



Arbor  
MONTESSORI SCHOOL

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# Family Handbook

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## **Welcome to Arbor!**

Dear Families,

I am so happy to welcome new & returning families to Arbor! We pride ourselves on being a strong and connected community. As members of that community, we all have an important role to play.

This Family Handbook is designed as a reference tool to help you access information about Arbor Montessori School's policies and procedures. The partnership between parents, teachers and administrators is key to a successful relationship and our goal is to provide the tools for good communication from the start.

Please familiarize yourself with the contents of this handbook and refer back to it as needed throughout the school year. If you have questions or comments, please reach out to me.

I look forward to a wonderful school year. Thank you for choosing Arbor and welcome to the Arbor community!

Warm regards,

***Nicole***

Nicole Champoux, M.Ed.

Head of School

[nicole@arborschools.com](mailto:nicole@arborschools.com)

425-392-3866

## About Arbor Montessori School

Arbor Montessori School was created by Mary O'Brien 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***

## *Guiding the future within the child.*

Arbor Montessori School was created to bring together environments, staff and children with the purpose of educating the child as a whole and unique person.

We practice the Montessori Method because it has a cognitive, developmental foundation and a set of values to guide a child now and throughout their lifetime.

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.

### ***Nondiscrimination Policy***

Arbor Montessori School is an equal opportunity organization. We will not discriminate and will take affirmative measures to ensure against discrimination in all conditions of admissions, enrollment and employment. Arbor does not discriminate on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression in the administration of its educational policies, admission policies, and other school-administered policies.

### ***Land Acknowledgement***

*At Arbor Montessori School, we acknowledge that we sit on the Indigenous Land of the Coast Salish peoples who have reserved treaty rights to this land, specifically the Snoqualmie Indian Tribe (sduk<sup>w</sup>albix<sup>w</sup>). We thank these caretakers of this land who have lived and continue to live here since time immemorial.*

It is through education and awareness that individuals can integrate land acknowledgement and respect for the Snoqualmie Tribe into their recreational practices and experiences. To learn more about the Snoqualmie Tribe Ancestral Lands Movement, please visit their website at <https://snoqualmietribe.us/snoqualmie-tribe-ancestral-lands-movement/>.

## ***School Philosophy***

In the tradition of Maria Montessori, we believe that each learner possesses an intense motivation toward self-development.

At Arbor Montessori School, we support intrinsic motivation and encourage independent learning, curiosity, and creativity so that learners can solve problems, define what is important to them, use their time purposefully, assume responsibilities, build healthy relationships, 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 is 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 educational standards. We encourage learners to share in shaping their curriculum. The curriculum is adapted to the learner, not the learner to the curriculum.

Because we are committed to guiding the future within the child, we have long-term goals in mind for our learners. Through Montessori educational principles, we are helping them to become adults who think both logically and creatively, have a good self-image, and are 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 human 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.

## **Partnership & Communications Agreement**

The relationship between the family and the school is essential to success for the child. In order to ensure that the best relationship is formed, we enter into this Partnership Agreement with parents.

### ***What does the school expect from parents?***

*Make continuing efforts both to understand and to embrace the Montessori approach and to work in partnership with the school.*

Arbor desires parents who understand and embrace our mission. To that end, we help parents learn about the Montessori approach by providing information and opportunities for parent education throughout the school year. Parents are expected to attend regularly scheduled parent-teacher conferences, parent meetings, and Montessori education events and to read articles provided. Also, parents should familiarize themselves with the philosophy, policies, and procedures contained in the Parent Handbook and other school publications.

*Demonstrate respect for all adults and children, the school, and the school's programs.*

Through your behavior, you contribute to your child's moral development and to the culture and climate of the school. Model for your child respect: for themselves, their work, their classmates, parents of classmates, teachers and other school staff. Respect begins with civility and deepens into trust. Our most fundamental behavioral guidelines for the children are: respect for self, respect for others, and respect for the environment. We expect the same from parents and school staff at all times and in all relationships within the school community. Support your child by speaking of their teachers, classmates and school in positive terms. Respect and abide by the school's policies and procedures. Honor your commitments. Look for ways to make a positive contribution to the life of the school.

*Strive to parent according to Montessori principles.*

Learn as much as you can about Montessori principles as they apply to your interactions with your child and preparation of the home environment. Remember that you should never do for the child what they are able to do for themselves. Prepare the home so that you allow your child to engage in all of the simple tasks of practical life. Children develop a love of learning and become responsible, independent and capable when parents' values and expectations are consistent with those of the school.

You have chosen Montessori education for your family. Extra academic activities are not necessary (working with your child at home, tutoring, outside math programs, etc.) and, in fact, undermine the Montessori principles.

The Montessori philosophy is built on concrete experiences for the young child. As the child grows and develops, their thinking naturally relies on concrete experiences while also becoming more abstract. Arbor highly encourages parents to limit exposure to "screens" and to experience the natural world around them.

*Maintain active, direct and respectful, two-way communication with the school.*

Read communications that are sent home including memos, letters, newsletters and calendars. Inform the school in a timely fashion of pertinent changes in your child's life as well as any changes to your contact information.

*Bring your concerns and questions directly to the people who can help.*

If you have a concern about your child or their classroom experiences, please talk directly to your child's teacher first. A trust-filled relationship between parent and teacher is central to the child's success at school. If you still have lingering concerns after speaking with your child's teacher, please reach out to the coordinator of your child's program. Ms. Riddhi is the Early Childhood Director for all classrooms in the Infant/Toddler, and Primary Programs. Ms. Nicole is the Elementary Director. The director will help you and the teacher reach a mutually agreeable solution.

Concerns or questions regarding school policy should be addressed to Ms. Nicole, the Head of School. Financial questions should be addressed to Ms. Sarah Starkey in the Business Office.

***What can parents reasonably expect from the school?***

*Arbor is affiliated with the American Montessori Society (AMS) and maintains high standards for training and professionalism among our faculty and schools. All lead teachers at Arbor maintain Montessori teaching credentials from AMS or the Association Montessori Internationale (AMI).*

AMS affiliation ensures: a teacher who is credentialed at the appropriate level leads each class; each class has a complete set of materials; classes made up of children representing the multi-age groupings, including a well balanced division of ages to ensure social development; an uninterrupted two to three-hour work cycle each morning.

