

PARENT/GUARDIAN HANDBOOK



Green Gables Montessori

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Welcome!

We are excited you've chosen Green Gables Montessori School to start your child's educational journey. Developing and nurturing your child's love of learning is a responsibility we take seriously. Our goal is to provide an academic environment that reflects the Montessori philosophy and emphasizes your child's growth in mind, body, and spirit. Please take the time to read this handbook. It answers many questions you might have about school policies and procedures. We encourage parents and guardians to be actively involved in their child's education. Throughout the school year, there will be many opportunities for parents and guardians to take part in activities and events. If you have questions during your child's enrollment at Green Gables Montessori, please talk to your child's teacher or the school director.

Mission Statement

At Green Gables Montessori School, we strive to offer exceptional Montessori education. Every child deserves the opportunity to reach their full potential and should be treated with kindness and respect in their environment. We are dedicated to nurturing the whole child while fostering an enriching, welcoming learning community that embodies the Montessori principles of respect for oneself, others, and the environment. We nurture, inspire, and support each child's individual growth by encouraging the development of self-confidence, independence, self-discipline, and personal and social responsibility.

Non-Discrimination Policy

Green Gables Montessori does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Section II: Montessori Education and Philosophy

The Montessori Philosophy

The Montessori approach offers a broad view of education as a tool for life. It emphasizes independence, freedom within boundaries, and respect for a child's natural psychological growth. This approach is rooted in the natural laws of human development. Maria Montessori observed that children under six absorb information effortlessly and without limit from their surroundings, laying the foundation for later life.

The use of mixed-age groups helps children develop socially, intellectually, and emotionally. This is a key part of every Montessori school. Classrooms are arranged as prepared environments where children are free to follow their natural tendency to work. Their innate love of learning is encouraged by offering opportunities for spontaneous, purposeful activities guided by a trained adult. Through their work, children strengthen concentration and joyful self-discipline. In a structured environment, they progress at their own pace and rhythm, according to their individual abilities.

Principles of Montessori Education

Montessori is about learning to balance responsibility with freedom of choice. It offers children the opportunity to realize their potential in a non-competitive environment and seeks to promote:

- ◆ Self-confidence and self-esteem
- ◆ A sense of achievement and self-worth
- ◆ A sense of responsibility for themselves and their actions
- ◆ Independence and adaptability
- ◆ Cooperation with others and a sense of community
- ◆ Respect for the rights and needs of others
- ◆ Initiative and self-motivation
- ◆ Concentration and persistence in completing a task
- ◆ Educating in the context of the whole child, considering the social, emotional, physical, intellectual, and spiritual aspects
- ◆ Developing the human potential
- ◆ Making the connection between life and the universe
- ◆ Embracing home, school, and the greater community as part of the educational approach
- ◆ Offering a learning environment with minimal interruptions and interferences
- ◆ Nurturing relationships that satisfy the actual needs of the child

There are three key components for the optimal Montessori working environment: the prepared environment, the children, and the adult.

Planes of Development

Dr. Montessori identified developmental powers that motivate human behavior at specific stages of growth, and that each of these six-year "Planes of Development" has specific developmental needs from the environment, features identifiable physical and psychological powers, and leads to specific "creations" or tasks of self-construction/self-development.

Successful work in one Plane is essential for subsequent Planes. For optimal development to occur in a given Plane of Development, three conditions are necessary: 1.) An environment adapted to the needs and tasks of that Plane; 2.) Liberty to act in that environment towards self-construction; 3.) A linking adult, who prepares the environment, and guides and facilitates the activity within it.

First Plane: Birth to 6 Years - Creation of the Psychic Being/Formation of the Individual

Powers	Absorbent Mind - ability to absorb knowledge quickly & effortlessly Sensitive Periods - a stage of development when a child naturally master a specific skill
Characteristics	Learning through unconscious absorption, manipulation of concrete materials, and sensorial exploration
Needs	Psychological and physiological nurturing and protection; a primary environment with a consistent caregiver; safety, security, order, and consistency; psychological comfort of a consistent environment; opportunities for sensorial exploration; social interaction with family and friends; opportunities to observe and absorb the elements of material and social culture; liberty to move and manipulate objects; exposure to language and opportunities for communication; opportunities to develop and explore with all five senses; opportunities to develop the skills of functional independence
Creations/Tasks	Functional independence; coordination of movement; development of the intellect; cultural adaptation; development of the will; neuropsychological growth; language; refined sensory perceptions; points of consciousness; sociability; capacity for obedience.

Second Plane: 6 to 12 Years - Development of the Individual /Acquisition of Culture

Powers	Reasoning and Imagination
Characteristics	Conscious learning through intellectual exploration; the need to

interact in an expanded environment; the passage of the intellect from concrete concepts to abstract thought; birth of a moral sense and increased social development

Needs	Security in home and family; movement out into the world; social interaction with a peer group; opportunities to explore all aspects of the natural world including human tendencies; concrete materials as a basis for abstract studies; physical exercise tied to purposeful activity; collaborative work; opportunities to explore roles in a fixed society along with ethics and morality; ideal exemplars of behavior and achievement; excellent and trustworthy role models
Creations/Tasks	Intellectual independence; physical strength; mental stability; love of the abstract; vivid imagination; gregariousness; relationships with peers; valid sense of justice and morality; conscience; understanding of the universe; ecological awareness.

Third Plane: 12 to 18 Years - Formation of the Socially Conscious Individual/Search for One's Own Place in Society

Powers	The Physical Transformation Psychological - Exploration and Experimentation
Characteristics	Physical and hormonal changes of puberty; physical and mental instability; lessened intellectual capacity; a "social newborn" - the end of childhood and formation of the adult; humanistic exploration of humanity and all aspects of human social life
Needs	Opportunities to explore all aspects of interpersonal relationships; opportunities to make a meaningful contribution to society; exploration of a wide variety of economic contribution occupations; real-world, hands-on opportunities; the experience of earning and managing equitable compensation for labor; a self-sustaining environment of peers apart from the family; adult guidance for exploration; opportunity to construct personal validation through work and direct experience; opportunities for physical activity; opportunities for restful calm-processing, integration, and reflection
Creations/Tasks	Emotional independence; understanding of human behavior; abstract love for humankind; ability to create and orient self in human society; philosophical ideals.

The Prepared Environment

Classrooms at Green Gables Montessori adhere to Dr. Maria Montessori's principles to create a beautiful, prepared environment that fosters the child's natural desire to learn. The Prepared Environment is not a replica—it's a unique, thoughtfully designed space that can change and grow over time to meet the children's needs. It introduces children to the real world and is tailored for the specific kinds of work that align with their natural interests at each developmental stage. Common features of any Montessori Prepared Environment include promoting, supporting, nurturing, and protecting development; and ensuring that each child has the freedom to pursue their own natural developmental path.

