

# **New Life Montessori**

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**425-226-6946**

**[www.newlifemontessori.com](http://www.newlifemontessori.com)**



## **Parents Handbook Licensed by the State of Washington**

**New Life Montessori School Handbook**

# Table of Contents

## WHAT IS MONTESSORI?

Our Founder: Dr. Maria Montessori -----	5
Why Montessori Learning for Young Children -----	5
Mission Statement/Goals -----	5-6
Montessori “Curriculum” -----	6-8
Mixed Ages -----	8
Phonetic Reading Program -----	9
Readings for Parents -----	9
Comparison of Montessori and Traditional Education -----	10
Changes in Children -----	11
Christian Activities* -----	11-12
Multicultural Activities -----	12
Non-Discrimination Statement* -----	12

STAFFING PLAN -----	12
Staffing when provide is absent*-----	12

## ENROLLMENT PROCEDURES

Ages of Children -----	12-13
Enrollment Steps -----	13
Trial Visits -----	13

## SCHEDULES

Arrival and Departure -----	13-14
Signing In and Out* -----	14
Car Lane Policy -----	14
Closures/Vacations -----	15
Absences* -----	15-16
School Calendar -----	16
Hours of Operation*-----	16
Daily Activity Schedule* -----	16
Special Activities -----	16
Napping /sleeping-----	16

## FIRST DAY PLANS

School Visits -----	17
First Day of School -----	17-18
Clothing -----	18
Outdoor Boots -----	18
Saying Goodbye and Hello -----	18-19
Items to Bring Before the First Day -----	19-20
Children’s Food Preparation Items to Bring -----	20

<b>PARENT WORK</b>	
Assisting Teachers -----	20
Subsidies -----	20
<b>MEALS AND SNACKS*</b>	
Late Snacks -----	21
Snacks -----	21
Lunch Guidelines -----	21-22
<b>BIRTHDAY -----</b>	
	22
<b>FIELD TRIPS -----</b>	
	22
<b>CARE OF CHILDREN</b>	
Behavior management and Discipline -----	22
Aggression* -----	22
Positive Discipline Policy* -----	23
Behavior Guidelines* -----	23
Emergency Closures -----	24
Child Abuse Reporting* -----	24
<b>HEALTH CARE PRACTICES*</b>	
Medical Emergencies* -----	24-25
Medicine Management* -----	25
Ill Children* -----	25-26
Cleaning and Disinfecting* -----	27
Hand Washing Practices -----	27
Toothbrushing Practices -----	27-28
Injury Prevention -----	28
Food Handling Practices* -----	28
Blood Borne Pathogen Plan -----	29
Disaster Response Plan* -----	29-32
<b>BUSINESS PRACTICES</b>	
Insurance Coverage -----	32
Smoking Policy* -----	32
Drug and Alcohol Policy* -----	32
Guns or Weapons -----	32
Child Records -----	32-33
Current -----	33
Confidentiality -----	33
<b>MONTESSORI IN THE HOME</b>	
Independence -----	33
Empowering Language -----	33-34
Exercise -----	34

Pet Policy* -----	34
<b>PARENT/TEACHER COMMUNICATION</b>	
Parent/Teacher Communication -----	34
Parent/Teacher Conferences -----	34
Observation Guidelines -----	35-36
Open Houses -----	36
New Life Montessori School Web Site -----	36
Ten Special Reminders -----	36
Sharing and items From Home -----	37
Broken Items -----	37
Lost and Found -----	37
Found items at Home -----	37
Taking Work Home -----	37
<b>NEW LIFE MONTESSORI SCHOOL</b>	
Business Policies -----	38
Early Withdrawal and Withdrawal Form -----	38
Medical Consent Form -----	39
Receipt of Policies -----	40
Kindergarten Curriculum-----	41-44
Summary -----	44
Parent’s Statement of Agreement -----	45

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*Please read this handbook thoroughly. Items in the table of contents with an asterisk (\*) are required by licensing to be reported to parents in writing. Other items include necessary information about this child care, its business practices, and the caregivers. I have a copy of Washington's Minimum Licensing Requirements available for review. I look forward to our very important relationship as parent, child and care provider. My home has been inspected by a state licenser and meets the minimum licensing requirements as required by Washington State law.*

**This handbook was updated on March 31, 2020.**

# What is Montessori?

*Scientific observation has established that education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual, and is acquired not only by listening to words, but by experiences upon the environment. The task of the teacher becomes that of preparing a series of motives of cultural activity, spread over a specially prepared environment, and then refraining from obtrusive interference. Human teachers can only help the great work that is being done, as servants of the master. Doing, so, they will be witnesses to the unfolding of the human soul and to the rising of a New Man who will not be the victim of events but will have the clarity of vision to direct and shape the future of human society.*

*Maria Montessori*

Dr. Maria Montessori was the first woman physician in Italy, graduating from the University of Rome in 1898. She specialized in pediatrics and discovered the marvelous abilities of young children to learn through their senses. Today there are thousands of Montessori schools throughout the U.S. and the world.

