



Arbor

MONTESSORI SCHOOL

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Family Handbook

2017/18

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About Arbor Montessori School

Arbor Montessori School was created in 1993 with one clear purpose: a commitment to educating each learner as a whole and unique person. As a Montessori school, respect for each learner is our guiding principle. We believe in the potential of every learner to develop as an individual, as part of a family, and as part of a community. It is our goal to provide your learner with a rich environment for social and academic growth. In addition to academics, we stress the basic human values of honesty, respect for others, and love of life. We have no religious affiliation and we welcome diversity in all forms as something that strengthens the school experience and community.

Mission Statement

Arbor Montessori School guides learners to develop independence so they may possess the tools necessary to attain personal fulfillment in their lives and become leaders in our communities. We provide opportunities for personal expression, skill attainment, critical analysis, and collaborative development; so our learners will be able to make an impact in their society.

Our vision is to provide an outstanding Montessori education by guiding and advocating with genuine compassion for the child's natural exploration and development. We strive for a peaceful environment that fosters respect, collaboration, a love of learning, and leadership skills which nurture the child's spirit.

School Philosophy

In the tradition of Maria Montessori, we believe that each learner possesses an intense motivation toward self-development. Arbor Montessori School's goal is to establish models to guide our learners successfully in this endeavor.

At Arbor Montessori School, we leverage intrinsic motivation and encourage independent learning so learners solve problems, define what is important to them, use their time constructively, assume responsibilities, and continue to learn and grow. We strive to develop a positive and realistic attitude of respect toward self, others, and learning. We believe learners should have a life that satisfies them and uses their resources while benefiting themselves and others. We believe this philosophy can most easily be achieved through small group learning, close relationships, individualized instruction, and flexibility. Teachers, with the learners, have the freedom to choose the strategies and materials that will benefit a learner at a given moment, while continually meeting or exceeding district criteria. We encourage learners to share in shaping their curriculum. The curriculum is adapted to the learner, not the learner to the curriculum.

We have long-term goals in mind for our learners. We want them to be individuals who think logically, have a good self-image, and be problem solvers capable of reaching beyond their own needs to those of others. We believe that these characteristics will be as valuable to them, if not more, than standard achievements such as excellence in handwriting or speed in computation. Accordingly, our curriculum is designed with this in mind.

Above all, we strive to foster a feeling of respect. We want our learners to understand that each learner and adult is an important person whose uniqueness is to be enjoyed. We believe that the security found in acceptance of individuality leads to independence and genuine individual growth.

Communications

Parent Concerns & Issues

If you have a concern about your learner or an issue at school, please talk directly to your learner’s teacher. If the teacher does not know there is a concern, nothing can be done to remedy the situation. If the issue is not resolved to your satisfaction, please schedule a meeting with the Director. The Director will discuss the issue with you and bring the teacher in at some point during the meeting or at a subsequent meeting. Other issues regarding school policies or concerns about staff or communication should be addressed to the Director. Please call the main office to make an appointment.

Arrival & Dismissal

Hours of Operation

Arbor Montessori School is open Monday through Friday, 7:30am to 6:00 p.m.

Infant	School Hours: 7:30 a.m. – 6:00 p.m.	
Toddler	School Hours: 8:15 a.m. – 2:30 p.m.	
Morning arrival	8:00 a.m. - 8:15 a.m.	Toddlers without Arbor siblings
	8:15 a.m. - 8:30 a.m.	Toddlers with Arbor siblings
Afternoon dismissal	2:30 p.m. - 2:45 p.m.	Toddlers without Arbor siblings
	2:45 p.m. - 3:00 p.m.	Toddlers with Arbor siblings
Primary	School Hours: 8:30 a.m.-3:00 p.m. (*Wednesday Schedule Only)	
Morning arrival	8:00 a.m. - 8:30 a.m.	Learners with Arbor siblings
	8:35 a.m. - 8:45 a.m.	Learners without Arbor siblings
Morning dismissal	12:00 p.m. - 12:10 p.m.	Mornings-only learners
After-lunch dismissal	12:45 p.m. - 12:50 p.m.	Mornings-only + lunch learners
Afternoon dismissal	3:00 p.m. - 3:15 p.m.	Afternoon dismissal
	*2:00 p.m. - 2:15 p.m.	
Elementary	School Hours: 8:15 a.m.-3:15 p.m.	
Morning arrival	8:15 a.m.-8:30 a.m.	Arrival and sibling drop-off
Afternoon dismissal	3:15 p.m.-3:30 p.m.	Dismissal and sibling pick-up

Check-In/Check-Out & Parking

Parking at Arbor Montessori School is limited. Please arrive in the parking lot during the drop-off and pick-up times designated for your learner’s grade level. Arriving at an earlier or later time causes congestion in the parking lot.

For Infants & Toddlers – Parents park and walk their learner into the classroom and pick them up from the classroom. Please stop at the front desk in the Toddler/Primary building to sign in and sign out.

For Primary – Parents will be provided with a placard with your learner’s name on it: please attach this to the visor on the passenger-side of your car for the first few weeks of school so our staff can learn to recognize your car.

Extended Care - Please park your car and walk your learner to his or her classroom and sign them in/out at the front desk

School Hours Drop-off - Please pull forward to the white line, forming two lanes. In the morning, staff will come to your car with the sign-in computer and walk your learner to the building. Pick-up -

staff walks your learner to your car; while we help them buckle in, you will be handed the computer to sign them out of the school.

For Elementary– Parents will be provided with a placard with your learner’s name on it: please attach this to the visor on the passenger-side of your car for the first few weeks of school so our staff can learn to recognize your car.

Extended Care - Please park your car and walk your learner to his or her classroom and sign them in/out at the front desk

School Hours Drop-off - There is no sign-in or sign-out for elementary learners for regular school hours. Please pull up in the lane closest to the school and allow your learner to exit your vehicle from the passenger side only. Learners are not to cross a traffic lane to access the building. Pick-up - Please pull up to the white line, forming two lanes. A staff member will escort your learner to your car.

If a parent is coming to the school for some reason other than pick-up or drop-off and needs to park, there are a limited number of clearly marked parking spaces for this purpose. If the parking spaces are full, you will have to block in one of the staff member's cars. Please do not block in another parent, as they may need to leave before you do. Make sure that your placard is clearly visible, so that we can find you to move your car if necessary. For certain occasions of expected high-traffic volume, Arbor Montessori School will rent parking spaces at the Mary Queen of Peace church adjacent to the school. If we have not done so, please do not park at the church - they will ticket you.

Extended Care

If you need care for your learner before or after school, Arbor Montessori School offers extended care programs starting at 7:30 a.m. and running until 6:00 p.m. Toddler, Primary, and Elementary extended care is offered in their individual classrooms room. Please see the school coordinator in the main office about purchasing extended care. After-school program activities include homework club, indoor and outdoor recess, snack, and our schoolyard habitat.

Punch Card Program

To meet parent requests for extended care on an unscheduled basis, we offer a punch card that may be purchased for hourly extended care. Time used on a punch card will be rounded to the next quarter hour. This purchased time may be used for:

Before-school care between 7:30 a.m. - 8:30 a.m.

Primary lunch options

After-school care between 3:15 p.m. - 6:00 p.m.

(Wednesdays between 2:15 p.m. – 6:00 p.m. for Primary)

"Childcare Only" or "Montessori Care" days

Additional school hours, not included in the punch card program or in tuition, will be billed at \$14.00 per hour.

Primary ONLY – Lunch Options

We offer lunchtime options for our morning-only program learners as follows:

1 – 5 days a week for the entire school year

These options are available on a first-come, first-served basis and are limited to space available in each classroom. To utilize this offer, your learner will need to sign up for one of these options before the start of school or one month in advance. Payment for the lunch options must be made in advance and paid by ACH.

If your learner is a morning learner and stays for lunch, please be prompt in picking up your learner between 12:05 p.m. and 12:15 p.m. This is a privilege we would like to continue. Please observe these specific dismissal times.

Monthly Extended Care

To meet parent requests for frequent use of extended care during the school year (September–June), we offer a monthly option for \$250.00 per month. This program covers Extended Care from 7:30am to 8:30am and from class dismissal until 6 p.m., and our "Extended Care Only" or "Montessori Care" days. This amount must be paid directly to Arbor Montessori School on the first day of each month.

Even as a participant in this program, you are still required to sign up in advance for "Extended Care Only" or "Montessori Care" days. If you sign up your learner for one of these days but you do NOT bring your learner to school, or fail to alert Arbor Montessori School's main reception phone or e-mail (info@arborschools.com) by the preceding Friday that you are NOT bringing your learner, you will be charged a \$25.00 No Show fee.

Late Pick-Up Rate

If a parent fails to pick-up his or her learner or to communicate to the school by 6:00 p.m. that they will be late, an administrator will be notified and extended care providers will start calling emergency contacts in order of preference.

Parents are charged a premium of **\$5.00 per minute per learner** for every minute the learner is left at school after 6:00 p.m.

Holidays & School Closures

Arbor Montessori School will be closed the following holidays each year:

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day + Friday after
- Completely CLOSED for Winter Holiday

On all federal holidays during the school year, learner care is **not** available; on all other non-school days, learner care is available. Please consult this year's calendar for specific dates that the school is closed. Monthly tuition remains the same each month regardless of illness, absence, school closure, and/or legal holidays.