*Arbor Montessori School aspires to fulfill its mission as an AMS Montessori School.*

As a Montessori school, we are different from traditional schools. Our first commitment is to the multi-dimensional development of the child. Montessori children amass a great deal of factual knowledge in school. However, our aim is for each child to be far more than a repository of this information: we guide each child to think for themselves. Cognitive development and a solid academic foundation are important, yet they represent only one dimension of our aspirations for your child. Equally significant is your child's social, emotional, spiritual and physical development.

*We aim to maintain open, honest, timely, and respectful communication with you about your child and about information affecting the school community.*

There are two regularly scheduled parent-teacher conferences each year. In the event of special concerns, your child's teacher will contact you to discuss these concerns. Each lead teacher is a well-trained professional and their evaluation is confidential between parent, teacher and administration and based on direct observation of your child. All parent conferences are done face to face where the teacher will offer their current best understanding of your child's progress, strengths and needs. The teacher's observations may be augmented by input from administration.

In addition to the parent-teacher conferences, Arbor Montessori School also distributes a weekly all-school newsletter, weekly classroom updates, a school calendar and frequent communication. We hold regularly scheduled parent education nights and curriculum and community-based family events.

*The administration of Arbor Montessori School focuses on the needs of the individual child in harmony with the life of the community. All decisions are driven by our mission to provide a sound foundation in basic education while aiding in the development of character, concentration, independence and a respect for the rights of others.*

Administrative staff members work with all aspects of the school: students, parents, extended family, faculty, alumni, prospective parents, professional visitors, government officials, other schools and educational organizations, and the general public. In your interactions with administration, you can expect professional, courteous, and business-like conduct, as well as mutually respectful communications.

The administration often faces decisions requiring balance of competing priorities. Sometimes those factors are mutually exclusive; sometimes equally well-intentioned adults see matters



differently. In making decisions, the administration will focus on the interest of the individual child in balance with the needs of the school.

## **Schedules, Arrival & Dismissal**

### ***School Hours***

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

Infant	Hours: 7:30 a.m. – 6:00 p.m.	
Toddler	Full Day Hours: 8:00 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	Full Day Hours: 8:30 a.m.-3:00 p.m.	
Arrival	8:15 a.m. - 8:30 a.m.	Primary Learners with Arbor siblings
	8:30 a.m. - 8:45 a.m.	Learners without Arbor siblings
Half Day Dismissal	12:00 p.m. - 12:15 p.m.	Half Day learners
Lunch Add On Dismissal	12:45 p.m. - 12:55 p.m.	Half Day + lunch learners
Afternoon Dismissal	3:00 p.m. - 3:15 p.m.	Afternoon dismissal
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

### ***Signing In & Signing Out***

Parents use a tablet to sign their children in and out. All parents of Infants, Toddlers, and Primary learners are required to sign their children in and out every day. Elementary students who participate in Before and After Care are also required to be signed in and out on paper.

### ***Driveway Usage: Arrival, Dismissal & Parking***

Arbor's driveway is a one-way road. All drivers must follow the painted arrows, lines, and signs carefully at all times to ensure that all children, pedestrians, and other drivers are safe. Drivers must enter the driveway carefully and drive around the traffic circle before parking.

Do not cut across the driveway and cross the solid yellow line to slip into a parking space. While this might seem efficient, it puts others in danger.

Parking at Arbor is limited and managed through careful safety systems. Parking spaces are reserved for Infant/Toddler families and visitors only. They are also available for Extended Care families who arrive before or pick after school.

Parents are expected to arrive in the driveway during the drop-off and pick-up times designated for their child on the above chart. Arriving at an earlier or later time causes congestion in the parking lot. **PLEASE be respectful of the parking lot flow.** Follow the arrows all the way around the roundabout and be mindful of the speed bumps by driving slowly in the parking lot.

If your family arrives early for your drop off or pick up time, please do not enter the arbor driveway. Instead, please pull into the Library or City Hall Community parking spaces and wait for your drop off window. Our spaces on campus are limited, and this will ensure we are able to support the arrival of all of our students efficiently and effectively. If you happen to arrive late for your dismissal window, please wait until the last dismissal window has concluded (3:30) before driving on campus and parking to collect your child.

### ***Program Specifics***

- **Infants & Toddlers** – Parents park in front of Mt. Baker building to walk their learner to the classroom and pick them up from the classroom. Parents sign their child in/out using school-provided technology.
- **Primary** – At the start of the school year parents are 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.

**Full Day and Half Day Schedules** - Please pull forward to the white line, forming two lanes. In the morning, staff will come to your car with the sign-in tablet and walk your learner to the building. At Dismissal, a staff member walks each child to their car. Parents sign their child in/out using school-provided technology. Parents are required to stay in their vehicles. Do not leave your car unattended during Arrival or Dismissal.

**Extended Day** - Parents park in front of Mt. Baker building to walk their learner to the classroom and pick them up from the classroom. Parents sign their child in/out using school-provided technology.

- **Elementary** – At the start of the school year 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.

**School Hours** - There is no sign-in or sign-out for elementary learners for regular school hours. At Arrival, please pull up in the lane closest to the school and allow your child to exit your

vehicle from the passenger side only. Children are not to cross a traffic lane to access the building.

At Dismissal, please pull up to the white line, forming two lanes. A staff member will escort your learner to your car.

**Extended Care** - Parents park in front of Mt. Baker building to walk their learner to the classroom and pick them up from the classroom. Parents sign their child in/out using a paper sign out form.

For the convenience of parents with multiple students at Arbor Montessori School, there are special arrival and dismissal procedures of Primary siblings. Primary students with older siblings attending Arbor Montessori School elementary program will be escorted from the car upon arrival to their classrooms.

### **Late Pick Up**

Late pickup fees apply if a child is picked up after their scheduled dismissal or pick up times. Prior to 6:00 p.m., families are charged **\$1 per minute**. When a parent arrives late, our staffing ratios can be adversely impacted.