## **Why Enroll Your Child at an Early Age in a Montessori Program?**

The “formative” (or critical) period of profound sensitivity to learning is from birth to six years. Using his “absorbent mind,” the young child takes in his world with great ease. The clearest example of this absorbent mind is the child’s explosion into speech without any obvious teacher except himself. We build upon this love and ease of learning by providing hundreds of kinds of learning materials for his eyes, hands, and brain to work together as his teacher.

At New Life Montessori School our beautiful learning materials and loving teachers surround the children as they fulfill their profound need to learn.

Being exposed at their most sensitive periods to such an enriched environment, the children develop their abilities to a high level, without pressure and through freedom of choice. Most importantly, however, our students find God as the center of their classroom. Through small life-like figures, the children may choose to tell themselves or each other stories in the life and parables of Jesus Christ. All areas of learning are brought together so that the child understands life as a whole, created by God.

## **Mission statement**

Our Concern for Children

### **Our Concerns**

We have a deep concern for the “whole” child and feel that each area of his development is of equal importance... the physical, social, emotional, intellectual and spiritual growth.

### Our Goals

We strive to help the individual child develop fully through his or her work, according to the teachings of Dr. Montessori, the founder of the “Montessori Method.” The following are areas of development you can expect to see in your child:

1. A joy of learning
2. Learning through discovery
3. Independence
4. Self-confidence
5. Self-discipline
6. Concentration
7. Attachment to reality
8. Love of order
9. Ability to choose
10. Enjoyment of quiet and God

## **Montessori Curriculum**

**New Life Montessori School** is a place where children, ages 2 ½ years to 6 years, love to learn by doing, experimenting, touching... using all of their senses. We provide a hands-on classroom with learning materials for all of the main areas: practical living, sensory, math, art, music, language as well as geography, history and science. Even the youngest children learn about their world!

**Freedom of Movement:** Absorbing a broad understanding of the world through hands-on materials, the children move about freely, choosing their “work” with responsibility and freedom. Their independence and self-confidence grow as they learn through projects that allow them to learn as individuals, at their own pace and to reach toward their full potential.

**Guidelines to Learning:** Our school is based upon the fundamental need of each child for freedom within limits. Children are longing “to do” with their hands: to touch, to smell, to taste, to see, to hear so that they may learn. They choose their “work” and concentrate for surprisingly long periods of time without interruption.

**Socializing** as they learn, the children use their newly acquired speech skills, expressing themselves as individuals as well as chatting about their life values, interests, and family members.

**Learning outcomes:** When children begin at 2 ½ or 3 years of age at New Life Montessori School, they show qualities of enthusiasm for learning, love of work, concern for others, concentration, a drive toward excellence, orderliness and a joy of learning. It is inspiring to see most of the 4 and 5 years old casually reading to each other, confident in the knowledge that they taught themselves to read!

**Adapting to a Traditional Classroom:** Because of their self-discipline and independence, children who have been in the Montessori classroom for the full 3-year span adjust readily to traditional elementary classrooms. Since the majority of the children have been reading since they were 4 or 5 years of age, they love to learn, wherever they are.

## **Montessori “CURRICULUM:”**

**Practical Life Activities:** Children are offered real life experiences to care for themselves in pouring their drinks, developing healthy eating habits, dressing and undressing themselves, etc. They take care of their environment by maintaining the beauty of their class, watering plants, dusting, etc. The children also learn the healthy habit of taking turns, waiting for the ‘work’ that they want, taking constructive criticism and approval in a positive way, and listening to another person’s feelings and needs.