Characteristics of the Primary Prepared Environment

The Montessori materials in the Primary environment have been developed and used for over a century, designed to support the growth and development of children aged 2 to 6. A well-prepared Primary classroom is clean and organized, with each object having a specific place on the shelf and remaining there unless in use. The environment features materials and furnishings scaled to the children's size, enabling them to work with maximum independence. It is simple, intentionally minimal, and comfortable. Everything the child needs is within easy reach. There is a well-trained, cheerful teacher ready to connect children with materials that stimulate their concentration and self-development.

Children enter the classroom with lessons in Practical Life: pouring, washing, polishing, and sweeping all provide opportunities for practicing hand-eye coordination, task persistence, and concentration. These real-life, purposeful activities offer tremendous satisfaction and will carry over at home. The Sensorial Materials develop and refine all five senses. At this age, the senses are especially sharp; it's the time when the artist's eye and the musician's ear are honed. The materials are intended to help the child classify and organize their experiences mentally, and to build the vocabulary and comparative language that accompany them.

In addition to Practical Life and Sensorial Materials, the Primary environment has materials to enhance understanding of Language, Mathematics, Science, Geography, Music, and Art. As children move through the classroom, they may choose to work with a puzzle map or models of various landforms, play the bells or walk on the line, trace metal insets, or manipulate materials that sink and float. For language, the children may choose to work with nomenclature cards, sandpaper letters, and the moveable alphabet. For mathematics, the child has the opportunity to count with the spindle box or to use the golden beads to explore the decimal system up to the thousands. The Primary environment has been furnished with concrete materials that the children may manipulate independently with their hands and minds.

Characteristics of the Elementary Prepared Environment

As the children transition to the Elementary classroom, they do not require as many concrete, sensorial materials. While there are many common materials between the Primary and Elementary environments, the Elementary environment is designed for the more complex intellectual work of the elementary-aged child. This child continues to use the Montessori materials on the shelves but also begins to look beyond the classroom for more information.

The Elementary Prepared Environment provides grammar boxes for language. The student manipulates color-coded cards that teach the parts of speech, building upon the work begun in learning the function of words in the Primary environment. A child explores math concepts through the use of bars of beads, "racks and tubes" for long division, or the checkerboard to learn higher concepts in mathematics. Science is taught through experimentation and research. Art comes in many lessons, such as watercolors, clay, and charcoal shading.

Children in Elementary develop new interests, particularly the love of facts and figures, the sense of social justice, and the glories of the imagination. Interests are now global and cosmic. The Elementary student is constantly conducting research projects, seeking the subjects that interest them the most. The Elementary Environment is designed specifically not to include every resource the student may need to complete a project.

Montessori At Home

Parents frequently ask, "What can we do at home? How can we assist in our child's Montessori experience?" First of all, enjoy your children; they are one of life's greatest gifts. Share your home with them and everything you enjoy. As they age, continue to share more and more of life's experiences and simple tasks with your children. Help them to gain independence as they progress through the planes of development.

"Help me to do it myself" is the theme song of the child all the way through adolescence. It is so strong that it is the source of many parent-child conflicts. Help the child to be as independent as possible in the care of self, care of the home, and doing for others. Dr. Montessori stresses that the greatest obstacle to development is the well-meaning, overly-helpful adult. In the words of Montessori, "Every useless aid prevents development."

The Primary Child - Children under the age of six have a heightened sensitivity to shape, size, color, taste, hearing, etc. They respond strongly to the order and décor of your home with their powerful absorbent minds. Play music you enjoy; show them the art objects you appreciate. Name the things that you love and that will be the foundation for their own tastes and values. Teach them the names of the flowers in the garden, the names of all the tools you use.

If someone in your home or neighborhood speaks a different language, encourage

your child to listen. The ear then opens to the new system of speaking and will never completely close. It is well-known that if the ear has opened to a second language, it will open more readily to a third. At this age, children have heightened abilities; never again will it be so easy to make the sounds of another language.

“Teach by teaching, not correcting” is one of our maxims. Demonstrate using exaggerated, slow movements. Analyze such simple operations as closing a door, folding, etc. and the child will be grateful.

Above all, believe in the developing child. Be aware of their plane of development and watch carefully as they progress into the second plane.

The Elementary Child

During the second plane of development, children are more emotionally stable; their interests become global and insatiable. The absorbent mind is fading, and they use more reasoning and become more reasonable. They have become skillful with their hands and can share in more of your activities. To help with the intellectual insatiability, have at home a good dictionary and encyclopedia. Make trips to the library. Lend a listening ear to the new facts they are learning, even when you do not feel a particular need for them.

Children at this age are preoccupied with justice, for what is “fair” and “unfair.” They have little patience with unfairness. Since perfection is impossible, it is the cause of parent-child conflicts. Be willing to discuss such things until they see that justice is an ideal.

Second-plane children are also very social. They are making lasting friendships. They are beginning to enjoy team sports and cooperative work and play. They need time for undirected play with others. This can be arranged at home or at local play fields where there is supervision without too much adult direction. Encourage your children in hobbies, as these are the basis of lasting interests.

The Adolescent

Adolescence can be one of the most challenging planes of development for parents. The adolescent is rapidly seeking independence and is apt to challenge authority. Give the adolescent the ability to engage in reality-based, hands-on activities; to seek meaningful relationships with their peers; and to discover the world around them. Remember that a characteristic of the third plane is to be a “social newborn” who is fascinated with the exploration of humanity. They are seeking independence more than ever. To disrupt this quest is to inhibit the development of the third plane child.

Section III: General Information

Admission and Enrollment Procedures

1. A tour is scheduled, and an information packet is given to the parents/guardians. During the tour, we will also give you a link to our online registration system.
2. Families interested in the program will enroll in different ways depending on their child's age:
 - i. **Waddlers and Toddlers** must submit a registration form via Playground and pay the registration fee before being considered further for enrollment. We will not add your child to our waitlist until you submit a registration form and pay the registration fee.
 - ii. **Primary Students** are required to complete a 2-hour observation period *before* receiving the registration link. After they receive a registration link and pay the registration fee, they are placed on the waitlist for the next available spot.
 - iii. **Elementary Students** must submit a registration form via Playground and pay the registration fee before being considered further for enrollment. We will not add your child to our waitlist until you submit a registration form and pay the registration fee. We will also ask for several documents pending your acceptance into the program, such as prior school records, behavior reports (if applicable), and recommendation letters.
3. Enrollment priority is:
 - i. Currently or previously enrolled students
 - ii. Sibling of a currently or previously enrolled student
 - iii. Children transferring from another Montessori program
 - iv. New Families

Class Placement

Transition into the Program as a Waddler and Toddler Student

Our Toddler program is divided into two age groups: Waddler and Toddler. The Waddler classroom is at our Ridgetop campus (9000 Ridgetop Blvd. NW) and serves children aged 12 to 24 months. The Toddler classroom is at our Ridgetop campus (9130 Ridgetop Blvd. NW) and is for children ages 24 to 36 months. If the Toddler room is full, we may temporarily place the child in the Waddler room until a space opens up. Even if they are in the Waddler classroom, the Toddler rates will still be charged for the child.