If a child is not picked up by 6:00 p.m., families are charged **\$5 per minute**. These charges are billed to monthly tuition. If a child is still at school at 6:00 p.m. and the parent has not communicated about their delay, an administrator will be notified and after care staff will begin calling the child's emergency contacts.

### **Extended Care**

For families that need consistent care for their children before or after a full day schedule, Arbor offers extended care starting at 7:30 a.m. and running until 6:00 p.m. After care program activities include indoor playtime, snack, and outdoor time.

We offer three different schedule options to meet the diverse needs of our families. These options include adding before care only (available for full and half day schedules), adding after care only (available for full day only), and having full extended care that has both before and after care.

### *Extended Care Hours*

<b>Program</b>	<b>Before Care</b>	<b>After Care</b>
Toddler	7:30-8:00 a.m.	2:30-6:00 p.m.
Primary	7:30-8:30 a.m.	3:00-6:00 p.m.
Elementary	7:30-8:15 a.m.	3:15-6:00 p.m.
Childcare Only Days	School opens at 7:30 a.m.	School closes at 6:00 p.m.

Extended Care is available through the Enrollment Contract. For families seeking to add or drop Extended Care, the office will assist with the schedule-change process.

There is a \$50 schedule change fee for all changes. Drop in childcare is available as well; see below for specifics.

Any schedule change must continue for at least three months before another schedule change can be requested.

### ***Additional Drop-in Childcare***

**Before Care:** We offer drop-in childcare for families who have infrequent need for **Before Care**. This must be arranged at least 24 hours in advance through the office, and is only possible if space is available. The charge is \$24/hour with a minimum of half an hour and rounded to the next quarter hour after that. For example, if a Primary learner needs care from 7:50-8:30, the charge would be \$12 for 30 minutes + \$6 for 15 minutes = \$18.

**Drop-in Afternoon Sessions** are available for Primary learners on half-day schedules. The cost for an afternoon session is \$60. The hours are 12:00-3:00 p.m.

**Drop-in Aftercare** is also available to children who are attending a full day of school. This must be arranged at least 24 hours in advance through the office, and is only possible if space is available. The cost for Drop-In Childcare is \$24/hour with a minimum of one hour, and then billed in 15 minute increments rounded up to the next 15 minutes. For example, if an Elementary student is signed up for Drop-In care from 3:30-3:50 the cost would be \$24; if an Elementary learner needs care from 3:30-4:25 the cost would be \$24; if care is needed until 4:40, the cost would be \$24 for the first hour + \$6 for the first 15-minute increment.

### ***Childcare Only Days***

The school calendar includes a selection of days when Arbor is open for childcare only. Each child's contracted schedule determines whether or not they can participate in childcare only days.

Extended Day Contracts include Childcare Only days. However, parents of Extended Care students are still required to reserve a space for their child in order to help us determine staffing needs.

For students who are not enrolled in Extended Care (7:30 a.m. to 6:00 p.m.), attendance may be reserved on Childcare Only days on a space available basis at a rate of \$120 per day (no hourly option is available). Staffing is arranged carefully to ensure that teacher-student ratios are maintained and that staff members get to take time off if possible. For that reason, if you sign your child up for care on a Childcare Only day, you are fully responsible for the full charge unless you cancel your reservation by the preceding Friday. This cancellation must be confirmed with the Business Office.  
([business@arborschools.com](mailto:business@arborschools.com)).

### ***After Lunch Pickup - Primary ONLY***

Eating together as a community can be a way of deepening connection and having fun. To fill this need for our Primary half days students, we offer lunchtime options for our morning-only learners. Parents are welcome to sign their child up to stay for lunch from 12:00 to 12:45 from one to five days a week.

These options are available on a first-come, first-served basis and are limited to space available in each classroom. A parent who wishes to take advantage of this opportunity must sign up during the Enrollment / Re-Enrollment Process before the start of school or at least one month in advance.

Children who stay for lunch can be picked up directly in the classroom from 12:45-12:55. If they are still in the classroom after 12:55, they are considered late pickup.

### ***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, Juneteenth, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day + Wednesday before and Friday after

Completely CLOSED for Winter Holiday (2 weeks including Christmas and New Year's Day)

On all federal holidays during the school year, child care is **not** available. On all other non-school days, childcare is generally available except for two weeks of classroom preparation, inventory, and faculty inservice. 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, vacation, school closure, and/or legal holidays.

### ***Snow & Severe Weather Policy***

We follow the Issaquah School District for 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](http://www.arborschools.com), our Facebook page, and your email for up-to-date information. Arbor will follow the lead of the Issaquah School District on all weather related closures unless otherwise indicated.

In the case of a two-hour late start, there will be no school for half day toddlers or half day primary students. In addition there will be no Before Care. For all other learners, school will start two hours later than the usual start time.

### ***Attendance***

Regular attendance is important at all stages of school enrollment; therefore, attendance should be a priority for all families.

If your child will be absent or tardy for any reason, please notify the school by 9:00 a.m. by sending an email to [attendance@arborschools.com](mailto:attendance@arborschools.com) or by calling the office at (425) 392-3866.

It is important that each child arrives at 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 child's life, such as a parent traveling or grandma coming to stay.

Please note that the Elementary Program's Attendance Policy operates in accordance with state law. See Transparent Classroom for the detailed policy.

There are numerous breaks during the school year. All families are asked to take family trips out of town during school vacation times so that children will be in class on school days. If you are planning a family vacation or extended length of time away from school, please inform your child's teacher and the office as soon as you know of the dates of your absence so that we can support your child and plan accordingly.

We understand that some absences are unavoidable in the event of a family death or funeral, religious holiday, and urgent doctor's appointment. Please email [attendance@arborschools.com](mailto:attendance@arborschools.com) and cc your child's teacher when your child has an unexpected absence for sickness or other reason.

It is important that your child is in class every day. Each child is an essential part of the classroom dynamics. Lessons are planned for children each day, thus a child's absence impacts the schedule. We do not, however, expect you to send your child to school when they are sick or recuperating. Please reference our Illness policy found in this handbook and our COVID-19 operating plans amendment.