Snow & Severe Weather Policy

We follow the Issaquah School District weather closures. Opening and closing times may change based on the severity of the weather. On days when you suspect a possible late start, early closing, or cancellation of school, please check the Arbor Montessori School website, www.arborschools.com, for up-to-date information. You also may contact Arbor Montessori School directly at (425) 392–3866. Updated information will be available on the school's voicemail.

In the case of a two-hour late start, there will be no mornings-only toddler or primary class. All other learners should be at school two hours after their usual start time.

NOTE: When dropping off or picking up your learner, please do not get out of your car while in the driveway. If you have to assist your learner to the building for any reason, please pull into a designated parking spot.

For the convenience of parents with multiple learners at Arbor Montessori School, there are special arrival and dismissal procedures of Primary siblings. Primary learners with older siblings attending Arbor Montessori School will be escorted from the car upon arrival to extended care, where they will remain until school begins. These Primary learners with older siblings will be escorted to extended care again

after Primary dismissal. At school dismissal, the Primary learner will be escorted to their older sibling(s) to follow regular dismissal procedures.

There is no extended care charge for this limited time of sibling care.

Attendance

It is important that each learner arrive to school on time and ready to learn. Academic performance and social and emotional stability is enhanced by timely, consistent attendance. Any disruption of their regular schedule will impact this performance. Therefore, we appreciate knowing of any changes in your learner's life, such as a parent traveling or grandma coming to stay. If your learner will be absent or tardy for any reason, please notify the school by 9:00 a.m. either by using email (info@arborschools.com) or by calling the office at (425) 392-3866.

If you are planning a family vacation or extended length of time away from school, please inform your learner's teacher and the main office as soon as you know of the dates of your absence so that we can plan accordingly.

Enrollment & Admissions Policies

Enrollment Forms

Arbor Montessori School requires parents to turn in the completed paperwork listed below **no later than** your learner's first day of attendance:

The **Enrollment Application** provides Arbor Montessori School with family and learner information.

The **Emergency Contact Form** provides us with information regarding the authorization for the release of your learner to adults other than parents, as well as emergency contacts. Please list your emergency contacts in the order that you would like the school to call them; in the case of an emergency, staff will call the first number on the list and work their way down the list until we reach someone able to respond.

The **Emergency Medical Authorizations Form** gives Arbor Montessori School permission to seek emergency medical treatment should your learner require such care. These forms accompany the learners when they participate in field trips or other excursions away from the school.

The **Field Trip Authorization Forms** allows your learner to participate in off-campus academic activities.

The **Certificate of Immunization Status** is required by the Washington Department of Licensing. Parents must keep the school up to date with their learner's immunization status.

Parents may need to fill out a **Restricted Diet and Allergy Form** and/or a **Medication Consent Form** if applicable for their learner.

The **Sunscreen Authorization Form** allows Arbor Montessori School to apply sunscreen as needed.

The **Pet Policy Form** allows your learner to safely handle animals on school property.

If we are unable to meet your enrollment needs at the time of initial inquiry, you will be asked to fill out an **Application**. We will process your enrollment as a position becomes available. Arbor Montessori School prioritizes enrollment opportunities for our current families over newly enrolling families.

Updating Information

It is the responsibility of parents to keep us informed of any changes to learner information so that we can maintain up-to-date records. This includes items such as name, address, email address, workplace, emergency contact numbers, authorizations, or changes in parent's marital status.

Financial Aid

The purpose of the financial aid program is to support current families who have demonstrated a commitment to the school and to promote socio-economic diversity in the Arbor Montessori School community.

Eligibility for financial aid is determined on a needs analysis of the information concerning taxable income, assets, and expenses indicated on a standard application form.

Since the determination of the award is based on the analysis of the information submitted concerning the family's ability to pay school fees, it is important to have current and accurate information about family income and assets. This information is kept in strictest confidence and is reviewed by school officials. If parents are separated or divorced, it is important that both parties submit a financial statement. Generally, it is expected that both parents will contribute to their learner's educational expenses.

Tuition & Fees

Fees

An annual non-refundable **Registration Fee** of \$150 per learner is required at the time of initial enrollment and again each January that enrollment continues. Payment of the Registration Fee reserves your learner's position for the following school year and covers costs related to record keeping, assessment, emergency preparedness, and other registration and enrollment obligations.

Families also pay a **Materials Fee** \$150 each year, assessed in March. This fee covers the cost of classroom supplies and materials.

Tuition & Enrollment Contract

A **Tuition and Enrollment Contract** is required in January to complete your learner's enrollment process each year. This contract outlines the specific policies that obligate your family to tuition payments for the year and the timeline you will need to follow when making your final enrollment decision each year. A **Tuition Deposit** of \$1,000.00 (full time) or \$500 (part time) is required each year in March. Failure to pay this deposit is an indication that you no longer wish to enroll your learner at Arbor Montessori School. The deposit is distributed and applied to the following year's monthly payments (\$100 or \$50 per month).

Extra Charges

The following is a list of extra charges and fees for optional programs available to learners.

Extracurricular Programs – Any extra programs provided by Arbor Montessori School on an optional basis (field trips, art class, etc.) will be assessed as an additional fee as needed.

Late Pick Up – A late charge will be assessed to those families picking up after 6:00 p.m. for all learners. Our late fee is \$2 per minute.

Insufficient Funds – A bookkeeping fee of \$25 will be charged for any ACH return or check that is returned from the bank due to insufficient funds.

Behavior Standards & Expectations

Arbor Montessori School believes strongly that everyone is responsible for their behavioral choices. Our expectations are simple: Everyone in our learning community needs to act safely and responsibly at all times. We all must respect the rights and property of ourselves, others, the school, and community, and we must arrive at school on time with a positive, cooperative attitude toward learning.

If these expectations are sometimes difficult for learners, we believe in the classroom/school meeting model created by Dr. Jayne Nelson that allows learners opportunities to find solutions to problems, develop effective ways to work and play together, and ask for help when they don't know how to reach their goals.

Sometimes a learner's choice requires additional attention. It is our goal to correct any inappropriate behavior within the confines of our program. However, we will bring a particular behavior to the parent's attention if we feel changing the behavior requires the parent's support at home, or if we have determined that the behavior is repetitive or severe enough in nature to warrant further follow-up.

Conferences will be scheduled when necessary, providing an opportunity for teacher, parents, and when appropriate, the learner to create a behavioral plan.

Parents will be given an opportunity to review the dates and nature of the incidents along with the actions taken by the teacher. At this meeting we will:

- outline the expected behavior,
- work together to develop a plan to alleviate, manage, or improve the behavior, and
- Construct a timeline to correct the behavior.

If the behavior is not corrected during this time period, or if something occurs that could affect the health and safety of your learner, other learners, or staff members, your learner may be suspended or dismissed from Arbor Montessori School.

Discipline

In general, our environment and structure eliminate the need for adult-imposed discipline. We help learners learn to make appropriate choices and encourage self-discipline. Anything we ask a learner to do is based on respect for self, respect for others, and respect for the environment. We have three ground rules that we enforce:

- A learner must obey the adult in charge.
- A learner must not engage in behavior that could result in injury to him or herself or another.
- A learner must not mistreat their own or others' work or materials.

If a learner breaks one of these rules, he is counseled and reminded of the appropriate actions. This is done quietly with the learner in a respectful fashion. If necessary, the teacher will ask the learner to either choose self-control or to sit and watch the learners until he is ready to rejoin the group.

If at any time a learner's behavior threatens or endangers the safety of others or is considered to be serious aggression (such as biting or hitting), at the school's discretion a learner may be sent home for a day. The school and parents will work together on a case-by-case basis to resolve the issue as soon as possible. The school must be able, under the constraints of normal supervision, to provide a safe, non-threatening environment for all learners. At the school's discretion, a learner may be asked not to return until we judge we can reasonably provide this safety. The information about this occurrence will be covered in an Incident Report that will be sent home and made a part of the learner's file.

Protocol

Montessori is a method of education that can meet the needs of a broad range of learners. In the event that a learner experiences significant difficulties, or gives the school reason for concern related to developmental or behavioral issues, a protocol process will be followed. This policy takes a team approach involving parents, teachers, and, when appropriate, other staff or other professional consultant. At all times, the safety of the entire group and the integrity of the school program will be given first priority.

Bullying

We follow Washington State's bullying definition, which is: "Harassment, intimidation, or bullying" means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a learner or damages the learner's property or
- Has the effect of substantially interfering with a learner's education or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or
- Has the effect of substantially disrupting the orderly operation of the school.

Within that definition: Bullying – negative actions which are intentional, repeated, negative, show a lack of empathy, and a power imbalance

If you suspect a bullying incident is occurred, please see the school administration. It may also be helpful to fill out a *Bullying, Intimidation, Harassment Form* (Appendix C).

Food Policies

Lunch

Lunch is brown bag. Please send your learner's lunch in a labeled bag or lunch box. We ask that you do not use superhero or other comic character-themed lunch boxes or napkins, as this causes a disruption at lunch. Please don't send pop, gum, or candy of any kind. If you want to bring special treats for your learner or a group of friends at lunch, please arrange it with the teacher beforehand and bring enough treats for the entire classroom.

On Fridays, cheese pizza is available for purchase. Please see the pizza sign-up form in the office for more information.