Transition into the Program as a Primary or Elementary Student

All children entering the preschool or elementary program must be fully potty-trained. The two-hour observation will help us gauge whether your child will flourish in a Montessori environment or if a different learning environment would better suit them. Children ages 3 to 6 may be placed either at our Carlton campus (3382 NW Carlton Street) or our Ridgetop campus (9000 Ridgetop Blvd. NW or 9130 Ridgetop Blvd. NW), depending on

whether they have siblings enrolled in one of our other programs and availability at the time of enrollment.

Kindergarten students are part of the Primary classes, and enrollment will depend on availability, prior Montessori experience, and commitment to continue in the Elementary program. Lower- and upper-elementary-aged students (grades 1 to 6) will be at the upper level of the Carlton building (3382 NW Carlton Street) or the adjacent smaller building (3392 NW Carlton Street).

Transition within the Program (Toddler to Primary only)

When your child is ready to move to the next classroom, we will inform you and your child. Your child's teacher or the director will discuss with you the days your child will have brief visits to their new classroom and their first full day in their new classroom. We will introduce you to the new teachers and provide time for you to share any needs you might have during the transition.

Signs that determine if your child is ready to transition to the Preschool include, but is not limited to, being fully potty trained, able to take out a work mat and roll it up, able to follow directions, able to sit in a group setting for 10 to 15 minutes, display periods of concentration, and have some level of independence.

Transition within the Program (Primary to Elementary)

Children who wish to continue on to our elementary program must be 6 years or older and fully independent. They need to finish their final preschool year in the primary classroom. They will transition into the elementary program at the start of the following school year unless approved by the director.

Teacher-to-Student Ratios

In the state of Washington, we adhere to the following ratio guidelines:

- Toddlers (12 months to 36 months): 1 teacher per 7 students
- Primary (3 to 5 years): 1 teacher per 10 students
- Elementary (during childcare hours only): 1 teacher per 15 students

Mixed Ages

We combine age groups (Toddler, Primary, and Elementary) only during Before and After School care. At no time will all three groups be together; only two age groups may be combined, and only when they are developmentally appropriate. For example, toddlers may join primary students if needed, but toddlers and elementary students will not be grouped together. When age groups are combined, we always follow the licensing requirements for the youngest child in the group. This means that if a toddler joins a primary group, the classroom must operate under toddler ratios (1:7) with a maximum group size of 15 students.

Developmental Monitoring and Screening

Developmental monitoring observes how your child grows and changes over time and whether your child meets the typical developmental milestones in communication, social, and problem-solving skills, and physical ability. When you take your child to a well check, your health care provider will also do developmental monitoring. They might ask you questions about your child's development or will talk and play with your child to see if he or she is developing and meeting milestones. A missed milestone could be a sign of a problem, so the provider or another specialist will take a closer look by using a more thorough test or exam.

Developmental screening takes a closer look at how your child is developing. The Ages and Stages Questionnaire is one example of a commonly used developmental screening tool. Your child will get a brief test, or you will complete a questionnaire about your child. The tools used for developmental and behavioral screening are formal questionnaires or checklists based on research that ask questions about a child's development, including language, movement, thinking, behavior, and emotions. Developmental screening can be done by a health care provider, but also by other professionals in healthcare, community, or school settings.

Your child should be screened if you or your doctor has a concern. However, developmental screening is a regular part of some of the well-child visits for all children even if there is not a known concern.

The American Academy of Pediatrics recommends developmental and behavioral screening for all children during regular well-child visits at these ages:

- 9 months
- 18 months
- 24 or 30 months

If your child is at higher risk for developmental problems due to low birthweight, pre-term birth, environmental risks, or other factors, your healthcare provider may also discuss additional screening. If a child has an existing long-lasting health problem or a diagnosed condition, the child should have developmental monitoring and screening in all areas of development, just like those without special healthcare needs. If your child's healthcare provider does not periodically check your child with a developmental screening, you can ask that it be done.

Using developmental screenings can be instrumental in identifying areas of concern that may warrant further evaluation, which in turn will indicate whether additional support is needed. According to the Centers for Disease Control & Prevention, about 1 in 6 children have one or more developmental or behavioral disability such as autism, a learning disorder, or ADHD. In addition, many children have delays in language or other areas that can affect

how well they do in school. When children receive support as early as possible, it can prevent problems from becoming more challenging as they get older.

The Centers for Disease Control website

(<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>) is an excellent resource for further information on developmental screenings and includes resources such as an age-specific list of developmental milestones to look out for:

https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips_Reader_508.pdf.

Your child's health care provider is also an excellent resource for developmental monitoring and screening information.

Re-Enrollment

Re-enrollment for the upcoming school year takes place in February. Families already enrolled will receive instructions on how to submit their registration forms either through the February newsletter or via Playground. Updated health and student information forms are due before school begins in September. As outlined in our Admission Placement Policy, sibling applications are prioritized over new students applying to enter the school.

Withdrawal

All children are accepted on a trial basis. The first 30 days of attendance are considered probationary. During this period, the provider will assess whether the child fits within its program. Alternatively, the parent can decide if their child is adjusting to the school environment. Withdrawal during the probationary period does not require a 30-day written notice. If it becomes necessary to withdraw your child from the program after the initial probationary period, a 30-day written notice is required to be eligible for any unused payments made. You will not be entitled to a refund of any unused tuition if you fail to provide a 30-day written notice.

Expulsion Policy

A child may be expelled from the program if they exhibit behavior that presents a safety concern for that child or others, and the staff is unable to reduce or eliminate the safety concern through reasonable modifications. A child may also be expelled if they consistently display behavior that negatively affects the classroom (other students and teachers).

In the event of an expulsion, a review of our expulsion policy will be made with the parents or guardians of the child. In this review, a written record will be provided regarding the steps taken to avoid expulsion.

Termination of Enrollment

Either Parent/Guardian or Provider may terminate the childcare agreement upon 30-day written notice to the other party. The director reserves the right to terminate this agreement immediately, without notice to Parent/Guardian:

1. If the child's continued participation in the program creates a threat to the child, other children, or staff. Please refer to our Discipline Policy for more information regarding this situation.
2. Tuition and/or fees are not paid when due.
3. Parent/Guardian engages in inappropriate parent/guardian conduct.