### *Tardiness*

Late Arrival, also called tardiness, is both stressful for the child and disruptive for the classroom.

A child misses a very special part of the day when they arrive late: classmates greet each other; friends join together to choose work; the teacher plans special lessons for each student. It is harder for a child to enter the class after missing the beginning rituals of the day. It is also a disruption to the entire classroom community when a child arrives late. Children are eager to see their friends and become distracted.

Driveway Arrival assistance ends promptly at 8:45 a.m. for Primary and 8:30 a.m. for Elementary.

If you get to school after Arrival and staff have left the driveway, you must park in a marked parking space. Do not leave your car in the driveway or in front of the Rainier Building. After you park in Parent & Visitor Parking, you must walk your child to the office to sign them in. The staff member will then walk your child to their classroom.

For Primary and Elementary students:

Repeated tardiness is observed and recorded by the teachers in Transparent Classroom. After five (5) tardies, parents are notified and asked to correct the problem. After eight (8) tardies, parents are notified and this record is reported to the Head of School. If the tardiness continues, parents may be contacted by the Head of School to discuss the issue.

Tardiness and absenteeism are kept on file and on your student's permanent record. Private and public schools ask for this information as part of their enrollment procedures.

If you expect your child to arrive late because of an appointment, please send an to [attendance@arborschools.com](mailto:attendance@arborschools.com) and your child's teacher in advance so that lessons can be re-arranged according to their arrival.

### ***Early Pick-Up***

If your child is to be picked up early, please send an email to [attendance@arborschools.com](mailto:attendance@arborschools.com) and your child's teacher in advance so that lessons can be re-arranged according to the dismissal.

To pick up a child early you must park in Parent & Visitor Parking, then come to the office to sign them out. The staff member will then bring your child to you in the lobby.

## **Admissions & Enrollment**

### ***Admissions Process***

Arbor Montessori serves children from Infancy through Grade 6. Admissions processes can be found on our website.

Relevant age parameters and minimum licensing teacher:child ratios include:

- Infant - 6 weeks to 18 months, with a 1:4 ratio
- Toddler - 16 months to 3 years, with a 1:7 ratio
  - Child must be able to stand, walk, and eat confidently and independently
- Primary - 2 ½ to 6 years (includes Kindergarten), with 1:10 ratio
  - Child must be able to manage the toileting process with complete independence
  - To qualify for Kindergarten, child must be 5 years old by August 31
- Lower Elementary - 6 to 9 years (1st-3rd Grade)
  - Child must be 6 years old by August 31
- Upper Elementary - 9 to 12 years (4th-6th Grade)

### ***Admissions Timeline***

Priority Re-Enrollment for current families begins in January. We also begin to accept applications from new families for the upcoming school year in January. These new applications are placed in our wait pool. In mid February, we begin accepting applications from our wait pool. We do accept midyear new enrollment as well, when a space is available and we have an applicant in our wait pool who matches the opening.

### ***Acceptance***

After a family takes a tour of the school, and submits their child's Application for Admission, they are placed in the Wait Pool. When space becomes available, a family may be offered Enrollment for their child. Acceptance is based primarily on the child's readiness. Siblings of current students are prioritized for acceptance. Families who are transferring from one of our sister schools (Issaquah Montessori School and Mt. Si Arbor Montessori) are also prioritized. Additionally, the Admissions team also takes into account the level of the family's commitment to Montessori philosophy. Preference is given to those who intend to keep their child in the classroom for the full cycle of the program and beyond.

### ***Classroom Placement***

Classes are multi-aged and Arbor makes every reasonable effort to balance each class with respect to age and gender. Class placements are made after careful consideration of classroom communities and individual student needs. These are professional decisions made as a result of faculty and administrative

discussions. Classroom placement is based on several factors — personality and developmental level of your child, space availability, social and age mix ratios per classroom, and whether your child is enrolled in Half Day or Full Day (for our Primary program). Any parental concern regarding a student's learning needs or accommodation should be directed to the student's teacher or the program director.

### *Transition Period*

Every effort will be made to help your child make a smooth transition into Arbor Montessori School. The teachers and administrators are dedicated to working with each family to make their child's transition positive and successful. If a parent expects separation anxiety, it is their responsibility to work a plan with the program director and their child's teacher to make the child's transition and integration into the classroom community as smooth as possible.

### **Enrollment Forms**

Arbor Montessori School requires parents to complete online paperwork **prior to** the child's first day of attendance. **If paperwork is not turned in by your child's first day, they will need to delay their start date** until all forms have been submitted and accepted. Required paperwork includes, but is not limited to:

#### **Enrollment Contract**

#### **Student Information**

**Annual Emergency Card** provides staff with essential information about your child including 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 Medical Consent portion of the 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.

#### **Allergy/Medication Forms and Action Plans** if applicable

#### **Driving Field Trip (Kindergarten & Elementary) & Walking Field Trip (all students) Authorization**

**Forms** allows your learner to participate in off-campus activities.

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

Parents are also required to sign off on School Policies:

- **Pet Policy** allows your learner to safely handle animals on school property.
- **Family Handbook Agreement**
- **Emergency Preparedness Manual**
- **Parking & Driveway Policy**



### *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, immunizations, medications and allergies 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.

At this time, the formal Financial Aid system is on hiatus. However, financial aid awards are still available for families experiencing unexpected needs. Please reach out to the Head of School for more information.

### ***Summer Camp***

At Arbor, we are happy to offer year-round care in our Infant/Toddler Program.

For Primary age children, we offer a Summer Camp Program. In the early spring every year, learners who are returning for the upcoming school are offered the opportunity to sign up for Summer Camp. Summer Camp is offered in 4 two-week sessions.

For Elementary age children, from ages 6-12 years, we offer Summer Camp as well. This camp is open to current and former students, as well as current students' siblings.