Lunch – Primary Only

We encourage the development of independence. To help us, we ask that any containers used for school lunch are able to be opened by the learner. The lunch period is too short for the staff to peel, cut, or heat individual lunches. Every effort is made to assist your learner with opening packages and containers. We are unable to refrigerate learners' lunches. If a lunch requires refrigeration, please provide an ice pack in your learner's lunch.

Department of Early Learning requires that a learner's lunch contain the following (with substitutions for allergies or sensitivities):

- A dairy product (such as milk, cottage cheese, yogurt, cheese)

- Meat or meat alternative (such as beef, fish, poultry, legumes, tofu, or beans)

- A grain product (such as bread, cereal, bagel, or rice cake)

- Fruits or vegetables (two fruits or two vegetables or one fruit and one vegetable to equal the total portion size required.) When juice is served in place of a fruit or vegetable it must be one hundred percent fruit or vegetable juice

Please don't send pop, gum, or candy of any kind (this includes Fruit Roll-Ups).

Snack – Primary Only

Arbor Montessori School's families provide snacks. If your primary learner has food allergies, you will need to provide the appropriate snacks for your learner, and notify the teacher so that your name can be removed from the snack calendar. Please check the monthly snack calendar to see when it is your family's turn to bring the snack. Health Department regulations require that foods be in their original, unopened packages.

Birthday Celebrations

Your learner's birthday is their special day to share with family and friends. At the Primary and Lower Elementary levels, we celebrate with birthday circles. For these celebrations to go smoothly there are a few simple rules to observe:

- Please contact your learner's teacher in advance to alert him or her to plan the necessary time and not have a conflicting lesson.

- Parents are invited to send small, healthy treats as a birthday snack to share. We ask that you **not bring treats that contain nuts, chocolate, peanut butter, or peanut oil, as we have learners with allergies.** Health Department regulations require that foods be in their original, unopened packages. Please send paper napkins for all.

In order to avoid hurt feelings, if you plan a birthday party for your learner at home, do not distribute invitations at school.

Please do not send birthday balloons or presents to be opened at school.

Dress Code

We ask that all personal belongings be free of text, graphics and images, including characters. (A logo that is 2 square inches or smaller is acceptable.) Instead, your learner may wear solid colors, stripes, dots, florals or plaids/checks. We also ask that lunch boxes, backpacks, shoes, slippers and socks also be character-free. Should you have any questions about the dress code please contact the office. The intent of this policy is to teach our learners to appreciate one another authentically. We do not want any learner's regard for another to be based on the clothes they wear, the house they live in, the car their parents drive or the kinds of toys they have. We want our learners to base their judgements on words, actions and how they treat one another, regardless of their race, color or creed, ultimately creating a more compassionate community.

No flip-flops, hats, or head coverings may be worn inside. Each learner must have and wear a pair of indoor shoes, preferably ones the learner can get on and off independently. The dress code (acceptable colors, patterns, decorations, etc.) extends to socks, shoes, and accessories – anything visible that a learner might wear on school grounds. Outerwear is exempt from the dress code, though we prefer that learners dress sympathetically to the code for school-sponsored outdoor events such as field trips.

Benefits

School dress codes have a positive effect on learners and teachers – School dress codes promote a single standard of dress. Therefore, school environments become less competitive and more focused on learning. Similarly, research has shown that there is a link between a learner's appearance and teacher's expectations.

School dress codes boost school spirit – Helping to build a sense of community within the school, dress codes create an atmosphere of belonging. This essence of unity can positively affect a learner's attitude toward school and can lead to better learning and improved attendance. A learner excited about school is a learner ready to learn.

Schools dress codes can make mornings easier – Dress codes eliminate the need to argue over what to wear to school every day. Through simplicity, dress codes promote time efficiency, organization, and neatness. Parents and learners agree that getting the morning off to a good start is the key to a productive and happy day.

School dress codes encourage individual self-expression – With dress codes, learners turn to other ways to express themselves creatively, rather than through their clothes — through the arts, music, sports, personality, community service, entrepreneurship, and academic achievement.

Infants and Toddlers

No dress code applies

Indoor Shoes

All learners must wear shoes at all times. No skater shoes, shoes with wheels, or enhanced designer shoes are allowed. Indoor shoes must be rubber-soled, slip-on shoes, with covered toes and free of any decorations. Flip flops, slippers, or clogs are not appropriate.

Extra Clothing & Toileting – Primary Only

Please choose clothing that can be removed and put on independently by your learner. We ask that you send an extra set of labeled clothes, which meet the dress code requirements, and shoes in a labeled zip-lock bag that can be kept at school. If this clothing is used, please send a new set. Please do not send your learner to school in Pull-Ups; the nature of Pull-Ups or similar products changes the natural consequences of bladder control. We assist learners in case of a toileting accident.

Extra Clothing – Lower & Upper Elementary

Recess can be a messy business and accidents can happen. Please send an extra set of labeled clothes, which meet the dress code requirements, and shoes in a labeled zip-lock bag that can be kept at school.

School Supplies

All additional items needed for school will be provided by Arbor Montessori School. There is no need to purchase school supplies. School bags will be distributed to all new learners during the first week of school. School sweatshirts will be distributed as soon as they are available. If you are a returning learner, please let us know if you require a new backpack or tote at this time.

Health & Safety

The personal contact and interaction of learners and our staff are such that sharing bacteria and viruses is inevitable. Even with appropriate hygiene practiced regularly at home and at school, illness and disease can spread in school environments.

Our Health Care Policy helps us minimize the illness or disease exposure to Arbor Montessori School's learners, staff, and families. It is to everyone's advantage that the health policies and procedures of our school be respected and adhered to at all time. This will ensure a much healthier environment for everyone in our community.

Arbor Montessori School has an extensive Health Policy, dictated by the Department of Early Learning; this policy is available for your viewing at the main office.

Parent Requirements

Keep us informed – Tell us if your learner has been exposed to an illness or disease. Staff can then be prepared and alerted to the specifics of a particular disease. Our weekly newsletters may then be used to alert other Arbor families of potential outbreaks.

Report illnesses or diseases – Let us know when an illness or disease is diagnosed so we can take preventative measures to protect the health of the other learners in our community. Please let us know about warning signs to look for in other learners and any special precautions we might take.

Be certain that learners are immunized – Check with your physician regularly to be certain your learner receives immunizations as needed. Be sure to provide us with updated immunization information on an ongoing basis, as required by State Licensing Regulations.

Immunizations

Washington State Immunization Law requires each learner to have a completed Certificate of Immunization Status (CIS) form on file before the start of the school year. This information is completed by the family at the time of registration. Please alert administration of any changes or required updates regarding immunizations.

Communicable Diseases

Any learner having symptoms of a known communicable disease will be excluded from school immediately. These include, but are not limited to:

- strep throat
- chicken pox
- measles, mumps, rubella
- bacterial meningitis
- diphtheria
- hepatitis pneumonia

Learners diagnosed with a communicable disease may return to school **when cleared by a physician or a nurse practitioner** through written notification. If their illness requires antibiotics, they must be treated for 24 hours before returning to school (strep throat is an exception, as it requires 48 hours of

treatment). Please report any communicable or contagious diseases immediately so we may inform other Arbor Montessori School families as well as contact the local health department for further guidance and information.

When to Keep Your Learner at Home

It is not practical, realistic, or necessary for parents to keep their learners home every time they have a runny nose or minor cough. However, it is equally impossible for staff to provide one-on-one care for ill learners without compromising the wellbeing of others. Therefore, we have carefully outlined our policies and procedures regarding illness in regard to attendance.

Please keep your learner home for the following:

Fever – Any learner with an oral temperature of 100.7°F or higher or underarm temperature of 99°F or higher, shall be excluded from school until free of fever for 24 hours.

Vomiting – Any learner having two or more occasions of vomiting will be excluded from school until having gone 24 hours without further occurrence.

Diarrhea – If a learner has two or more loose stools in a day, we will exclude them from school until having gone 24 hours without further occurrences. Watery, loose stools generally indicate a bacterium, virus, or parasite may be present. Learners having diarrhea caused by medication or food intolerance should not be in school if their condition cannot be stabilized within 24 hours. If diarrhea is being controlled by Imodium, BRAT diet, etc., the stooling will slow, but the learner may still be contagious, therefore should not be in school.

Eye Discharge, Pink Eye, Conjunctivitis – Any learner having drainage, discharge, or pink and itchy eyes will be immediately excluded from the classroom. Pink Eye is conjunctivitis and can be caused by many bacteria and viruses. Learners must be seen by a physician and treated for 24 hours prior to returning to school.

Head Lice – Any learners suspected of having, or diagnosed with, head lice will be excluded from school until two treatments of RID, Kwell, or similar medications have been applied. We also require parents to wash all the learner's personal belongings prior to returning to school.

Respiratory or Nasal Drainage – Any learner having progressive symptoms of a respiratory infection (green-yellow mucus, watery eyes, congestion, etc.) for three consecutive days will be excluded from school at our discretion. We will not administer medications intended to treat these kinds of symptoms for more than five days without medical recommendation. Any learner having these kinds of symptoms must be able to participate in regular activities or they will be excluded from school.

Severe or Progressive Coughing – Any learner having severe or prolonged coughing that interrupts their daily activities will be excluded from school at our discretion. If the learner has a high-pitched, croupy sound associated with the cough, we will require medical advice prior to the administration of any cough medicines or prescriptions, and we will exclude them from school until symptoms disappear or stabilize.

