celebration of Valentine's Day is a wonderful experience that further generates the feeling of community. Class lists are provided to make sure ALL classmates are included in the Valentine exchange.

### Elizabethan Festival

All students participate in a theatrical performance. The entire Montessori community and the public are invited to attend. Much class time is spent in rehearsing and preparing for the performance. The exposure to Shakespearean literature as well as the skills gained in public speaking and cooperation makes this an important activity in fulfilling our mission.

## FUNDRAISING

Funds raised above and beyond the school's revenue from tuition allows purchases and upgrades to be made that would not be covered by the annual budget. This enables the schools to maintain high standards in the prepared environment. It keeps the area fresh, inviting and stimulating, therefore promoting a higher rate of learning. New climbing apparatus for the playground, books for the library, or new Montessori materials are things the parents enjoy supporting. Monies raised above and beyond tuition revenue are also applied to the scholarship funds. These resources make some money available to families in need of financial assistance. Fundraising itself also allows recipients of scholarship money a chance to "repay" what they have received.

Being involved as parents and building a community among families is an important part of the Montessori experience. As a side benefit to raising money, the process of fundraising is community-building. Hand-in-hand we work toward a common goal; all the while getting to know each other and growing to care about one another. Fundraising is also a valuable way to contribute to the community service hours required of each family. The level of success in fundraising is directly connected to the amount of family involvement. Even a small amount of participation on the part of each family can achieve noteworthy goals.

Fundraisers for 2026-27 school year:

- Box Tops for Education
- Day of Giving
- Art to Remember
- Montessori Mile
- Scholastic Book Fair
- Kalispell Montessori Spring Auction

## STUDENT DISCIPLINE

Disciplinary issues are handled on a case by case basis. If interventions with the student are not effective, parents will be notified to set up a conference. Students may be restricted from recess or other activities if their behavior is disruptive or overtly inappropriate. Bullying is taken very seriously and all efforts are made to educate the students on the many types of bullying and the detrimental effects. Physical or psychological violence of any sort is not tolerated.

Consequences may range from suspension to expulsion.

## PARENT STAFF RELATIONS

### Conflict Resolution – Adults

Co-operating and problem solving are ongoing and essential parts of staff and parents' days too. From time to time, adults may experience an offense, or conflict, in the otherwise smooth running of the school. We wish that these experiences would never happen, but due to our humanity, they do. The goal is to have adults solve their own problems at the smallest group level. Staff members and board members are available to mediate conflicts all the way to resolution. We wish to empower all staff and parents with these important skills.

We wish to be clear: this conflict resolution process is not mandatory for parent to parent conflicts, but is available to parents if they wish. This process is mandatory, however, for parent to staff, teacher, or administrator, and among staff or board members.

If a staff member has a problem with another staff member, the administrator, or a parent, or if a parent has a problem with a teacher, staff member, or the administrator or another parent, these are the appropriate steps to take:

1. Ask to meet about the problem and use conflict resolution techniques to come to a resolution.
2. If resolution cannot be reached in an oral manner, the problem shall be put in writing, submitted to the administrator and all parties involved, and another meeting shall be called with the administrator and/or a mediator.
3. The mediator can be a lead teacher, the administrator, a board member, or another parent.
4. The administrator and/ or the mediator will gather all facts pertinent to the matter, review the information with the parties involved, and attempt to offer a solution verbally and in writing.
5. If resolution is still not reached, a written description should be submitted to the board of directors for review within 10 days. The board will appoint a three person committee (composed of teacher and parent members) to gather facts and meet again with persons involved.
6. The problem will be discussed in the presence of the employee, parent, and administrator.
7. Final resolution will be made and discussed with all parties within 30 days of the committee meeting.
8. The final decision will be put in writing, and a copy given to all parties involved, with the original kept by the President of the Board of Directors.
9. The decision of the committee shall be final and binding.