## **Tuition & Fees**

### ***Payment of Tuition***

Tuition payments remain the same each month regardless of attendance, vacations, school closures, holidays, illness or absences. Payments are due on the 10th day of the prior month to which it applies. (Aug 10—for September tuition). We prefer that you make payments by automatic withdrawal (ACH). If you pay by check and we receive two late payments, we will require that all future payments be made by automatic withdrawal. If you need to make other payment arrangements, we will be happy to discuss reasonable alternatives. We offer a 10-percent discount for the first sibling of a full-time enrolled

student. This discount applies to the student with the lower tuition fee and cannot be combined with any other tuition discount.

For Infant and Toddler students, enrollment is considered year-round. Primary and Elementary tuition is based on a ten-month period. Payments will be made in ten equal installments.

### ***Fees***

An annual non-refundable **Enrollment Fee** is required at the time of initial enrollment and again each January that enrollment continues. Payment of the Enrollment Fee reserves a child'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** each year, assessed in March. This fee covers the cost of classroom supplies and materials.

### ***Enrollment Contract***

An **Enrollment Contract** is required in January to initiate 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** is required each year in March for the upcoming school year.

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. **All fees and deposits are non refundable upon receipt.**

When a family decides not to re-enroll their child at Arbor Montessori School, we ask them to notify the office in writing.

### ***Extra Charges***

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

#### **Spirit Wear order**

**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 \$5 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.

**Schedule Change Fee** - After September 1st any changes made to your learner's schedule will incur a \$50 change fee which will be charged to your monthly account.

### ***Financial Policies***

Arbor Montessori School is dependent upon tuition as the source of income. Student accounts must be kept up-to-date. Annual re-enrollment will only be permitted for students with up-to-date accounts.

### *Collection Procedures*

A late fee of \$100 will be assessed on all past due payments and fees. It is Arbor Montessori's policy that if a student's tuition or fees become 60 days past due: 1) A student may be dismissed from school. 2) Their enrollment may be terminated without affecting the obligation for tuition and fees. 3) Arbor will not release the student's progress reports, teacher evaluations, transcripts, or other student records. 4) Arbor will not permit re-enrollment for the following year. In the event Arbor initiates legal action to collect amounts due for tuition fees, the parent agrees to pay for collection costs including attorney's fees. All progress reports, teacher evaluations, transcripts, and other student records shall remain property of Arbor Montessori School at all times.

Should it become necessary for Arbor School to commence collection procedures to enforce financial obligations arising from a student's enrollment, the parent agrees to be liable to Arbor School for all fees, costs, and expenses of any kind incurred, with or without suit, including but not limited to attorneys' fees, all costs of court, and compensation for efforts conducted by the school's employees or agents.

### *Termination of Services*

Infant/Toddler Program: Tuition deposit is one month's tuition payment and due at the time of registration. During contract renewal, a family may already have a "Last Month Tuition Deposit" on file but may be required to supplement it to meet the current tuition rates. If a family wishes to withdraw their child from the program, they must provide thirty days written notice by the first of the month. If appropriate notice is provided the tuition deposit may be applied to the last month's tuition.

Primary and Elementary Programs: Enrollment is considered a commitment for the Full School Year: Each parent signs a contract in which they state that they understand that Arbor School has granted their child one of a limited number of student placements. Having accepted one of the limited number of places, the parent acknowledges that their tuition deposit is nonrefundable and agrees that as of July 15 prior to start of the school year, they are liable for the full amount of the child's annual tuition and there will be no refund, credit, or remission of the annual tuition in the event of absence, withdrawal, or exclusion of the student from Arbor School and any such event, will in no way change, alter, modify, or revoke the contractual relationship that exists as a result of the execution of this contract between themselves and Arbor School except as provided in the No Abatement of Tuition clause in the contract.

## **Behavior Standards & Expectations**

At Arbor Montessori School our expectations are straightforward: Everyone in our learning community must act safely and responsibly at all times. This means respecting the rights and property of ourselves, others, the school, and community. We expect all learners to arrive at school on time with a positive, cooperative attitude toward learning.

If these expectations are sometimes difficult for learners, we believe in the approach to child guidance called Positive Discipline. Created by Dr. Jane Nelsen, this proactive and empathetic approach 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 help the child 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 teachers, parents, and the learner to create a behavioral plan.

At such a support meeting, 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.

When the plan is in place and being followed carefully by staff and faculty, but the behavior is not corrected during this time period, or if something occurs that could affect the health and safety of the child, other learners, or staff members, the child 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 students learn to make appropriate choices and we encourage self-discipline. Anything we ask a learner to do is based on respect for self, respect for others, and respect for the environment. To ensure the safety and wellbeing of every member of the community, 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 themselves or another.
- A learner must not mistreat their own or others' work or materials.

If a child breaks one of these rules, they are counseled and reminded of the appropriate actions. This is done quietly with the child in a respectful fashion. If necessary, the teacher asks the learner to participate appropriately or to take time to reset their emotions and gain control of their behavior away from the group.

If at any time a child'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 assess whether 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 consultants. 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 has 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 provided by each individual family. Please send lunch in a labeled bag or lunch box along with any necessary utensils and napkin. We ask that you refrain from using superhero or other comic character-themed lunch boxes or napkins, as this can cause disruption during lunch. Soda, gum, or candy of any kind should remain at home and will be returned unconsumed if brought to school. If you wish to provide special treats for your learner and their classmates, please make prior arrangements directly with the teacher to ensure all dietary restrictions are considered.

### ***Lunch – Toddlers and Primary***

We encourage the development of independence in all aspects of the learner’s day. To assist your learner at meals, we ask that all containers used for school lunch are able to be opened by the learner. Teachers will provide assistance with opening packages and containers only as needed. Classrooms do not have the capacity to refrigerate or reheat individual lunch items. Hot food should be sent in an insulated thermos and an ice pack included for food items requiring refrigeration.

The Department of Child, Youth and Families requires that a learner’s lunch contain the following (with equivalent 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 100% fruit or vegetable juice.

Please **exclude** soda, gum, or candy of any kind (this includes Fruit Roll-Ups).

#### *Snack - Toddler and Primary*

Arbor Montessori School provides three snacks daily for the Primary community. The snack menu is published by the program director every two weeks. All attempts will be made to provide alternative snack items that adhere to any dietary restrictions. If your learner has very limiting food sensitivities/allergies, you may wish to provide a weekly supply of a specific substitute snack items (i.e. gluten free crackers, lactose free milk/cheese, etc) for just your learner.