Attendance is at our discretion. Arbor Montessori School may exclude any learner from school whom we feel is physically or emotionally unable to participate in daily activities, or who requires one-on-one attention that may compromise the learning of other learners.

Participation without Restriction

Any learner unable to participate in regular daily activities may be excluded from school at our discretion. If a learner needs special attention, has severe diet restrictions, needs to stay indoors, or have limited activity, their situation may be such that the wellbeing of other learners in the class is significantly compromised. Thus, we feel it appropriate for learners to be kept at home until such time that they are able to participate in regular activities. If your learner becomes ill during the day, he or she will be removed from the group and you or someone on your emergency contact list will be contacted to

pick up your learner within the hour. As many of our families include working families, it is advisable to have an alternate care plan in place should your learner become ill.

Learners that are ill will be removed from the classroom and will be isolated in a comfortable place until they can be picked up.

Medication Management

Medications needed by a learner during the school day will be dispensed by a staff member according to the directions received from the learner's physician and/or parent.

A **Medication Consent Form** and communication note must be filled out by the parent for both prescription and non-prescription medicines before they will be administered. This form will be kept on file and a copy will be given to the learner's teacher.

Medicines will be inaccessible to learners.

Prescription medication must be in the original bottle or container from the pharmacy. The label must include the physician's name, learner's name, name of medication, dosage, legible instructions regarding frequency to be administered, and expiration date. **Note:** Our policy limits our administration of any medication to two times per day.

Non-prescription oral and topical medications such as antihistamines, non-aspirin pain relievers, decongestants, anti-itching ointments or lotions, sunscreen, and non-narcotic cough suppressants may be given with a daily written parental consent. However, we will administer non-prescription medications only according to the appropriate guideline specified on the manufacturer's label (duration, age, weight, and dosage). The learner's name must be on the container. A non-prescription written authorization from your learner's physician is required for any non-prescription medication not listed above, or any non-prescription medication to be administered contrary to the manufacturer's label.

All medications given will be recorded on the **Medication Report** and will include the learner's full name, medication, reason for giving the medication, amount administered, date given, time given, and the signature of the staff member who administered the medication.

Unused medications will be sent home or discarded.

We maintain written records of all medications we administer.

Staff members must wash hands before preparing medications and after giving medications.

Blanket authorizations from a physician are allowed **only** for certain chronic or life-threatening conditions requiring medication. These authorizations must include a signed statement from the learner's physician or a prescription indicating that the treatment is for the above-mentioned condition (administration of non-aspirin pain relievers does not fall into this category).

Authorization will not be taken over the phone.

We may request a physician's authorization for any medications that we are uncomfortable or hesitant to administer. We also reserve the right to refuse the administration of certain medications even with a physician's authorization where and when we feel uncomfortable assuming responsibility.

Incidents and Accidents

If any minor injuries should happen while at Arbor Montessori School, an **Incident Report Form** or an **Accident Report Form** will be sent home detailing the events that led to the injury and the care administered. In the event of a more serious injury, we will contact you immediately.

Minor Emergencies

In the case of minor injuries such as small cuts, bruises, strains, or bumps, Arbor Montessori School's staff trained in first aid will take the appropriate steps for treating your learner's injury. An **Accident Form** or **Incident Form** will be filled out by a staff member and sent home with the learner. We will inform you immediately if the injury requires any medical attention.

Major Emergencies

In the event of a life-threatening or major medical emergency to a learner at our school, one staff member will remain with the injured or ill learner while another calls 911. The parent will be notified as soon as medical care has been obtained. If Arbor Montessori School is unable to reach the parent, we will contact the emergency contacts, in the order listed, on the **Emergency Contacts Form**.

Transportation to a care facility will be arranged through a rescue team or the learner's parent.

Arbor Montessori School will use the closest hospital for emergencies. In most cases, this will be Swedish Hospital in the Issaquah Highlands. If you prefer the use of another hospital, we will try to accommodate your wishes, if possible.

Please keep the school informed with updated phone numbers and emergency contacts concerning your whereabouts.

Food Allergies

Parents must notify us of any food allergies that their learner has. If you don't tell us, we won't know!

Field Trip Transportation

Arbor Montessori School regularly offers educational and recreational field trips for learners, especially in the Elementary classes. These field trips add another exciting dimension to our daily curriculum and thematic program.

Upon enrollment, we require parents to sign a **Field Trip Authorization** form and a **Walking Field Trip Authorization** form that allow learners to participate in off-campus field trips and walking field trips around Sammamish and the greater Seattle and Eastside areas. For particular excursions, additional specific information – such as special admission costs, lunch requirements, or drop-off and pick-up locations other than the school – will be sent to parents as needed.

Safety during field trips is of the utmost importance. Arbor Montessori School faculty and staff are trained in first aid and CPR. Our faculty and staff take frequent head counts of the learners when arriving, departing, and during field trips.

Arbor Montessori School-Provided Transportation

Transportation will be provided by chartered buses, public transportation, or approved parent drivers. All parent drivers are required to have copies of their valid driver's license and current insurance information on file with the school, as well as filling out a background information form and authorization for a criminal history background check. Parents will be notified in advance regarding the mode of transportation to be used on field trips.

Note to parent drivers: Transportation provided for field trips is between the school and the destination only; there can be no "frolic and detour" stops for snacks, meals, or other treats for the learners riding in a parent's car.

Learners must be on time for a field trip in order to take advantage of school-provided transportation. Learners arriving late for a field trip must be taken to the field trip by their parent, or check in at the main office where they will be placed with another class for the duration of their class' outing. If the parent decides to drive the tardy learner to the field trip location, the parent is responsible for locating the class and turning custody of the learner over to the teacher. Learners arriving late are permitted to use Arbor Montessori School's transportation back to the school at the end of the field trip.

On occasion, parents will be asked to transport their learner directly to and from a field trip location without dropping their learner off at school first. On these occasions, parents are encouraged to carpool with other families in their learner's class. Parents are responsible for arranging carpools.

Building Security

For security purposes and to ensure the safety of our learners, all entrances to the school are locked 24 hours a day, 7 days a week. Arbor Montessori School's families are given a door code to use to enter the building during school hours

Earthquake Preparedness
Arbor Montessori School is committed to providing a safe and healthy environment for our learners, families, and staff. We understand that in order to consistently maintain the high-quality standards we have adopted, we must have appropriate systems in place.

To provide learners, families, and staff with guidelines on how to react appropriately and confidently if an earthquake takes place during school hours, we have implemented an earthquake preparedness program. Upon enrollment, each learner is provided a Personal Kit containing items such as a letter from parents and a family photo, to help comfort the learner during an emergency. Emergency supplies including food, shelter, tools, and a means of communication are stored in a common area, easily accessible. Earthquake drills, in addition to fire drills, are held monthly and practiced separately.

Arbor Montessori School's staff will remain on site and provide assistance until all learners have been retrieved by their parents or other authorized personnel, or until everyone is instructed to leave. Should we request that you pick up your learner, please come to the main office. Please remember to bring identification. Our staff members may not recognize you and will not release your learner unless proper identification is presented. No learner will be dismissed on their own accord. In the event that you are not able to return for your learner, and you have no alternate person to send, please contact us on our emergency cell number at (425) 802-2213. This way, we can plan accordingly for those learners that may require longer term assistance.

Fire Drills

Fire drills are conducted at Arbor Montessori School on a monthly basis at various times of the day. Each room has an outlined evacuation plan and a designated meeting area outside the school. Staff members are trained in evacuation procedures. Fire equipment found in our schools is checked by staff on a monthly basis and by independent services on an annual basis.

Lost & Found

Lost and found articles are kept in a box downstairs in the elementary building and in the copy room in the primary building; they may be claimed at any time. Items not claimed from the lost and found are periodically donated to local charities. Prior to donating the items to charity, reminder notices will be sent home. Despite these measures, the best way to ensure that your learner's belongings will be returned to them is to put your learner's name on all items of clothing, bags, lunch boxes, or other possessions that they might misplace.

Parent Communications

School Newsletters

At Arbor Montessori School, school newsletters are emailed weekly. These help keep parents and families informed of class and school events, important parent information, calendar reminders, enrollment and staffing updates, as well as upcoming areas of study and ways that parents can supplement learning at home.

School News, Announcements & Reminders

Special notifications and reminders from the main office or individual teachers will be sent to families in the learners' Friday Folders or emailed out if appropriate.

Parent Visitation

Parents are welcome to visit Arbor Montessori School at any time to speak with staff or observe their learners in the classroom. All visitors must check in at the main office and identify themselves when visiting the school. You will be given a visitor badge that must be worn while you are on school property.

Because visitors are a distraction to the learners and a disruption to class activities, classroom observations are done through special one-way glass windows. If your learner's classroom is not equipped with one of these windows, you will need to discuss any classroom visits in advance with the school director, and then an appointment for a visit will be made with your learner's teacher.

Room Procedures

In an effort to provide normalcy in the Montessori learning environment and out of respect for the learners, teachers, and materials in the environment, we are asking you to abide by the following procedures:

Please ensure that your learner leaves all toys in the car before coming to school. Toys, even those left in a backpack or cubby, are a constant distraction to the young learner and a disruption to the Montessori environment.

Please refrain from interrupting teachers and/or learners. Wait at the entrance of the room until the teacher sees you and comes over to you.