Financial Information

Registration Fee

A non-refundable annual registration fee will be assessed upon enrollment.

Child: \$150

Returning Student: \$75

Tuition

Monthly tuition payments are due on the first day of each month. We will charge a \$50 late fee if we do not receive tuition by the 10th. Non-payment of tuition may cause immediate and permanent dismissal from the program. The school does not award credit for vacations, child illness, suspensions, or closures due to emergencies or bad weather from September to June. Payments can be made by check or credit card. During July and August, a \$100 credit will be applied for each week of vacation. Notice must be given at registration or at least 30 days before the planned vacation weeks. Credits are not available to families receiving financial assistance or to those who provide late notice of vacation.

Additional Fees and Policies

Late Payment	\$50 for checks returned by the bank for any reason. Parents/Guardians will be responsible for reissuing a second check.
Signing In/Out	\$2 fee for each instance of not signing in or out. The state requires families who have a subsidy to sign their child in and out, without exception. Failure to do so will cause being asked to return to the school to sign in and out their child. Continued non-compliance may result in dismissal from the program.
Late Pick-up	\$2/minute past scheduled pick-up time. We require parents to pick up children in the school program by 3:30 p.m. and children in the aftercare program by 4:30 p.m.
Water Bottle	\$5/day when the school loans your child a school-owned water bottle.

Financial Assistance

We accept subsidies provided by MCCYN. Families who receive financial assistance from MCCYN must sign a contract agreeing to be responsible for any fees they do not cover and acknowledging the procedures established by MCCYN to receive aid.

Please note that families receiving financial assistance are not eligible to receive the \$100/week in credit during the summer.

Attendance Procedures

Parents or other adults authorized to drop off and pick up your child from school shall sign the child in and out of school daily, using a full, legal signature. This is performed on the Playground app. As these are legal attendance records, we ask that the parent/guardian not give their child their phone to sign them in or out of the program. When dropping off and picking up your child, be sure to make contact with a staff member. This can be as simple as making eye contact and waving, but it is essential for staff to be aware when your child is in your custody, particularly at pickup time.

Child Release Policy

Please provide the names of three individuals on our Approved Pick-Up/Emergency Contact form so we have alternative people to care for your child in case of an emergency. The Provider will not release the child to anyone whose name is not on the list. If the individual is unknown to the Provider or any staff member, they will need to show proof of identification, such as a valid Washington Driver's License or another state-issued ID. Different forms of ID, like work identification, are not accepted. Individuals must be at least 16 years old and have parental permission to be

If a parent or guardian wants to allow someone not listed on the card to pick up the child as a one-time exception, we ask that they leave a signed and dated note with the full name of the person who will pick up the child, given to the child's teacher. Alternatively, you may send a message through Playground to notify staff of who will pick up your child.

If a parent of the child is not permitted to pick up the child from the school, we ask that we be provided with the court orders and a photo of the parent.

Child Care

We know that finding someone you can trust and depend on for care outside of our center is not only essential but also challenging, especially for military families. If you need a babysitter, please contact the office for a list of approved staff who can babysit you and your family.

When hiring a school assistant to babysit, please understand they are NOT doing so in the

capacity of a Green Gables Montessori employee. The school does not have control over your child and/or the care provided by the assistant in these circumstances.

Our assistants are very special to us. We spend a lot of time, money, and energy finding, screening, training, educating, and building relationships with them. Families and children within our school have also grown to know and love the relationships they have built with their teachers. Please do not recruit them for any position that would require them to leave their position with the school (i.e., part-time or full-time nanny).

Regular Attendance and Being on Time

We cannot over-emphasize the importance of regular attendance and of being on time. Children are very sensitive to the order of the day. They need an opportunity to greet their teachers and say hello to friends before settling into their school day. Children who enter the classroom late miss the opportunity for that transition, which can make them feel uncomfortable entering class. They may miss an important lesson, activity, or communication regarding the day's events.

Likewise, children need to attend regularly to internalize the rhythms and routines of the school day, form friendships, and progress through the curriculum. It is strongly encouraged that planned absences, such as family vacations, are scheduled during school breaks.

Teachers are expected to speak directly with parents about late arrivals. If there is no improvement, then teachers are expected to inform the administration when late arrivals are excessive. At that point, the administration will contact the parent, and together they will discuss how to manage more timely arrivals and/or whether continued enrollment is appropriate. If you have a personal situation contributing to your late arrivals, please speak to staff about it as your comfort level allows. Open communication is important and encouraged.

School Closures

The school and childcare program will close whenever the local public school district closes because of weather emergencies. Green Gables Montessori is in the Central Kitsap School District. The school and childcare may also close because of power outages, fire damage, communicable disease outbreaks, or other emergencies. Usually, we will stay closed for the first two days and then reassess based on whether staff can safely arrive at the school. In the fall, we will provide a calendar showing days off and events. Parent/Guardian agrees to arrange alternative emergency childcare in these situations.

Holidays

Below is a rough guideline for holiday closings; however, a school calendar with specific dates is available at the beginning of each new school year.

- Monday observing Labor Day

- Thanksgiving Day and the following Friday
- 2 weeks for the Christmas/New Year holidays
- President's Day
- Friday preceding and Monday observing Memorial Day
- Juneteenth
- A minimum of one day in observance of Independence Day
- A minimum of one entire week, approximately the last week of August

Unexpected School Closures

School may close because of inclement weather. School closures, delay announcements, and Unexpected early dismissal will be announced through our teacher/parent communication app, Playground. If the school opens late, please understand that a one- or two-hour delay will follow the scheduled program hours you have signed up for. For those enrolled in our Before Care program, students may start at 8:30 or 9:30, depending on whether it is a 1- or two-hour delay. If students are not enrolled in these programs, they are required to arrive at either 9:30 or 10:30, depending on whether it is a 1- or two-hour delay. A full copy of the Emergency and Disaster Preparedness Plan is provided to each family annually; additional copies are available in the school office and in your child's classroom.

Summer Program

Children enrolled in our Waddler, Toddler, and Primary classes are signed up from the beginning of September through the end of August, since these programs operate year-round. Families are required to fill out the summer registration paperwork if they are either:

1. Taking planned vacation time for an entire week.
2. Plan to "withdraw" for the summer.

Please note that students who withdraw for the summer may do so in two ways:

- a. To hold their spot, they may pay for the summer at a minimum of three days per week and receive \$400 per month for each month they are not in attendance.
- b. You may forgo paying tuition, but the school will place you at the end of the waitlist to be readmitted to the program when the new school year begins in September.