### **Allergies**

#### *Toddler and Primary*

In the event your child has a food allergy and/or intolerance, an Allergy Action Plan with a doctor's diagnosis and signature are required. Staff are specifically informed about students' ingested food allergies and take all precautions to support the student's wellbeing. In the event a student has a diagnosed and documented touch allergy with risk of anaphylaxis, the food will be prohibited in the classroom. Classrooms in which there is a student with a severe touch allergy will prohibit the food item in the classroom for snack, lunch (for all students), and class celebrations.

Children ages 16 months to 6 years are not yet of an age to be responsible for their own food choices. This policy is designed to minimize the risk of severe allergic reactions and minimize anxiety on the part of the younger students, their parents, and the staff around the issue of food allergies.

#### *Elementary*

In the event your child has a food allergy and/or intolerance, an Allergy Action Plan with a doctor's diagnosis and signature are required. Staff are specifically informed about students' ingested food allergies and take all precautions to support the student's wellbeing. Students in Elementary with an ingested food allergy are asked to self-regulate and avoid those items to which they are allergic. In the event a student has a diagnosed and documented touch allergy with risk of anaphylaxis, the food will be prohibited in the classroom.

### **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 well in advance to make necessary plans for a time and day
- If you are planning a birthday party for your learner at home, we ask you to only distribute invitations at school if the entire classroom is invited in order to avoid any potential feelings of exclusion.
- Please reserve birthday balloons and/or presents for celebrations outside of school hours

## **Dress Code**

The intent of this policy is to teach our learners to appreciate one another authentically. We do not want any child'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, gender expression, or creed, ultimately creating a more compassionate community.

We ask that all personal belongings be free of text, graphics and images, including characters. A logo that is two square inches or less is acceptable. 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. The dress code (acceptable colors, patterns, decorations, etc.) extends to socks, shoes, and accessories – anything visible that a learner might wear on school grounds. If you have any questions about the dress code please contact the office.

Hats and head coverings may not be worn inside unless for religious reasons. 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 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.

**School 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.

### ***Infant and Toddler Clothing Guidelines***

Infants and toddlers should wear clothing that allows for free, unrestricted movement. In an effort to promote growing independence, we request that toddlers wear clothing that is easy to put on and take off themselves such as pants with elastic bands, pull over shirts and velcro or slip on shoes only. No onsies, overalls, hooded sweatshirts, or belts, as these clothing choices do not support independence.

### ***Indoor Shoes***

All learners must wear shoes at all times. Shoes with wheels are not allowed. Indoor shoes must be rubber-soled, slip-on shoes, with covered toes and free of any decorations.

### ***Extra Clothing***

Recess is an important part of a child's day. We will go outside even in inclement weather, so children can expect to get wet and dirty, especially living in the Pacific Northwest! Please send an extra set of labeled seasonally appropriate clothes, which meet the dress code requirements in a labeled bag that can be kept at Arbor.

## ***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 for Toddler and Primary learners and backpacks for Elementary learners will be distributed to all new learners during the first week of school. If you are a returning learner, please let us know if you require a new backpack or tote. School sweatshirts will be distributed to Primary and Elementary learners as soon as they are available.

## ***Lost & Found***

Lost and found articles are kept in a basket in the Rainier Building lobby. 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.

## ***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 times. 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 Children, Youth, and Families. This policy is available for your viewing at the main office. Covid-19 health guidelines and policies are frequently updated due to changing guidance from regulatory organizations. These policies are available from an administrator.

## ***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:

- Covid-19
- strep throat
- chicken pox
- measles, mumps, rubella
- bacterial meningitis
- diphtheria
- hepatitis pneumonia
- conjunctivitis (pink eye)

Covid-19 guidelines are specifically dictated by the Washington State Department of Health and King County Public Health, in conjunction with both the Department of Children, Youth, and Families and the Office of the Superintendent of Public Instruction. Please see the Covid Addendum to this document for updated information. We also advise families to be aware that the Covid-19 landscape is rapidly and continuously changing, and that adjustments will be made to our policies and procedures as necessary throughout the year.

Learners diagnosed with a communicable disease may return to school **when cleared by a physician or a nurse practitioner** through written notification or as dictated by public health and/or licensing guidelines. 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 Child at Home***

We have carefully outlined our policies and procedures regarding illness in regard to attendance.

Please keep your learner home for the following:

#### **Covid-19 Symptoms:**

- **fever (a temperature of 100.4°F or higher)**
- **cough**
- **shortness of breath or difficulty breathing**
- **chills**
- **muscle pain**
- **headache**
- **runny or stuffy nose**
- **sore throat**
- **diarrhea**
- **vomiting**

- **new loss of taste or smell**
- **or other signs of new illness unrelated to a preexisting condition (such as seasonal allergies)**

**Fever** – Any learner with an oral temperature of 101°F or higher or underarm temperature of 99°F or higher, as well as behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea) 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.

**Rash**- Not associated with heat, diapering or allergic reaction

**Open Sores or Wounds** – discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling

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 others.

### *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 has 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, they 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.

### ***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 Authorization Form** and communication note must be filled out by the parent for both prescription and non-prescription medicines before they will be administered. In addition, a **Medication Authorization Form** and communication note must also include a physician's signature for all prescription medicines as well as non-prescription medicines not mentioned below 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. If your child takes regular medication, a 3 day supply is required to be provided to Arbor and stored in the office in case of disaster requiring the child to remain in care past usual hours. A **3-Day Critical Medication Authorization Form** must also accompany the prescription, and requires a signature from a healthcare professional.

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 Record** and will include the learner's full name, medication, amount administered, date given, time given, a reason it was not given for any reason, 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.

### ***Injuries and Accidents***

If any minor injuries should happen to a child while at Arbor Montessori School, an **Injury Report Form** will be sent home detailing the events that led to the injury and the care administered. You will be asked to sign a copy for us to retain for our records. In the event of a more serious injury or any injury to the head or face, we will contact you immediately.