**Sensorial Activities:** This area of learning is scientifically designed to develop, refine, classify and grade the stimulation that children receive through their senses. These activities have five areas:

Visual-----	color tablets, geometric shapes, etc
Hearing-----	sound cylinders, bells, etc
Tasting-----	tasting tray, etc
Smelling-----	smelling bottles, etc
Tactile-----	mystery bag, fabrics, etc

**Mathematics:** All of the math activities are designed to develop the child’s mathematical mind. Learning begins with the child’s use of concrete materials such as numerical rods, sandpaper numerals, counting objects, fraction puzzles and many hands-on math games for number relationship, sorting, matching, the four mathematical “operations,” and place value.

**Language:** These activities are organized in a sequential manner to follow the natural language development of the child. Throughout the day books are read together, stories told, songs are sung, and children learn to listen to others speak at circle time. The sounds of the alphabet are presented through the phonetic method in a natural way. Parents soon notice that their child is forming letters and words and beginning to sound out short words. Vocabulary development is emphasized in all areas by using specific words for objects in the classroom. At approximately 4 years, the children begin to put phonetic sounds together to read short words, and by five years of age they amaze their parents with their love of writing and reading.

**Science:** Through our hands-on materials the children learn to match and sort objects and pictures of living/non-living and plant/animal. They love to make booklets of the “parts” of animals, i.e. head, tail, back, etc. from the insect to the mammal. Exploration of their world through dissection of flower, apple, or orange brings excitement into the classroom! Our hands-on science materials are the joy of the children.

**Geography:** The children are introduced to the earth’s globe, the world “they live on,” and learn about land and water forms through floating miniature boats on a miniature lake, gulf, etc. They use the world and U.S. maps as puzzles, soon tracing and coloring their own maps. Children love to sing the “continent song” to their parents!

**History:** This subject is introduced through the concept of time measurement with timing devices for 1 minute, 2 minutes, to 1 hour. The children make their own personal time line of

their life with pictures, as well as the calendar of the month. On Fridays they carefully prepare all of the work they have made to take home to show their parents!

**Art:** Our children gain the skills to express themselves with crayons, watercolors, tempera paint, clay modeling, collage gluing and many other kinds of materials. Our teachers are experienced in “feeding back” the feelings of excitement in their work so that the children do not become dependent upon praise.

**Music:** Music is a natural part of the daily classroom routine in the form of rhythm, instruments, dancing, singing, and finger plays. A variety of Christian and classical music is also played. Children may use headphones and a CD player to hear their favorite composer’s work at any time they like.

**Physical Education:** Since young children are meant to “move” and to practice bodily control with their very active minds, they soon learn to control their large and small muscles. Children carry tables and chairs and gain the confidence that they “can do it!” We go outside every class session for at least thirty minutes unless the weather precludes it: Pouring: We do not go outside. Raining: We go outside under a roof, If possible. Sprinkling: We do go outside with our waterproof hooded jacket and boots!

## **Mixed Ages**

Children from the ages of 2 ½ years to 6 years of age may enroll at New Life Montessori School. Maria Montessori’s method of education has been used successfully with “average” children as well as the gifted, the academically challenged, the emotionally disturbed, and the physically handicapped.

Dr. Montessori found that young children thrive in a mixed age setting, without competition and comparison to each other. At our school the children are mixed in ages from 2 ½ years to 6 years. In licensed classrooms of 2 ½ years to 6 aged children there are twenty children with one certified Montessori teacher and one interning teacher.

# Sound of Letters Used in Montessori Phonetic Program

Parents: Please avoid referring to the letters of the alphabet as “a, b, c, d, etc.” You may complement our reading program by calling the letters by the sound it generally makes as listed below. (If you need assistance, ask your child’s teacher for help.) We use both cursive and manuscript letters.

a as in apple  
b as in boy  
c as in cat  
d as in dog  
e as in egg  
f as in fat  
g as in girl  
h as in hat  
i as in itch

j as in jump  
k as in kick  
l as in leg  
m as in monkey  
n as in nose  
o as in octopus  
p as in pan  
q as in quick

s as in snake  
t as in toes  
u as in umbrella  
v as in valentine  
w as in water  
x as in fox  
y as in yo-yo  
z as in zoo

## Recommended Reading

Hainstock, Elizabeth:  
Lillard, Paula Polk:  
Montessori, Maria:

Montessori in the Home  
Montessori, A Modern Approach  
The Absorbent Mind, The Montessori Method, The child in the Family, Discovery of the Child, Secret of Childhood,  
and Montessori’s Own Handbook.