Elementary students must complete the summer enrollment paperwork in February to secure a spot in the summer program if their families need care during these months.

Religious, Holiday, Cultural Activities, & Birthdays

Green Gables Montessori is not affiliated with any religious organization. Cultural celebrations are shared at different times throughout the school year. We invite parents to share their family rituals and celebrations. Children who do not wish to take part can be excused and invited to do something else within the classroom.

How each class celebrates the holidays is up to the teacher (we leave it to the teacher's discretion whether to put up, for example, a Christmas tree), but we steer clear of overly religious holidays to accommodate different cultures and beliefs.

Birthdays are a joyful celebration in the Montessori classroom. We celebrate each child's birthday on their actual birthday or the following Monday if it falls on a weekend. We ask that you provide a picture for each year of your child's life (such as a picture at birth, 1 year, 2 years, and so on). We will display this on a timeline. They will also have their "birthday circle," where they walk around the "sun" to mark each year of their life. You are welcome to send a treat for your child's class on their birthday. Please let the teacher know at least one (1) day in advance. Cookies, donut holes, mini cupcakes, or other small, easy-to-eat finger foods are acceptable. **Please save large cakes, overly frosted cupcakes, ice cream, and balloons for home celebrations.**

School Field Trips and Outings

We select trips carefully based on educational value, fun, and cost. For some field trips, we might ask for parents' financial contributions. Field trips happen more frequently during the summer but may also take place during the school year if they apply to the class. We encourage parents to join the trips, but we require them to drive and meet us at the destination. We will post a field trip form in the classroom at least 24 hours in advance, including details such as the date, time, teachers, children attending, and the destination. The monthly newsletter will also list the scheduled field trips. To take part in field trips, children must be potty-trained, at least 3 years old, and able to listen to and follow directions from their teacher.

An alternative to field trips is bringing presentations to the children. All the children enjoy things like puppet shows, musicians, and other presenters. The younger children also enjoy being the audience for performances given by the older children. There is a no-smoking policy when transporting children on field trips or anywhere in the center where children are present or will be.

Consistent Care Policy

To promote long-term, trusting relationships with a group of children, teachers are assigned to classrooms based on their training or opening at the time of employment. If there are any staffing changes, you will be notified either via e-mail, newsletter, or Playground. This includes extended absences that may occur during the year.

All staff employed at Green Gables Montessori will meet all State requirements to care for children and will be or have been fully trained on the policies and procedures of our program.

Section IV: Health, Nutrition, and Safety

Student Health Policies

Do not send your child to school on days when any or all of the following symptoms are present:

- Diarrhea* (three or more watery stools or one bloody stool within 24 hours)
- Vomiting* (two or more times within 24 hours)
- Open or oozing sores, unless properly covered with bandages
- Suspected communicable skin infections such as pink eye, impetigo, and scabies.
- Children may return 24 hours after the start of antibiotic treatment.
- Lice or nits (students may return after treatment)
- A fever* of 100° Fahrenheit or higher, and also one or more of the following:
 - Earache
 - Headache
 - Sore Throat
 - Rash
 - Fatigue that hinders daily activities

The school will send home any student who has any of the aforementioned conditions while at school. *Your child must be symptom-free (e.g., without the use of fever-reducing medication) for 24 hours before returning to school.

Please note that we require children in the Waddler/Toddler program to be fever-free for 72 hours (3 days) without the use of fever-reducing medication. Children in this program may also not send their child to school with green, runny noses until their snot turns clear.

When a Child Becomes Sick at the Program

When a child becomes sick, injured, or exposed to a communicable illness at school, we will call and/or message via Playground. If a child shows symptoms of an infectious illness, we will do our best to isolate them from other children to minimize the spread of disease. We will not administer Tylenol or other products, including aspirin, to treat a fever. This can mask symptoms of illness and contagion. The child must be free of all disease and/or symptoms for a minimum of 24 hours without the use of fever-reducing medication before returning.

When 2 or More Children Enrolled in the Program and One is Ill

If you have two or more children in the program and one is sick, but the other is well, we recommend contacting an administrator to determine if your child may attend or needs to stay home. They handle this on a case-by-case basis, considering the illness and where the students are assigned.

Communication procedures in the event of illness or infectious diseases:

- If your child is sick at home, we ask that you message the school administrative team (Ms. Kerri, Ms. Marella, and Ms. MJ) and your child's teacher about your child's illness before the start of class to let us know your child will be absent because of illness.
- If your child becomes ill while at school, we will contact you immediately by phone or the Playground app, and request that your child is picked up within an hour. If we cannot reach you/do not hear from you, we will contact individuals on your child's approved pick-up list until we reach someone who can pick up your child.
- Please call the school office if your child or a sibling has contracted a contagious disease or parasites so that our families can be notified immediately. Examples of common childhood illnesses that require notification are Fifth Disease, Hand, Foot, and Mouth Disease, Roseola, and Ringworm. Please contact the office if you have questions.

Emergency Medical Care

In the event of a serious emergency, we may be required to call 911. We will notify the parents/guardians immediately, or as soon as possible, to inform them of the medical emergency. If time is of the essence, parents/guardians will need to meet the child and a staff member at the hospital in the ambulance. Any costs or charges incurred for 911 emergencies are the sole responsibility of the parent/guardian.

Medication Policy

When a child needs to be prescribed medication to be taken during center hours:

All medications must be in the original container and accompanied by a completed form available in each classroom. The information on the form includes:

- Child's first and last name
- Name of the medication
- Reason for giving the medication
- Amount of medication to give
- Start and stop dates
- Expected side effects
- How to store medications.

The parental consent form is good for the number of days stated on the medication bottle for prescriptions. The following medications may be administered with a parent's consent and is subject to the discretion of the staff:

- Ointments or lotions for itchy or dry skin
- Sunscreen

All other medications, including antihistamines, non-aspirin fever reducers/pain relievers, non-narcotic cough suppressants, decongestants, vitamins, herbal supplements, and a consent form from the child's health care provider, must accompany fluoride. Medications will be stored according to the package directions with the child's first and last name on a container that is inaccessible to children. Consent from the child's health care provider is required to administer medication beyond the recommended dosage. Unused medications will be returned to the parents or properly disposed of.

Food Preparation in the Classroom

Providing ample opportunities for children to work with proper objects and interact in the classroom community through purposeful materials is an important aspect of your child's Montessori education. Therefore, Green Gables Montessori encourages children to participate in food preparation activities. Children will be closely monitored and encouraged to maintain a high level of hygiene during these activities.