#### ***Minor Injuries***

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 **Injury Report 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 Card**. Transportation to a care facility will be arranged through a rescue team or the learner's parents.

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.

### ***Allergies/Sensitivities/Dietary Restrictions***

Parents must notify and keep us updated of any allergies, sensitivities and dietary restrictions 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/Walking Field Trip Authorization** form that allows 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 through Washington State Patrol. 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 after morning arrival. Arbor Montessori School's families are given a door code to use to enter the building during school hours.

## ***Disaster 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. Every family is provided a copy of our

Emergency Preparedness Manual within our annual enrollment packet and signs an acknowledgement of receipt. We also have Disaster Preparedness Plans and Emergency Procedures posted at every classroom door.

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, Earthquake, and Safety 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.

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. 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 quarterly and practiced separately.

Safety Drills are held quarterly. While it is a reality that practicing safety drills at schools in America are necessary, we work incredibly hard to acknowledge and be cognizant of the emotional damage these drills can cause. The real effectiveness of safety drills at our campus is having children find an adult in a hurry, move as a group, and be able to follow any direction without question. We practice these in a variety of ways, and make it fun. These drills translate to many different situations, including field trips, etc.

## **Parent Communications**

### ***School Newsletters***

At Arbor Montessori School, school newsletters called "Friday Folder Notes" 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.

Special notifications and reminders from the main office or individual teachers will be sent to families in the Friday Folders Notes, through Transparent Classroom, or emailed when appropriate.

### ***Parent Visitation***

Current Covid-19 guidelines may prohibit on-campus visitors. In typical years, 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.
- If you need to drop off an item in the middle of the school day (eg. clothing, lunch, medicine etc.) please leave it in the office with the admin staff who will either retrieve your child for you or deliver the items to the classroom.
- If you are volunteering or observing in the classroom 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).
- Compliment model learner's behavior (i.e., "I like the way Tom is...").
- Disruptors are to be separated from their group – learner(s) will walk/stay with an adult if needed.
- 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 us 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**

This is an overview of Arbor's traditions. While the Covid-19 pandemic has had an impact on our ability to gather, this is a list of possible future events:

#### ***September***

**Meet & Greet** – The first event of the new school year. It includes an opportunity for parents to gather information about volunteering opportunities and extracurricular activities; learners get to see their classrooms, classmates, teachers, and assistants for the first time. All learners and at least one parent of each learner are expected to attend.



**Parent Orientation** – This one-hour event occurs on the morning of the first day of school. At least one parent is expected to attend.

**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, classmates and their families, administrators, and other Arbor Montessori School parents.

**Curriculum Night** – A time for community building and sharing information on the Montessori philosophy and approach to education for new and returning parents. Parents will gain insight into classroom procedures, what your child does all day, and special events. Also an opportunity to ask the teachers for their guidance on positive discipline techniques.

#### *October*

**Parent Connections: Primary, LE & UE** – Opportunity for parents to gain further insight into what occurs in their learners classroom everyday.

**Harvest Food Drive** – A collection of nonperishable food items to support the Issaquah Food Bank

**Conferences** – Parents are invited to meet one-on-one with their child's teacher in order to gain insight into their child's experiences, needs, and strengths.

#### *November*

**Infant & Toddler Family Connections** – An offsite "playdate" for families enrolled in the infant and toddler programs to get together for community building and social gathering.

**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*

**Cultural Night** – During this event we come together to celebrate the diversity of the Arbor Montessori School community. Children perform and share their work from the previous months, and families relax together. If health and safety guidelines permit it, we will also have a potluck for which families contribute a dish that is representative of their cultural heritage.

#### *January*

**Re-enrollment** – Current Arbor families will be invited to re-enroll for the upcoming school year. Siblings of current students may apply for the upcoming school year as well at this time.

**Open House** – Current and Prospective parents are invited to come visit the school, and learn about the future possibilities for their child's Montessori education.

#### *February*

**Conferences** – Parents are invited to meet one-on-one with their child's teacher in order to gain insight into their child's experiences, needs, and strengths.

**Student-Led Visits** – Primary learners host an adult guest or parent, giving them lessons, and sharing their classroom experiences.

**Elementary Valentine's Day Tea** – The learners prepare a wonderful high tea for an invited guest.

*April*

**Student Expo & Ice Cream Social** – Learners display special projects, followed by an ice cream party. All are welcome!

**Arbor Day** – All school spirit day where we celebrate our school, and also focus on the wellbeing of trees in conjunction with Earth Day.

*May*

**Staff Appreciation** – 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.

**Primary Parent Picnic Tea** – Primary learners prepare and host a picnic tea for their adult guests. It is a wonderful opportunity for Primary learners to demonstrate with pride the practical life skills, grace, and courtesy they have been practicing all year.

**All-School Sing Along** – We gather for an all-school picnic and enjoy a sing-along with our Music Specialist.

*June*

**Graduation** – A ceremony to celebrate those learners moving from one level of Arbor Montessori School to another or graduating.

### ***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 child to Arbor Montessori School for an outstanding Montessori education, you've already taken a critical step toward ensuring their future success in academia and

beyond. Your ability to influence your child'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 were read to as young children 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 Overviews***

#### ***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 child'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 child. The primary goals include development of movement and independence. Infants 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, while offering to hold and provide comfort when feeding
- 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 infant 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, ensures 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. "Excuse me" "my work", "no, thank you," "yes, please" and "help please" 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 community, learners are greeted personally each morning by the teachers. Since the core of the program is focusing on the child's needs, this provides the teacher an opportunity to assess emotional readiness for learning that day. 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 child works independently, or with a friend, until they exhaust their interest and return their work to the shelf, ready for the next learner. Next, they may be invited by the teacher to receive a lesson, approach the teacher requesting a lesson, join a friend for a snack, or simply move on to another work. They are safely growing within a thoughtfully arranged environment engineered specifically for their developmental needs. By making their own choices, they are able to focus, concentrate, and develop greater powers of discrimination, observation, awareness, control, coordination, and judgment. Free to collaborate with friends, they are 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. Children 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, they are ready for more ambitious projects. Four year olds provide older learners an opportunity to reinforce their mastery through teaching to others. Peer teaching gives learners a chance to clarify their own knowledge, while also gaining the ability to relate concepts to others.