## Comparison of Montessori and Traditional Education

### Montessori Education

1. Active Individualized Learning through stimulating, multi-sensory teaching materials.
2. Ungraded Class is a “natural” social environment that includes a wide range of enjoy working for their own sense of a Accomplishment
3. Freedom of Choice involves decision-making. Students select their work according to individual interests.
4. Working at One’s Own Pace enables students to work for long periods without Interruption. Each individual works at his potential independent of the class.
5. Internal Education balances academic work with freedom of movement and harmony is created between physical, social and mental activities. There is an inter-relationship between subjects.
6. Independence is fostered by a classroom that is specifically designed to encourage maximum development.
7. Self-Evaluation occurs as students learn to evaluate their work objectively through the use of self-correcting teaching materials and individual work with the teacher.
8. Reality-Oriented Education maintains concrete, first-hand experience as the basis for abstraction.
9. Close Student-Teacher Interaction enables complete and precise evaluation of student’s progress, both academically and psychologically.

### Traditional Education

1. Passive Class Learning through teacher centered class lessons. Paper work.
2. Chronological Grouping necessitates external rewards such as grades, competition and social conformity.
3. Class Curriculum demands that students cover the same work at the same time with no regard to individual interests.
4. Group Learning involves each academic subject being scheduled for a limited period. Each student is directly affected by the progress of the whole class.
5. Fragmented Education provides academic subjects that are not interrelated. Periods of intense mental effort are alternated with periods of vigorous physical activity to release tension.
6. Dependency is promoted since the activities are initiated by the teacher.
7. Class Comparison occurs as work is evaluated and graded by the teacher. Students evaluate themselves against the group as “best” and “worst” in the class.
8. Abstract Education has students learning through mechanical Memorization.
9. Class-oriented Teaching prevents close interaction between individual students and teacher. Standardized tests are necessary to determine student’s progress.

## **Changes in Children**

During the first few weeks of school, changes you may see in your child are:

- \*Desire to take own coat on and off, and to hang it up.
- \*Interest in cutting of bread, vegetables, and fruits.
- \*Love of cleaning and care of the environment; orderliness, interest in putting away toys.
- \*Ability to concentrate on a task of play
- \*Love for useful activities and a strong desire to “do it myself.”

Some ideas for preparing the home environment to coincide with Montessori philosophy may be found in this booklet. These ideas help to bring home and school together, to minimize your child’s frustrations when, for example, she is learning at school to hang up her coat on a low rod, but her own closet rod may be adult height.

## **Christian Activities**

New Life Montessori School is committed to the development of the ‘whole’ child: spiritual, intellectual, emotional and physical. We enjoy the freedom to express our faith in the following ways:

- \*Singing Christian songs
- \*Telling stories from the Bible, usually with miniature figures.
- \*Praying at circle time for children or teachers who are ill, and for other requests of the children.
- \*Celebrating the Christian foundation for the following holidays:  
Thanksgiving, Christmas and Easter

The children are free to choose a tray of figures from a Bible story and to use it during their work time. No child, however, is required to use these lessons or to share or pray at circle.

New Life Montessori School teachers show the love of Christ to the children as they work and learn together. They aim to follow the standard of Jesus Christ who said, “Do to others as you would have them to do to you.” Many of the teachers have chosen this occupation in order to show Christ’s love to the children of the world! “Let the little children come to me. Do not stop them. For of such is the kingdom of heaven.”

We use activities and opportunities throughout the day to emphasize God’s love, acceptance, and concern for each child and adult. Our teachers model the qualities of respect for other people as equals in the sight of God. By observing the teachers and hearing the Word of God, the children absorb these qualities:

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| • A personal relationship with God | Love for themselves and others.      |
| • Appreciation for their family.   | Ability to solve problems themselves |
| • Care of the environment.         | Self-discipline.                     |
| • Patience.                        | Respect for life                     |

- Responsibility.
  - Sensitivity to others.
  - Care of themselves.
  - Self-direction.
  - Creativity.
  - Love of God.
- Obedience
  - Choice-making
  - Cooperation
  - Self-control
  - Orderliness

## **Multicultural Activities**

Many of our teachers are from countries other than U.S. and share their culture with the children in food, song, clothing and stories. The children at New Life Montessori School also exemplify a diverse mix of ethnic and cultural groups. We celebrate our diversity!