Please enter and leave the room as quietly as possible so as not to disturb the lessons in progress.

Please do not interrupt a learner's attention unless invited to do so by the learner.

Please help keep the room a peaceful one by using a soft voice. When engaged in conversation, please do so in close proximity to the person to whom you are speaking. Please refrain from talking across the room.

While the learners in our Montessori environment may appear active and free to move around the room, this is what we term "movement with purpose" and is part of their work cycle. We ask that adults keep their movement to a minimum.

While the Montessori materials are attractive and fascinating, they are handled and used in a very particular manner. Please ask the teacher or assistant if you have any questions or comments about any of the materials you observe. They will be more than happy to demonstrate them to you.

Trained teachers have carefully prepared the Montessori environment. Please refrain from moving materials or furniture from their designated areas.

Volunteer Opportunities

Field Trip Volunteer & Chaperone Procedures

These guidelines explain school expectations for volunteers and chaperones on field trips to ensure learner safety and to maximize learner, volunteer, and chaperone participation on field trips. Continued involvement of parents in school activities enables us to enrich, strengthen, and expand learning opportunities for our learners.

Be respectful, cooperative, and compliant.

Learners are to use appropriate language and be courteous.

Learners are to keep hands to themselves and off others.

Student purchases are discouraged unless authorized by the teacher.

Volunteers and chaperones are to refrain from buying anything for learners or loaning money to learners.

Please use positive discipline approaches:

- All problems and/or concerns are to be referred to the teacher as soon as possible.
- Avoid comments that may be considered negative.
- Learners are to be given reminders regarding their behavior (whisper reminders as needed to individuals).

- o Compliment model learner's behavior (i.e., "I like the way Tom is...").
- o Disruptors are to be separated from their group – learner(s) will walk/stay with an adult if needed.
- o Refrain from physically touching learners in corrective/disciplinary situations.

Teachers will impose logical consequences as needed.

Combining your group with another volunteer's or chaperone's group is discouraged as learner groups are carefully arranged in advance by teachers.

Seek help from on-site staff as needed.

Assure safety.

Learners are to remain with an adult at all times.

Learners are to request that adults supervise their use of public restrooms.

Parents are encouraged to make learner care arrangements for their infants, toddlers, and preschoolers prior to the field trip.

Possible exceptions should be discussed with individual teachers

Learner information is to be held in confidence.

Event Volunteers

There are many opportunities for parents to be involved at Arbor Montessori School. Whether you prefer to volunteer by being at the school or working from home, for only a few hours a month or for many hours on a particular event, by working with the learners or with other dedicated parents, there is a role (or two!) for you to play in your learner's future academic achievement.

Please see as at the beginning of the year, or whenever you have some time to give, to learn about the opportunities available.

Monthly Events, Celebrations & Family Traditions

September

Taking-Care-of-Business Day – The first event of the new school year. It includes administrators giving a parent orientation; parents gathering information about volunteering opportunities and extracurricular activities; learners seeing their classrooms, classmates, teachers, and assistants for the first time; and learners having their pictures taken. All learners and at least one parent of each learner are expected to attend.

Primary "Meet My Friends" – An opportunity for Primary parents to mingle with their learner's classmates and families. This event is hosted by the Primary learners.

Back-to-School Picnic – An informal potluck dinner held usually the weekend after the first full week of school. This is an opportunity to meet your learner's teacher and assistants, their friends, administrators, and other Arbor Montessori School parents.

Curriculum Night – New and returning parents' first real glimpse of Arbor Montessori School's plans for the year, curriculum specifics, and proposed programs. Plus another opportunity to celebrate the start of a new school year.

October

Issaquah Salmon Days Parade – The first weekend in October, we participate in the Saturday parade with a float.

Issaquah Run – Participants from around our region will take part in the 36th Annual Issaquah Run. Come join the fun! We sponsor and put on the Kids' 1K in cooperation with the Issaquah Rotary Club, who put on the 5K race.

Toddler Parent Connections – A time for toddler parents to quiz teachers about particular parenting issues that they might be experiencing and learn about goings-on in the classroom.

Harvest Food Drive Kick-off – A collection of nonperishable food items to support the Issaquah Food Bank

Harvest Festival & Food Drive Finale – This is a learner-driven event that celebrates the harvest season. The day is full of learner-made food, poems, and songs. This celebration is for learners only. This is also the day that we tally our offerings for the Food Drive and celebrate a job well done.

November

Parent Connections: Primary, LE & UE– A time for parents to quiz teachers about particular parenting issues that they might be experiencing and learn about what is going on in the classroom.

Primary Community Meal – A celebration of the Thanksgiving season. The learners prepare all the food for this occasion.

Elementary Thanksgiving Feast – A celebration of the Thanksgiving season. The learners prepare all the food for this occasion.

Book Fair – Here's an opportunity to take care of all your holiday shopping for your learners in one fell swoop. Some of the proceeds of the book sales go to benefit the school. Perfect for the season of giving.

December

Gingerbread Houses – A morning spent at Arbor Montessori School supporting Arbor link. Join your friends and family as you decorate a Gingerbread House to take home. Stick around to enjoy a yummy pancake breakfast as well.

Winter Performance at Pine Lake Covenant Church – Primary and Lower Elementary learners sing for the parents; Upper Elementary learners perform skits and play in the string orchestra.

January

Toddler Parent Connections – A time for toddler parents to quiz teachers about particular parenting issues that they might be experiencing and learn about goings-on in the classroom.

February

Parent Connections: Primary, LE, & UE – A time for parents to quiz teachers about particular parenting issues that they might be experiencing and learn about what is going on in the classroom.

Lower Elementary Valentine's Day Tea – The learners prepare a wonderful high tea for an invited guest of their choice.

Primary Lunch Exchange – On Valentine's Day, learners bring lunch for another learner in their class.

Arbor Montessori School's Annual Auction – The biggest party of the year! This is one of our two big fundraising events every school year. Enjoy wonderful food, delicious Washington wines, and sparkling conversation as you bid to own fabulous goods, services, exotic getaways and adventures, and one-of-a-kind classroom art. It all benefits the best of all possible causes - your learners!

March

Cultural Night – A potluck dinner where families bring a dish that is representative of their cultural heritage. Learners display their best works from the previous months.

April

Science Fair (LE & UE) & Ice Cream Social – Learners display special projects they have worked on at home, followed by an ice cream party. All our welcome!

Volunteer Appreciation Week – A chance for the staff and learners to celebrate some of the unsung heroes of the education system.

Spring Performance – Primary and Lower Elementary learners sing for the parents; Upper Elementary learners perform skits and play in the string orchestra.

May

Staff Appreciation Day – A chance for families and learners to show how much they truly appreciate the dedication, creativity, and caring nature that Arbor Montessori School teachers, assistants, specialists, and administrators bring into school every day.

Upper Elementary Muffins for Moms – Learners bake muffins for their mothers and give them special gifts that they have made.

Toddler Parent Connections – A time for toddler parents to quiz teachers about particular parenting issues that they might be experiencing and learn about goings-on in the classroom.

Primary Parent Picnic – Primary learners prepare a meal, including a menu with different options, and they practice grace and courtesy by serving two invited guests.

June

Graduation/Field Day – A ceremony to celebrate those learners moving from one level of Arbor Montessori Schools to another or graduating. Afterwards, all learners and families are invited to participate in a learner-led Field Day.

Religious activities

The program offered by Arbor Montessori School is secular in nature. We do not plan, organize or advocate any religious activities such as grace before meals, religious stories or songs, or provide any religious instruction to the learners. Our curriculum, however, does respect cultural diversity and recognizes there will be times throughout the year that religious customs may be introduced by learners or families during the course of classroom discussions, field trips taken, or literature read.

Helping Your Learner Achieve Academic Success

Our care of the child should be governed not by the desire to 'make them learn things,' but by the endeavor always to keep burning within them the light which is called intelligence.

Dr. Maria Montessori

By making the decision to send your learner to Arbor Montessori School for an outstanding Montessori education, you've already taken a critical step toward ensuring his or her future success in academia and beyond. Your ability to influence your learner's school experience does not end when you pull away from the Arbor parking lot.

Studies have shown that three home-related activities have an enormous impact on a learner's success:

Eating meals together and talking about your day, thoughts, ideas, and plans.

Playing together – even just rolling around on the ground.

Reading together – 15-30 minutes a day. Read to children of all ages – high school learners who are read to show higher levels of both comprehension and appreciation for reading.

Studies are in agreement that these activities increase important foundational skills such as critical thinking, vocabulary and literacy, and executive function.

Program Overview

Infants

Arbor Montessori School starts its venture to keep the light of intelligence burning in our infant classroom. Infants need not only love, emotional nurturing and a healthy physical environment, but also an environment which promotes their very real need to learn. Montessori provides a basis for individualized learning activities, appropriate for even the earliest stages of a learner's development.

The purpose of the Infant Development Program at Arbor Montessori School is to encourage, assist and protect the normal development of each unique learner. The primary goals include development of movement and independence. Learner in the program will flourish with prepared environments which

respect, support and respond to their basic needs for independence, exploration and the building of trust and self-esteem.

In the infant classroom, there is a low learner ratio. Our staff, well versed in true Montessori, realizes that even a pre-verbal learner can communicate using movement. The prepared environment and sensorial training, which Dr. Montessori developed, is consistent with developmental needs and capabilities of a very young learner.