Primary learners eagerly wait two years to be one of the K Leaders in their classroom community. The third year, which we refer to as the Year of Leadership, gives them the opportunity to grow emotionally in ways that complement their burgeoning personalities. This is the year when their earlier experiences are internalized and reinforced. K Leaders are introduced to the concept of taking responsibility for the management of their own work through written work records and work plans. They are expected to practice with language and math materials every day, along with many of the other activities from which they can also choose. Additionally, the older learners give help spontaneously to the younger ones, providing inspiration and leading by example in the classroom. By the end of the Year of Leadership, our K Leaders 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**

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
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 the concept of number, symbol, sequence, operations of the decimal system, & memorization of basic facts. Develop a 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 & digraphs 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 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
- Social and emotional development

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 - A Three-Year Cycle***

	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 Timelines 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 - A 3-Year Cycle***

	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

History (happens in a rotation, may not follow grade-year bands)	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 Europe and South America continent study Age of Exploration, the New World Civics
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### ***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 peer guidance 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.

#### ***Learning Leadership***

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

#### ***Responsibility***

Learners develop independence in a systematic way. Goal-setting, time management, jobs and routines, action-consequence recognition, and opportunities for classroom responsibility are available daily.

### *Cooperation*

Learners develop the skills 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 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 be 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 provided with the resources, time, and teacher or peer support to complete works within the classroom. Occasionally, families are asked to participate in special projects that may require some additional support from home. 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 child'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 enrichment 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 two parent/teacher conferences during the school year, in October and February (please check this year's school calendar for specific dates). You will be contacted by the school to schedule an appointment to meet with your learner's teacher on these days. Should you wish to speak with your learner's teacher on some other occasion, please email them and arrange for a mutually convenient time to meet.

**Track My Progress** – Two to three times throughout the school year, teachers administer the online Track My Progress Assessment to all Kindergartners-Sixth Grade students in order to get a snapshot of their performance in reading and math. Track My Progress is a norm-referenced formative assessment tool that provides the teachers and administrators with information about the child's demonstration of skills and understanding compared to the Common Core State Standards. Our teachers and administrators use the reports to help tailor the classroom experience to each learner's particular needs. Individual TMP results are available for parents upon request, but require an in-person meeting so that the teacher and administrator can help the parent correctly interpret the results.

**Progress Reports** – These are shared with Infant/Toddler, Primary & Elementary families twice per year at the end of each semester.

### **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. The 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 pet policy guidelines are provided with our annual enrollment paperwork. Record 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 an 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.

A copy of our Emergency Preparedness Manual is provided to families in our Annual Enrollment Paperwork.

**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 child abuse or neglect to Child Protective Services or King County Police. School personnel may not be able to notify parents when the police or Child Protective Services are called about possible child abuse, neglect, or exploitation. This depends on the recommendation of Child Protective Services.

**Illegal Drugs, Alcohol, Cannabis, & Tobacco Policy** - Drugs, tobacco, and cannabis are prohibited at all times on campus and at any school event. Alcohol may not be served at any school event where students are present, whether on or off campus.

**Electronic Devices & Students' Cell Phones** - Cell phone (including cellular-based watches) use is strictly prohibited for all students on campus and on class trips; and cellular devices must remain packed away, out of sight. Visible cell phones will be confiscated and returned directly to parents. With permission, students may use school phones for necessary phone calls. Parent calls to students or teachers will NOT be forwarded directly to the classroom during school hours. Messages may be left with the Front Office.

**Computers and Tablets** - Arbor Montessori School implements safety filters on all classroom computers, laptops, and/or tablets that are in use in the Elementary classrooms. Additionally, Elementary teachers determine specific research sites that are permitted for class use and only these sites may be used. Teachers also establish parameters for computer usage by all students. Personal computers and tablets are not permitted.

**Toys** - Please do not allow students to bring toys to school. This includes electronic toys and games as well as play jewelry, watches, and fitness trackers.

## **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:

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

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Is there any additional information you can add?

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

Received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Action taken: \_\_\_\_\_

Parent/guardian contacted: \_\_\_\_\_

☐ Resolved ☐ Unresolved Referred to: \_\_\_\_\_

## **ADDENDUM B: Covid-19 Plans for 2022-23 School Year**

In the upcoming school year, Arbor expects that Covid-19 will continue to impact regular operating procedures, community and classroom life.

While we are optimistic that Covid-19 is becoming more manageable, the more recent variants are highly transmissible. There are some aspects of living with Covid-19 that we can be fairly certain will impact the school in the coming year.

As far as we can determine (at this point, we will continue to:

- be vigilant about Covid-19 symptoms by requiring children and staff to stay home and isolate when symptomatic, and show negative rapid tests before returning.
- practice good hygiene and careful handwashing.
- open classroom windows and pay attention to increasing ventilation as much as possible in every classroom.
- advocate for all of our community members to get and maintain their Covid-19 vaccinations (employees are required to be vaccinated).
- ensure that classrooms are always well-cleaned.
- follow public health guidance related to masking, and will often take a more proactive stance on requiring masks when necessary.
- maintain a full supply of free at-home Covid-19 rapid tests that we will make available to all Arbor families and staff at all times (through the state's Return to Learn program, of which we are members).
- alert close contacts, people who were exposed, and the Arbor community when we have had a Covid positive case on our campus.
- explore further testing options as they become available.
- keep classrooms open, and manage any outbreaks using the above measures.

As of this writing, July 19, 2022, we are still waiting for updated guidance 2022-23 school year guidance from the Washington State Department of Health (DOH), King County Public Health, the Department of Children, Families, and Youth (DCYF), and the Office of the Superintendent of Public instruction (OSPI). However, when that guidance is released, we will follow it closely in order to maintain a healthy and safe community.

Everything stated in these plans is subject to change without notice. Parents are advised to read all communications from the school in order to stay well informed about updates and changes.