Food Allergies

It is the responsibility of the parent to alert the school of any food allergies that their child may have or may develop during the school year. Additional forms must be completed. Children's allergies will be posted in the location where food is prepared. Parents must provide or suggest an alternative to foods that their child is served.

Written directions from the child's health care provider must be presented for children who require nutritional supplements (such as iron) or are on a medically modified diet (such as a diabetic or an allergy diet).

Sign-in and Sign-out Requirements

Parents are required to sign their full legal signature when they drop off and pick-up children. The sign-in/sign-out record will be located by the entry door. Children are not permitted to sign themselves in or out of the school. Children will only be released to persons authorized on the student information and registration form unless given written permission by the parent or guardian who enrolled the child to release the child to another person. We will ask for verification of identity. Children will not be released to a parent or any other person who is or appears to be under the influence of drugs or alcohol.

Authorization to Pick-Up a Child

We cannot under any circumstances release your child to anyone who is not on your approved pick-up list without prior written authorization.

- If you want your child to go home with a friend, we need a written note from you. If the child goes home with someone on a regular basis, please add that person to your approved pick-up list.
- Please send notification far in advance when possible.

- Please have as many people as possible on the approved pick-up list in case of emergency. You can add or remove approved individuals throughout the year by updating your pick-up/emergency contact information via the Playground app.

Drug-Free, Smoke-Free Environment

It is the policy of Green Gables Montessori to maintain a drug-free environment that is safe and productive for employees, families, children and others having business with the school. The unlawful use, possession, purchase, sale, distribution, or be under the influence of any illegal drug and/or the misuse of legal drugs while on school premises or while performing services for the school is strictly prohibited. Additionally, children will not be released to a parent or any other authorized adult who is under the influence of drugs or alcohol.

Smoking is not allowed in school buildings or grounds at any time. "Smoking" includes the use of any tobacco or marijuana products, electronic smoking devices, and e-cigarettes containing nicotine cartridges.

Weapons Policy

Green Gables Montessori prohibits the possession of weapons on its property at all times, including our parking lots or company vehicles. Weapons include, but are not limited to, handguns, rifles, automatic weapons, and knives that can be used as weapons (excluding pocketknives, utility knives, and other instruments that are used to open packages, cut string, and for other miscellaneous tasks), martial arts paraphernalia, stun guns, and tear gas.

Violence Prevention

Green Gables Montessori is committed to providing a safe, violence-free environment. Due to this commitment, we discourage any members of our community from engaging in any physical confrontation with a violent or potentially violent individual or from behaving in a threatening or violent manner. Threats, threatening language, or any other acts of aggression or violence made toward or by any member of our community will not be tolerated. A threat may include any verbal or physical harassment or abuse, attempts to intimidate others, menacing gestures, stalking, or any other hostile, aggressive, and/or destructive actions intended to intimidate. This policy covers any violent or potentially violent behavior that occurs at school or school-sponsored events.

Child Abuse and Neglect Reporting

The staff of Green Gables Montessori is mandated by Washington State law and licensing requirements to immediately report any instance where there is reason to suspect the occurrences of physical, sexual, or emotional child abuse, child neglect, or child exploitation to Child Protective Services (CPS). The school may not be able to notify

parents/guardians when the police or CPS are called, depending upon the recommendation of CPS.

Child abuse or neglect is defined as "any injury, sexual abuse, sexual exploitation, or negligent treatment or mistreatment of any child by any person such that the child's health, welfare and safety are harmed."

Emergency and Disaster Preparedness Plan

Green Gables Montessori has an Emergency and Disaster Preparedness Plan describing responses to various emergency situations including earthquakes, fires, power outage, loss of water, serious accident or illness among staff or children, severe winter storms, school intruder/strangers/volatile encounters, hazardous waste accidents, or chemical emergencies. A full copy of the Emergency and Disaster Preparedness Plan is provided to each family annually; additional copies are available in the school office and in your child's classroom. Green Gables Montessori staff review it annually and rehearse portions as scheduled. All staff members are trained in First Aid, CPR and have taken a Bloodborne Pathogen - HIV/AIDS prevention course.

Licensing and state law dictate that we rehearse regularly with the children the appropriate way to evacuate the building in case of fire, how to lock down or shelter in place and how to seek protection in an earthquake. This can be upsetting to some of the younger children and we strongly encourage you to practice for earthquakes, and to develop and practice a fire evacuation plan at home so that this is a familiar concept and not just something that happens at school.

Emergency Closure -Snow, Ice, etc.

Green Gables Montessori follows the Central Kitsap School District decision to close due to inclement weather. If the Central Kitsap School District is closed, then Green Gables Montessori is closed as well. If the school is forced to close early, families will be contacted immediately.

Shelter in Place Situations

These situations are practiced via drills twice yearly, or as determined by Northwest Montessori. In a situation where the threat is imminent, the school will be open as long as students need to be here. The school has stores of bottled water and food for such a situation. In the event that a shelter-in-place is declared, we strongly discourage parents from coming to the school until instructed to do so.

Severe Weather/Chemical Spill: Students and teachers will shelter in place in the event of A tornado, a nearby chemical spill, or other events that require us to seek shelter indoors. In the event of a chemical spill or other airborne hazard, the ventilation system that brings in outside air will be shut down.

Internal Lockdown: occurs if a threat has entered or is trying to enter the building. Students and teachers proceed to safe spaces, which they can lock from the inside and remain in until the doors are unlocked by Green Gables Montessori.

Modified Lockdown: occurs if an event has happened in the general vicinity, yet there is no direct or clear threat to the school. All personnel, teachers, students, and visitors are instructed to come inside the school. All exterior doors and gates will be locked by Green Gables Montessori staff.

Section V: the School/Family Partnership, Expectations, and Guidelines

Green Gables Montessori strives to create a strong community between the students, staff, and parents. To accomplish this, we ask that parents stay active in the school and their child's education through observation, conferencing, volunteering and giving. In addition, we encourage parents to study the Montessori philosophy and to learn how they are able to bring Montessori into their home. When parents follow these guidelines, children see the parents as interested and active in their lives and community.

Discipline Policy

Children at this age often act out with physical actions (ex., biting, kicking, or hitting) or by screaming and crying as a means of expression when they are angry or frustrated because of their limited vocabulary and skill set. We generally do not raise concerns over such actions, and instead seek ways to de-escalate the situation. Our program is committed to the health and safety of every child. It will engage in staff training annually to support positive social and emotional development, reduce challenging behaviors, and provide trauma-informed care.

At Green Gables Montessori, our goal is to equip children with the tools that will ensure their success during their time at our school, after they leave, and later in life. We do this by helping them express their emotions appropriately, explaining the cause and effect of actions, teaching empathy and compassion, and finding other ways to seek positive and peaceful resolutions.