Materials in the Infant classroom have a developmentally appropriate goal. We call this their work. Works are simple, attractive and self-correcting. In a non-competitive environment, the learner can choose his own work. The classroom is calm and quiet so that an infant can concentrate on what he is doing. Too much noise and over stimulation can make an infant drowsy and sleepy, blocking out all possibility of learning.

Our goals within the Infant classroom are as follows:

- Foster the development of basic trust

- Assist in the natural development of personality, based on unique needs and wants

- Respond appropriately to the infant's needs to be loved, respected, and accepted

- Nurture infants through their senses, allowing infants to observe and move freely Offer holding and feeding comfort

- Maintain a routine that will be both flexible to an infant's daily needs, yet predictable so that the infant feels secure in his environment.

Giving the infants time, attention, trust and respect is the foundation of the Montessori philosophy. The goal is to foster a learner who feels secure, autonomous and competent.

Toddlers

Each classroom contains four essential elements: people, tools, ideas, and nature. These elements for self-selected activities seek to encourage and engage each learner's physical, mental, emotional, and social being. In the toddler room, we foster this growth through guiding each learner toward independence and control of his body. The toddler's first lesson is learning to separate from their parents. They participate in an "easing in" program, where they attend class with a parent for a few days until they understand that this new environment and these new people are safe and can meet their daily needs. Learners begin to form bonds of attachment to the adults in the classroom and start to tackle their physical needs. Exchanging their outdoor shoes for indoor slippers, they move on to putting their things away in their cubbies and then the favorite morning activity – a snack.

Snack is not just delicious - it is full of lessons. The learners learn what they like, how much is enough, leaving some for their friends, how to pour and carry a glass of water or milk. What comes first, putting down the glass or pulling out the chair? Cleaning up spills is often a part of this learning activity.

When the learners are ready to set off into the rest of the classroom, they are greeted by a myriad of developmentally appropriate works from which to choose. The teacher is a keen observer, and based on each learner's interaction with the works on the shelf, insures that the next appropriate work is available. The learners are not "taught" how to use each item on the shelf, rather they are allowed to explore and interact with each until they ultimately discover the intended purpose of the work. In this way, they are displaying their development and growth, which tells the teacher what each learner is ready for next.

While exploring the classroom, the learners are provided with opportunities to interact with their peers and the adults in the room. This interaction provides the lessons of grace and courtesy. "Space, please," "my work," "no, thank you," "only gentle," and "teacher's hands only" are phrases often heard in the toddler classroom. These are not the only phrases, however. Teachers name emotions, pictures, puzzles, and other items in the classroom and read countless books, passing on to the toddlers a wealth of vocabulary that they then use to clearly articulate their feelings, experiences, and needs.

This independent work time is followed by circle time, where the learners are exposed to group dynamics, literacy, and number play. The various books and fingerplays, movement activities, and songs that the learners engage in at circle introduce them to a wide variety of rhyming games, prediction skills, recall of events, cause and effect, and following directions.

Circle is followed by the process of preparing for and venturing outside. Toileting is always a part of this process. The toddlers engage in the process by removing their shoes, pulling down and up their pants, helping to fasten the diaper, and trying out the toilet. Once they are ready, the toddlers thoroughly enjoy running, riding, sliding, and climbing on the playground.

Having enjoyed their outside time, the toddlers return to the classroom for lunch. Changing their shoes once more, putting away their coats, washing their hands, and getting their lunch box takes a lot of different skills and a great deal of concentration for a toddler. The complexity of this process is rewarded by their delicious lunch with friends at their own pace, in their own place. Once more, upon the completion of their meal, they are responsible for cleaning up, taking one more trip to the toilet, and then preparing for nap time.

Sleeping away from family can be very stressful, and our toddlers are guided gently through self-soothing until they fall asleep. When waking, the learners need to quietly re-engage as their friends continue sleeping. They spend their afternoon occupied with independent work, snack, and outdoor play until their parents return and they can rejoin their family. The skills of calming themselves, being considerate of others, and controlling their bodies prepares them the freedom that comes with independence - the primary room.

Primary

In the primary rooms, learners are greeted personally each morning by the teacher. Since the core of the program is focusing on the learner's needs, this provides the teacher an opportunity to assess each learner's emotional readiness for learning. The environment is peaceful and the teacher has researched, studied, and strategically prepared and placed materials relating to practical life, art, use of the senses, math, language, science, and geography. Within this structure, the learners constructively choose what they will do. Each works alone, or with a friend, until he exhausts his interest and returns his work neatly to the shelf, ready for the next learner. Next, he may be invited by the teacher to receive a lesson, approach the teacher requesting a lesson, join a friend for snack, or simply move on to another work. He is safely growing within a thoughtfully arranged environment engineered specifically for his developmental needs. By making his own choices, he is able to focus, concentrate, and develop greater powers of discrimination, observation, awareness, control, coordination, and judgment. Free to collaborate with friends, he is experiencing what current neurological and cognitive sciences conclude are best educational practices.

The distinct advantages that Montessori education gives learners are self-esteem, confidence, and independence beyond their years. Learners are strongly self-motivated, with a keen interest in learning and an awareness of the value of a good education. This is most obvious in their unique ability to share with others their knowledge, tools, and skills.

Three year olds have a very special place in the primary classroom. At this age, they are full of personality and are determined to be independent. They have a great desire to prove that they are equal to any task. Our classrooms are a perfect match for their budding talents and splendid egos. Concepts are broken down into their smallest incremental steps, so that lessons are easily imitated. Much of the learning done in the first year is indirect, or by immersion. The learners may sit next to an older learner performing a more complex task and just watch for a while. If they choose, they may spend time looking at the order of the materials on the shelf, making sense of the different areas of the classrooms. Eventually, they will choose their own work and apply a great deal of energy and concentration to it. Once they begin to mimic their older counterparts, they will know that their time to be the "oldest ones" is not very far off.

Four year olds come in knowing the classroom and the works. This is the year of exploration and explosion into learning. They have learned the way of the classroom and are ready to take on the world. Moving through the curriculum effortlessly and continuously, they truly are the worker bees of the class. As spring approaches and they are ready for more ambitious projects, the kindergarten learners begin to experience "senioritis." Our four year olds provide older learners an opportunity to reinforce learning. In order to explain something to someone else, these kindergarten learners must understand it fully themselves. Peer teaching gives learners a chance to clarify their own knowledge, while also gaining the ability to relate concepts to others.

Learners wait two years to be one of the big kids in class. The third year gives them the opportunity to grow emotionally in ways that complement their burgeoning personalities. They are introduced to the concept of taking responsibility for the management of their own work. Soon, they learn that they are to cover reading, handwriting, story writing, and math work every day, along with many of the other activities from which they can also choose. Quickly, they understand that it is first necessary to complete their "jobs" in order to make time for other activities. Additionally, the older learners give help spontaneously to the younger ones, providing inspiration and leading by example in the classroom. This is the year when their earlier experiences are internalized and reinforced. By the end of the kindergarten year, our learners will often have developed academic skills that may be beyond those of learners enrolled in local, traditional schools. That being said, academic progress is not our exclusive goal. Our real hope is that our learners have an incredible sense of self-confidence, an enthusiasm for learning, and a feeling of being closely bonded to their teachers and classmates.

Primary Curriculum

	First Year	Second Year	Third Year
Practical Life	Acquire skills for consistent care of self & environment Develop concentration, focus, coordination, independence, & sense of order.		
	Personal Space Body Control Work Cycle	Small & Gross Motor development	Social Interaction Grace & Courtesy
Sensorial	Organize perceptions of size, color, shape, smell, feel, weight, taste, hearing & temperature Develop creativity, memory, & deeper awareness of the environment		
	Compare size, shape, weight, texture & color of objects.	Language of comparisons & classifications	Introduction of geometric nomenclature
Mathematics	Internalize concept of number, symbol, sequence, operations of the decimal system, & memorization of basic facts. Develop solid foundation of basic math principles in preparation for later abstract reasoning & problem solving.		
	Numeration Recognition of symbols 0 - 10 One to one correspondence	Intro. of decimal system Linear counting Addition facts & operations	All facts & operations Operations for memorization Fractions
Language	Obtain meaningful communication skills Develop writing & reading skills		
	Training of the ear Motor preparation Matching Sequencing Poems & songs	Listening comprehension Master writing skills Initial word building & reading	Reading comprehension Initial grammar work Study of phonograms & diagraphs Creative writing
Cultural	Understand basic concepts in geography, history, & life sciences, with integration of music, art, & movement education. Develop spatial awareness & respect & appreciation for different lands & people.		
	Creation of the Universe		
	Solar System		
History	Language of time The linear calendar The seasons	Days of the week Months of the year Standard calendar Telling time	Relation of time day, week, year Personal timeline Timeline of Earth Timeline of interest
Geography	Land & water forms Hemispheres World Map Intro. to continents & oceans	Continent puzzle maps US puzzle map People & animals of the continents	Topography of the world Cultural impacts of the world
Science	Living & nonliving Vertebrate & invertebrate Animal Stories Botany Stories	States of matter Animal kingdoms Parts of animals Botany cabinet Parts of plants	Classification & states of matter Introductory nomenclature Environmental impact

Elementary

Liberty has been taken with Dr. Montessori's thoughts about the foundation of education at the Elementary years from three of her books: *To Educate the Human Potential*, *From Childhood to Adolescence*, and *Spontaneous Activity in Education*.

"The passage to the second level of education is the passage from the sensorial, material level to the abstract. The need for abstraction and intellectual activity makes itself felt around the seventh year."

"Before age seven, the learner focuses himself on a sensorial exploration and classification of the relationships between concrete objects - not exploration on the intellectual plane. The three- to seven-year-old generally is content to know WHAT something is, along with a simplistic explanation of its function. The older learner is oriented toward intellectual discovery and investigation."

"In the second period, the learner needs wider boundaries for his social experiences. He needs to establish social relationships in a larger society and the traditional schools, as they have been conceived for so long, can no longer be sufficient for him. He feels the closed environment as a constraint, which is why children of this age may no longer go to school enthusiastically. He prefers to catch frogs or play with his friends without adult supervision. An education that suppresses the true nature of the learner is an education that leads to the development of unhappy and socially immature adults."

"It is at age seven that one can note the beginning of an orientation toward the judgment of acts as right or wrong, fair or unfair ... This preoccupation belongs to a very special sensitivity, the conscience. The seven- to twelve-year-old period, then, constitutes one of particular importance for moral education.... The adult must be aware of the evolution that is occurring in the mind of the learner at this time and adapt his methods to conform to it."

"These three characteristics - the learner's felt need to escape the closed environment, the passage of the mind to the abstract, and the birth in him of a moral sense - serve as the basis for a scheme at the Elementary Level."

The elementary classrooms at Arbor Montessori School have three basic elements to carry out this scheme:

- Mastery of Fundamental Skills and Basic Core Knowledge
- Dr. Montessori's "Great Lessons"
- Individually chosen research

Montessori's scheme evolved out of the European tradition of academic excellence and offers a rigorous course of study even in the Elementary years. Learners explore the realms of mathematics, science, technology, the work of myth, great literature, history, world geography, civics, economics, anthropology, and basic organization of human societies. Their studies also cover the basics found in traditional curriculum, such as the memorization of math facts, spelling lessons, and the study of vocabulary, grammar, sentence analysis, creative and expository writing, and library research skills.

The Great Lessons are five key areas of interconnected studies traditionally presented to all elementary learners in the form of inspiring stories and related experiences and research projects. They include the story of how the world came to be, the development of life on Earth, the story of humankind, the development of language and writing, and the development of mathematics. Each lesson is intended to

give learners a "cosmic" perspective of the Earth and humanity's place within the cosmos. The lessons, studies, and projects surrounding each of the Great Lessons normally span many months, and the questions that the learners pose, and their efforts to find the answers to their own questions, may continue for many years.

The learners are encouraged to explore topics that capture their imagination. They rarely use textbooks; instead they are encouraged to explore topics that capture their imagination using independent reading and library research. Beginning by using an encyclopedia to find answers to a list of questions prepared by their teachers, the learners are taught how to use reference materials, libraries, and the internet to gather information and uncover facts. Learners gather information; assemble reports, portfolios, and books of their own; and teach what they have learned to their friends. Their oral presentations and written research reports grow in sophistication and complexity over the years.

We continue the multi-age class groupings at the elementary level for several reasons. The learners are allowed to progress through the curriculum at their own pace, so there is no reason to group learners according to one grade level. With a mixed age peer group, the learners can always find someone at their level to work with. In line with recent brain research, the mixed age groupings offer the younger learners constant stimulation by the interesting work in which the older learners are engaged.

Our curriculum is integrated. The subjects weave in and out of each other. Literature, art, music, drama, history, social issues, political science, economics, architecture, science, and the study of technology all complement one another in the elementary curriculum.

Elementary learners are ready to take on a much higher level of challenge and responsibility. The elementary classroom is a small community run almost entirely by the learners. They keep the room in order, care for classroom animals, tend to the plants in our gardens, setup for lunch, organize special events such as the Harvest Festival, and generally move about the school much more independently. Whereas the primary learners enjoyed washing dishes and scrubbing tables for the sheer joy of the process, our Elementary learners simply work to get the job done. Knowing they are responsible for their classroom, and to some degree the entire school, gives them a tremendous sense of pride.

"The objective of education is the development of a complete human being oriented to the environment and adapted to his, or her, time, place and culture."

Dr. Maria Montessori

Lower Elementary Curriculum

	First Year	Second Year	Third Year
Cultural	Develop and foster a sense and appreciation for other cultures and people Creation of the Universe and Stars Solar System		
Physical Geography	Globes and Maps, Flags	Pin Maps, Country Research	Country Research, Political Maps
History	Reading the Passage of Time Personal Time Lines Clock Work: hour + 1/2 hour		Days of the Week and Months of the Year Research Clock Work: to the quarter, five, and one minute
	Fundamental Needs of People		
Life Sciences	Tree of Life Parts of the Animals and Plant Independent Research	Planet and Animal Research	Tree of Life Meal Plant and Animal Research
Language	Proper manuscript letter formation to proper cursive letter formation and proficiency in cursive Phonetic reading, sight words, appropriate reading proficiency		
	Function of the Nine Parts of Speech	Grammar Boxes	Grammar Command Cards
	Word Study: Compound Words, Alphabetizing, Classifying, Antonyms, Synonyms	Word Study: Prefix, Suffix, Contractives, Homophones, Homonyms, Homographs, Punctuation Usage	
Geometry	Geometric Cabinet and Constructive Triangles	Study of lines, angles, and figures	Study of triangles, quadrilaterals, polygons, and the circle
Mathematics	Exploration of Operations with the Golden Beads and Stamp Game	Exploration of Multiplication through mastery with a 4 digit multiplier	Exploration of Long Division
	Mastery of Dynamic Addition and Subtraction	Multiplication and Division of fraction by whole number	Introduction to Decimal System
	Addition and Subtraction of Fractions with Common Denominators		Equivalency Research, Addition and Subtraction with uncommon denominators Squaring and Cubing
	Memorization of Basic Addition, Subtraction, Multiplication and Division facts Use of word problems and money to reinforce concepts		

Upper Elementary Curriculum

	4th Year	5th Year	6th Year
Mathematics	Abstract understanding of all basic operations (addition, subtraction, multiplication & division)	Percentages, squares and cubes of numbers, squaring and square roots	Advanced understanding of percentages, cubing and cube roots, other number bases, integers, ratio and proportion, statistics , and order of operations
	Place value, multiples, factors, fractions, decimal fractions, data and bar graph, and measurements	Category multiplication and powers of numbers	Introduction to algebra Strategy word problems
	Strategic word problems to show understanding of concepts		
Geometry	Knowledge of angles, lines, polygons, circle and understanding of concepts of area and perimeter	Angles, relationship between angles, equivalency, Pythagorean theorem, area of circle and concept of volume	Euclid theorem, solid geometry:- equivalency between prism and various bases, polyhedrons and lateral and total area of solids
Language	Understanding of parts of speech, analyze sentences with adverbial extension, basic elements of topic sentences and concluding sentences theme	Abstract analyzing of sentences with adverbial extension, auxiliary verbs and literature-: setting, characterization, plot, theme, and figurative language	Advanced analyzing of sentences with adverbial extension, advanced auxiliary verbs work, and figurative language
	Mechanics:-creative writing, report writing, letter writing, revising and editing, journal writing, research writing, reading comprehension		
Science	Plant and animal kingdom Understanding of human body systems Interdependencies of ecosystem, dynamic Earth Matter and energy and forces and motion	Examine different body systems in detail System in natural world Solar system and beyond Building blocks of matter	Understanding living things The living Earth cycles in Earth and space Matter and energy and forces and motion
Social Studies	Developing basic geography skills Importance of biomes Composition of Earth , processes behind natural disasters Africa continent study, Native American studies Geologic eras, skull study, human evolution and Native American studies	Functional geography skills, understanding the 4 spheres of the Earth Hemispheres and continents, WA state geography Asia and Middle East continent study Building blocks of civilization, ancient civilizations Colonial America	Advanced functional geography skills, major landforms and water bodies Demography, the study of population Geopolitics - Model United Nations Europe and South America continent study Age of Exploration, the New World WA State history Civics

Meals, Snacks & Flowers

There is currently no regular lunch program at Arbor Montessori School, although we are investigating the possibility of starting one. On Fridays, the school orders pizza for the learners. If desired, parents may purchase a pizza punch card from the main office so that their learner may order pizza on Fridays.

A daily, healthy snack is made available to the toddler and primary classrooms. This food is supplied by Arbor Montessori School's families. Each Wednesday, the Director of Early

Childhood sends out a menu for the snacks for the week to certain families, according to a pre-established schedule. Those families deliver the indicated food items to the school Friday afternoon or Monday morning. Elementary learners may pack an extra snack in their individual lunches if they wish to have a snack in the afternoon.

Some of the classes also have flower-arranging activities. Parents provide flowers according to a schedule similar to that of the snacks.

Benefits of a Multi-Age Program

Flexible Groupings

In a mixed age class, there are many options for grouping. We can group according to skill, interest, or learning style. We can group heterogeneously with mixed ages, increasing the learning within the group. Grouping patterns change throughout the day, so an individual learner may be part of three or four different groups in the course of the day or week. Most importantly, the groups are fluid and temporary; learners do not get locked into working with one group for a whole year.

Flexible & Continuous Learning Progression

Since learners learn at different rates, the continuous progress model assures that all can have appropriate instruction and make progress, regardless of ability.