If, however, the situation persists despite our best efforts to help reduce behaviors that cause other children to become anxious or worried when the child is present, or there are visible signs of harm to the other child (e.g., scratches that cause bleeding, biting that pierces the skin), then we will fill out and present a Behavior Report Form to a parent or guardian. In cases where a child has physically harmed a teacher or has hit another child three times in one day, the child will be sent home and may return the next day.

The Behavior Report Form(s) will include a description of the incident and the action taken. This may involve asking a parent to pick up their child early from the program. If a Behavior Form is completed, we will request a meeting with the parent to discuss support for the child. It is possible that we may not readmit the child until after a parent/teacher conference. We can also assist a parent with a referral for developmental screening. Termination from the program will occur if there has been no improvement in the child's behavior or if the parent or guardian refuses to acknowledge the situation and/or fails to follow through on the plans discussed with the teacher and/or director.

Parent/Guardian Conduct

Green Gables Montessori expects the parents/guardians of enrolled students to behave in a manner consistent with decency, courtesy, and respect at all times. One of the goals of Green Gables Montessori is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the teachers and director but also each and every parent or other adult who enters the school. Parents will be expected to behave in a manner that fosters this ideal environment. Parents who violate the Parent Code of Conduct will not be permitted on the school property thereafter or may result in the expulsion of their child from the program.

- Swearing/Cursing: No parent or adult is permitted to curse or use other profane language on school property at any time.
- Threatening of Employee's, children, other parents of adults associated with Green Gables Montessori. Threats of any kind will not be tolerated. Parents must be responsible for and in control of their behavior at all times.
- Physical punishment of your child (or other children) at school. While Green Gables Montessori does not seek to impose our disciplinary standards on families, the corporal punishment of children is prohibited in our school or on the grounds. While verbal reprimand may be appropriate, it is not appropriate for parents to verbally abuse their child. If you see a situation between children that warrants an adult taking actions, please bring it to the teacher's attention immediately.
- Smoking: Green Gables Montessori prohibits smoking in or around the school.
- Bigotry: Everyone is welcome at Green Gables Montessori regardless of their race, age, sex, gender, gender identity and expression, sexual orientation, national origin, ancestry, disability, medical condition, religion, class, body size, veteran status, marital/domestic partnership status, citizenship or any other marginalized identity. Any actions made to feel another feel threatened, harassed, or bullied are not welcomed within Green Gables Montessori or at functions that are held off-campus.

Parent/Teacher Conferences

Parent/Teacher Conferences are designed for discussion regarding the time that each child spends in the classroom. Conferences are for the parents and teachers only, and children should not attend. Green Gables Montessori schedules one conference session per

school year: in the winter. Parents must schedule their half-hour conference with the teacher's posted schedule.

Parenting Plan

Please provide the school a copy of a parenting plan or custody and visitation agreement if applicable to your family. In cases of divorce and separation, both parents will receive their own copies of school newsletters and reports so long as address information for both parents is on file.

Parent Volunteers

Parents/guardians are very important to us, and we always welcome their comments and suggestions. We consider parents valuable helpers in and out of the classroom. Individual classroom teachers may show areas in which they could use help (parties, field trips, making materials, reading with children, sharing an exceptional talent, etc.). The center also depends upon your help in fundraising activities and with occasional whole-school events.

We appreciate parents' help and encourage their involvement; all volunteers who are in the school regularly, for extended periods of time, shall have a background check performed and have undergone a recent TB test. Volunteers shall act under all school policies and regulations as stated in this Parent Handbook.

Child Custody Situations

In cases of newly separated or divorced parents, both parents retain equal access to a child's records and to the child himself or herself until we receive a court order stating otherwise. If a court order is on file in our office and a non-custodial parent arrives to pick up a child without written clearance from the other parent, the child will not be released. We also require copies of parenting plans and any restraining orders on file so that our staff may follow them.

Social Media

Everyday life now integrates the internet and social media tools. Consequently, the line between school and personal life can become blurred. The following guidelines are intended to clarify Green Gables Montessori's policy with regard to the internet and social media:

- Staff members have been asked to refrain from "friending" or "following" currently enrolled families at the school on social networking sites (e.g., Facebook, Instagram, X, Snapchat) to maintain appropriate boundaries and ensure that electronic communication occurs through school-sanctioned means. Please know that if you have sent a "friend" request to a staff member, it is not personal when it is declined.
- Discretion is necessary when posting photos/video content taken at school events in order to protect the right to privacy for our community members.

Confidential Information

Each child has a right to confidentiality. All information pertaining to the children in the program, including all reports, records, and data are confidential and used for internal purposes only. Information pertaining to children enrolled in the program will not be released to third parties without the express written permission of Parent, unless required by statute, court order or licensing mandate.

Student Records

Each year, we require parents to update their child's information when they re-enroll. Information that is required includes: parents' contact information, home and mailing address, a child's last physical, a child's last dental exam, immunization records, and pertinent information regarding a child's dietary or allergy restrictions.

Physical Restraint Policy

Although we use Positive Discipline and redirection techniques, there may be situations where these methods are ineffective. If a child exhibits unsafe behavior toward themselves or others, staff may employ physical restraint. This will only be used in such instances. Restraint will be limited to gently holding the child as necessary and for the shortest time possible to regain control of the situation.

If staff use physical restraint, they will document the incident in the child's file, including the date, time, staff involved, duration, and the events that occurred before and after the restraint. If staff apply physical restraint more than once within 72 hours, they will schedule a meeting with the child's parents and guardians to discuss concerns about the child's behavior and the safety of the child or the class.

Corporal Punishment

Corporal punishment is the intentional use of physical force such as spanking, hitting, or paddling. It is intended to cause bodily pain or discomfort to punish or discipline a child. While meant to correct behavior, it is considered a form of violence against children and is associated with child aggression, mental health risks, and is not effective for teaching responsibility. At Green Gables Montessori, we adhere to Maria Montessori's vision of peace, love, and respect for the child. As such, we forbid the use of corporal punishment at our school.

Family Engagement and Communication

Each month, we issue a newsletter called the Green Gables Newsbites. This newsletter covers important information from your child's classroom, important dates to keep in mind, articles pertinent to parenting and/or education, and is sent to families via the Playground app. Daily communication occurs on our parent/teacher communication app, but may also occur during face-to-face interactions such as drop-off and pickup. However, we ask that parents be

mindful of how long they speak with a teacher and request a meeting if they need to discuss more sensitive matters.

Photography, Video Recording, and Social Media Consent

Each year, parents and guardians are asked to review and renew their consent for their child's image to be used in classroom materials and, when applicable, for marketing purposes. Please note that a child's name will never be associated with any image used.