Expanded & Flexible Curriculum

Many different materials can be made available for a variety of skill levels and learning styles. Efficient use of time through thematic integration can leave time in the schedule for extras such as foreign language, arts, keyboarding, technology, etc.

Role Modeling

Younger learners observe older learners doing sophisticated tasks and showing responsible behaviors. A buddy system allows younger learners to have a mentor for tasks that may be difficult to do alone, such as planning. Many younger learners absorb academic concepts from watching and working next to their older classmates.

Learner Trainers

Positive peer tutoring relationships are fostered. Learners have chances to teach something they have learned. This cements learning in the tutor. Every learner has many opportunities to develop leadership skills, rather than just a few (as in a single - grade class).

Responsibility

Learners earn independence in a systematic way. Goal -setting, time management, jobs and routines, action-consequence recognition, and taking responsibility for each other are stressed.

Cooperation

Learners learn to work together on academic and social needs, as well as the care of the classroom. As age barriers drop, there is an increase in mixed-age relationships. Increased playground harmony is one of the benefits, as learners learn to relate to each other in a more positive way. Cooperation becomes a natural part of all learning situations.

Closer to the Real World Model

This multi-age approach parallels the model seen in a family or business environment, where cooperative relationships flourish. In the real world, we don't segregate by age; we have tutors, mentors, apprentices, assistants, and practicums in all aspects of life. We want to develop these responses earlier. The teenage years and early adulthood can be less tumultuous if young people have had years of cooperation and nurturing leading up to them.

Teaming

Giving teachers the opportunity for team teaching allows for greater flexibility in grouping and instruction, gives learners a variety of approaches, models collaboration, and allows greater observation of learner needs. It also lends support for teacher "down time" and substitutes. Teachers benefit from mutual support, encouragement, and sharing of strengths and expertise.

Class Stability

In Montessori classrooms, the oldest move on, leaving the younger ones to stay and become the "veterans." They help new learners adjust. Most of the class knows the routines, materials, and where things are kept. Therefore, the startup pains at the beginning of the year are greatly reduced.

Social Interaction

Learners make friends across grade level lines, thus having many more choices in friendships. Learners are allowed to learn together in many different configurations, and they are no longer isolated. More opportunities are given to lead, follow, share, nurture, and collaborate.

Equal Chances for Recognition

No matter what their abilities, all learners can make progress and have achievements celebrated. Everyone experiences success equally, because success is measured by individual achievement of goals and individual progress along the continuum.

Homework

There is no homework, per se, assigned to learners of Arbor Montessori School. Primary learners are not given projects that they cannot finish in class. Elementary learners are given time to work on projects in class. Anything that they do not finish in the allotted time may be taken home for completion. In addition, learners are given spelling and vocabulary work to accomplish at home. Daily reading is, of course, an essential component of learning. It is possible that larger projects, especially for the Upper Elementary learners, occasionally may require work to be done outside of school hours.

Parents who wish to expand their learner's after-school learning are encouraged to check the weekly newsletters for tips on reinforcing education at home, and to look into foreign language sports, music, or artistic programs, according to their learner's talents and interests.

Conferences, Evaluations & Reporting

At Arbor Montessori School, we use a variety of assessment tools to help us evaluate how our learners are progressing. Some of these are strictly for internal use in calibrating learners' needs, while some are shared with parents. We have a policy of not publishing test results for the learner body or particular grades or classes.

Parent/teacher conferences – There are three parent/teacher conferences during the school year, in October and January (please check this year's school calendar for specific dates). You will be contacted by the school to schedule an appointment to speak with your learner's teacher on these days. Should you wish to speak with your learner's teacher on some other occasion, please email him or her and arrange for a mutually convenient time to meet.

Learner Progress – Three times throughout the school year, teachers administer the Learner Progress test to all Kindergartners, 1st-, and 2nd year learners. This is an internal assessment tool only. Our

teachers and administrators use the tests to help tailor the classroom experience to each learner's particular needs.

CTP4 – Each spring, Arbor Montessori School administers the Comprehensive Testing Program (CTP4), a week-long battery of standardized tests developed by Educational Records Bureau (ERB) to serve the needs of high-achieving learners and schools. This series of tests is designed to be low-stakes (i.e., the scores are used to give the school data on its curriculum, rather than for learner placement or admissions) and collects basic information about learner achievement. This test is given yearly to 3rd year learners and above. "We very deliberately give our learner little advice other than to get a good night's sleep and eat a healthy breakfast before these tests," explains Mary O'Brien, Founding Director. "We believe standardized tests offer an opportunity to gather data that can be helpful in determining patterns and in generating questions to be explored using multiple data points. However, we do not believe in spending important academic minutes prepping for a standardized test. That is not how this test works, as there are no CTP4 practice materials made available from ERB."

Progress Reports – These are mailed out to families three times per year at the end of each trimester. This works out to approximately every 12 weeks.

Weapons Policy

Arbor Montessori School is a gun-free school. Washington law requires mandatory one-year expulsion from school, as well as referral to the criminal justice or juvenile delinquency system, for any learner who brings a weapon to school. Our school policy follows state law and requires expulsion for look-alike weapons.

Any learner who brings a pocket knife, squirt gun, paintball gun, and/or any other play gun to school will have the item confiscated immediately and will be suspended from school for one week. Learner is still responsible for completing class assignments. Suspension requires a learner to be in attendance at the beginning of the school day. The learner will be given assignments for the day and will then leave the school premises. The learner is then required to return to school at dismissal and turn in the completed work for the day.

Other Policies

The following publications are available in binders in the main office:

Classroom Pet Policy – We are required by state policy to notify you of any risks that may exist as a result of having pets in our classrooms. Our extensive pet policy guidelines are available for your review at any time. We do not allow snakes or other reptiles; the possibility of transmitting disease is too great. From time to time we have had hamsters or rabbits. Logs are kept to document cleaning and feeding. If you have any questions or concerns, please call the school office.

Pest Control Policy – We are required by state law to inform you of our pest control procedure. Generally, we do not use pesticides when we professionally treat any area of the school, including landscape areas. However, if necessary, pesticides will be applied on Friday evening when learners are not present. For a review of the school's pesticide policies, please see the handbook kept at the Primary Building reception desk. If you have any questions or concerns, please call the school office.

Disaster Plan – In case of disasters, all classroom staff will assist learners in evacuation of the building via the established route practiced during monthly drills. Teaching staff will take daily roll sheets, first aid supplies, and emergency contact sheets to the evacuation spot. Administration will search the building, including all restrooms. In the case of fire, the teaching staff will assist the learners to designated areas on the playground where attendance will be taken. In case of earthquake,

learners will be instructed to drop and cover until the shaking stops as practiced during monthly drills.

If there is damage to the building, everyone will evacuate using the practiced route if accessible or an alternative route if needed. Teaching staff will administer first aid as necessary while assistants care for the other learners. Administration will be responsible for searching the building and contacting parents using the emergency contact lists, via cell phones if necessary. Emergency food, water, and other supplies are located outside the building and will be made available as needed. For a complete review of our emergency plan, please see the Disaster Plan located at both of the reception desks. If you have any questions or concerns, please call the school office.

Health Care Plan – No learner will be excluded on the basis of sex, race, color, religion, or natural origin. All Arbor Montessori School staff share your concern for your learner’s health and safety. In addition, state law mandates that you must immediately report any suspicion of learner abuse or neglect to Learner Protective Services or King County Police. School personnel may not be able to notify parents when the police or Learner Protective Services are called about possible learner abuse, neglect, or exploitation. This depends on the recommendation of Learner Protective Services.

ADDENDUM A: Bullying, Intimidation, and Harassment Incident Reporting Form

Reporting person (optional): _____

Targeted learner: _____

Your email address (optional): _____ your phone # (optional): _____

Today's date: _____

Name of school adult you've already contacted (if any): _____

Name(s) of aggressor(s) (if known): _____

On what dates did the incident(s) happen (if known): _____

Where did the incident happen? Circle all that apply.

- Classroom
- Hallway
- Restroom
- Playground
- Sport field
- Gym
- Parking lot
- Internet Cell phone
- During a school activity
- Off school property
- Other (Please describe.) _____

Please check the box that best describes what the person did. Please choose all that apply.

- Blocked movement
- Gestures (Explain)
- Racial slur(s)
- Damage to my property
- Gossip
- Repeated behavior
- Derogatory comments
- Intimidation directed at me
- Sexual stories/jokes/pictures
- Disrespectful comments
- Name calling
- Sexual Orientation Slurs
- Electronic / Cyberbullying
- Offensive writing or graffiti Slurs, rumors, jokes
- Excluding me from activities
- Physical harm or threats of harm
- Spreading rumors
- Hazing (Club, team, class)

- Pranks
- Threats (to me, friends, school)
- Gender slurs
- Put downs
- Touching / grabbing
- Other: (Please describe) _____

Why do you think this occurred? _____

Were there any witnesses? Yes No If yes, please provide their names:

Did a physical injury result from this incident? Yes No If yes, please describe:

Was the targeted learner absent from school as a result of the incident? Yes No

If yes, please describe:

Are there any notes, pictures, texts, screenshots or other evidence of the event(s) you are reporting?

Is there any additional information you can add?

-----For Office Use-----

Received by: _____ Date received: _____

Action taken: _____

Parent/guardian contacted: _____

Resolved Unresolved Referred to: _____