When permission is granted for internal use, photos may be included in newsletters, developmental portfolios, classroom albums or displays, and group photos shared on Playground. All images used in this way are for school-related purposes only.

Section VI: Program/Classroom Information

Daily Schedule and Hours of Operation

Each classroom at Green Gables Montessori has its own daily schedule. The following are the guidelines that teachers use to schedule the daily classroom environment.

Full Day: 8:30 a.m. to 3:30 p.m.

Half Day: 8:30 a.m. to 12:00 p.m.

Though each classroom is different, we follow this schedule in the classroom:

8:30 a.m.	Arrival	Children arrive in the classroom, and their parent/guardian/authorized adult signs them in.
8:30 a.m. - 11:00 a.m.	Work/Circle	Teachers will give individual and/or group lessons to students. Children independently choose their activities with the Montessori materials. Children in either the Primary or Elementary classroom may receive additional lessons on another language or in dance. Self-served snack is offered.
11:30 a.m. to 12:30 p.m.	Lunch	Lunchtime depends on the location and the classroom. Please check your child's classroom schedule or with their teacher for more information.
12:30 p.m. to 3:00 p.m.	Nap/Work	Children who are under the age of 5 years old are required to have a rest time. Children who are enrolled in the kindergarten or elementary

program will be having a secondary work period.
Self-served snack is offered.

3:00 p.m. Dismissal School day children are dismissed and signed out by their parents/guardians/authorized adult.

Children enrolled in our Before or After Care program will engage in daycare activities.

Toy Policy and Sharing

Toys and oversized stuffed animals are fun but can often cause tears and hurt feelings if they get damaged, lost, or not shared at school. To minimize distractions, hurt feelings, and frustration in the classroom, we ask that children keep toys at home or in a parent/guardian's vehicle before entering the school building. If children bring toys to school, teachers will either place them in the child's cubby or bag or put them away if they cause a distraction.

Sharing days are an exception to this rule: once a week, your child is welcome to bring a special item from home that starts with the week's sound or fits the classroom theme for that month.

Student Clothing

One of the primary goals of a Montessori environment is to help children become independent in caring for themselves. Children, as Dr. Montessori noted, will often say, "Help me do it myself." As part of this goal, it is essential to provide children with clothing they can get in and out of independently. Please dress your child in clothing that he or she can adjust successfully without adult help. Also, children should be dressed in casual, comfortable clothing that allows for freedom of movement and exploration of their environment.

Clothing should not be cumbersome or too fancy as to inhibit the child's ability to explore water, art, the outdoors, and movement. Each child needs a pair of hard-soled slippers to leave at school. The child should wear these slippers only inside the school, and they should be easy for the child to put on or take off independently. Occasionally, accidents happen - water spills or an item may break, and thus the inside shoes MUST have a stiff sole to protect the child's feet from injury. In addition, open-toed shoes or flip-flops are NOT permitted due to their hazardous nature.

Each child should bring 2 to 3 extra sets of clothing to school so that he or she has something to change into if their clothing becomes soiled. Outdoor clothing should also be appropriate for the season. Since our outdoor environments become muddy, we ask that each child bring rain boots. It is important to label each item of clothing and pair of shoes.

Outdoor Policy

Active outdoor play is a fundamental component of a quality Montessori program, and the children go outdoors throughout the year. Children are kept inside during severe weather

(poor air quality, extreme heat, extreme cold, and strong windstorms) or as recommended by weather and/or health officials.

Due to staff ratios, we are unable to keep children inside due to illness. If your child is too ill to go outside, we ask that they stay home until they are well enough to participate in all school activities.

Nap and Rest Period

Every child in our Toddler, Toddler, and Preschool programs is required to have a rest period. While the children lie down quietly on their cots, they will be listening to either relaxing music or a story. Each week, your child must bring a fitted sheet to cover the nap mat and a blanket. A small stuffed animal is an option (please, no toys, only small stuffed animals). At the end of your child's week, we will send the nap bedding home for washing, and you will need to return it the following week.

Children who can lie quietly without disturbing the other children during naptime may take part in quiet activities once everyone has fallen asleep. Children must be able to work quietly and independently during this period, as we often use the children's rest time to give staff breaks, prepare classroom materials, organize and clean the classroom, and update records of the children's academic progress.

Safe Sleep Practices (Waddler/Toddler Program)

Safe sleep practices for waddlers and toddlers are part of the training for all staff assigned to those rooms. In these areas, we ensure children can sleep with nothing potentially obstructing their breathing.

Toilet Training (Waddler/Toddler Program)

Children in the Toddler Classroom are encouraged to start potty training to help them move up to the Primary classroom. Only students who are potty-trained will move on to the Primary classroom. If your child is not fully potty trained by the age of 36 months, you might need to withdraw them until they are fully potty trained in order to re-enroll.

To increase your child's success with toilet training, consistency at both school and home is essential. When potty training is reinforced at home, the transition from diapers to using the toilet is much smoother. It is also important to provide the school with an abundant amount of extra clothes, as it is normal for children at this age to have accidents while learning to listen to their bodies.

Diapers (Waddler/Toddler Program)

Parents must supply at least two weeks' worth of diapers for their child. Please label the outside of the package with your child's name.

Sleep Patterns (Waddler/Toddler Program)

Toddlers sleep in their classroom soon after lunchtime. Parents must provide a blanket and a sheet cover for their child's mat.

Kindergarten Transition Plan

Although we have a kindergarten program within our Primary classrooms, we understand that some families might choose other options for their child's education at this age. We ask that if you plan to enroll your child in a public school for kindergarten, you inform your child's teacher of this decision at the start of the school year. If your child's school requests student records, these should be sent either to your child's teacher or to the admin team via Playground messages or by emailing admin@greengablesmontessori.com.

Statement Acknowledging Parent/Guardian's Receipt of Handbook

I/We, _____, hereby acknowledge and Parent/Guardian(s) name(s) agree with the following:

1. I/We have reviewed the Program Handbook ("Handbook") of Green Gables Montessori School
2. I/We understand a hard copy of the Program Handbook is available from the school.
3. I/We have read and agree to comply with the policies contained in the Handbook which govern the terms of the childcare contract and have been given an opportunity to ask questions about the content of the Handbook.
4. I/We understand that the Handbook reflects the current policies and procedures of Green Gables Montessori School.
5. I/We agree that I/We will conform to these policies and procedures and understand that these policies and benefits may be, amended, modified, terminated, or replaced by Green Gables Montessori School.
6. I/We understand that this Handbook is the property of Green Gables Montessori School and must be returned to Green Gables Montessori School upon termination of childcare services.

This form must be signed and returned to Green Gables Montessori School before the child may attend the program.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date