## **Non-Discrimination Statement**

New Life Montessori School treats all children and parents equally and fairly and does not discriminate based on ethnic background, gender, age, income level or ability, based on the view of Jesus Christ: “Do to others as you would have them do to you.”

## **Staff**

The classroom is directed by a certified Montessori teacher and assisted by interning teachers. All teachers have completed CPR/First Aid/HIV training, have a Food Handler’s permit, and have been checked for a criminal history and background check.

## **Staffing When Provider is Absent**

When Director absent from the childcare the director will always leave a Primary staff person who has had First Aid, Infant/Child/Adult CPR, and HIV/Aids/Blood Borne Pathogens Prevention training, TB Test, Basic 20-hours STARS Training, ongoing 10-hour STARS training per year Food Handler’s Card along with a Criminal History and Background Check as required, except for periods not to exceed two hours, to allow for medical, dental and other necessary appointments.

## **Enrollment Procedures**

### **AGES**

Children from the ages of 2 ½ years to 6 years who is fully potty trained may enroll at New Life Montessori School. Maria Montessori’s method of education has been used successfully with

‘average’ children as well as the gifted, the academically challenged, the emotionally disturbed, and the physically handicapped.

**See enrollment forms at our website:** [www.newlifemontessori.org](http://www.newlifemontessori.org)

## **TO ENROLL**

**ANNUAL ENROLLMENT FEE:** Each year at the time of enrollment, an annual enrollment fee of \$150 is required.

**ENROLLMENT FORM:** Each child must have a completed enrollment form signed by both parents. A new form must be completed each year.

**IMMUNIZATION FORM:** The state requires an immunization form to be on file at our school for everyone. You must complete and sign the form at the time of enrollment. If this is not done, your child may not enroll.

**AUTHORIZATION FOR EMERGENCY CARE & HEALTH PROCEDURES:** These forms must be signed on or before the first day of attending class.

**PICTURES:** Please bring two small photos or snapshots of your child before the first day of school. They will be used on his or her personalized box for belongings or “work” and on a “name” card. New photos are needed each year.

## **Child Interview**

A child who wishes to enter the school after four years of age or who has a disability will be asked to visit for a day or half-day at no charge to determine if the school is a match for the child, and what special services may be required. (Children usually enter New Life Montessori at the beginning of their sensitive period to hands-on learning at age 2 ½ or 3 years.)

## **Arrival and Departure**

**On-time Arrival and Late Pick-up:** Children may arrive no more than **ten minutes** early, before class begins, and should be **picked up promptly** at the end of class. We do allow a 5-minute grace period; however, we charge \$1 for every minute you are late. Please write out your check at that time and give it to the teachers. It is also very important for you child to arrive no later than 5 minutes after the start of class so that child does not miss out on circle activities and other important events. The child feels uncomfortable arriving late, and worried when picked up late as well.

Please pull up to the front of the loading zone where a teacher will open and greet your child’s car door, then sign your child on the Q-manager app of your phone and another teacher will take your child into the building and into the classroom. If a teacher is not present, please call the school from your cell phone and a teacher will come out. If parking is available, you may park, walk with your child to the entrance of the school, sign him or her in, and take him or her to his

classroom door. Coat racks and shoe racks are available by the classroom door. We ask that you assist your child in taking off his coat and putting on his slippers (if necessary), but please stay no more than ten minutes. When picking up your child, reverse this procedure. If the children are on the playground please first sign him out and then pick him up from the playground.

**Parking:** Parents are asked to park in the parking lot slots and to walk your child to the school. Please take him to the bathroom if he has not used it within the last thirty minutes, assist him in washing his hands, taking off his coat, hanging it up, taking off his shoes and putting on his slippers. Remember, “Whatever a child can do for himself, he should be allowed to do.” We encourage parents to allow your child the opportunity to hang up his own coat and to walk into the school under his own power.

Please take your child to the classroom door where the teacher will greet your child, and you may say goodbye. If your child does not need to use the bathroom, he may wash his hands in the classroom. The teacher will smell his hands for soap in order to determine if his hands are clean! Before you leave, be sure to sign him in with your full signature. Also check the child’s sign-in folder each day so that notes and other communications from the teachers and the office may be picked up. All special daily communication should be written down and given to the greeting teacher. (Verbal communications are easily misunderstood or forgotten.) At departure, parents must meet their child at the loading zone or playground. No child will be allowed to walk alone to or from a parked car! We require a written note in the morning when your child arrives to state the name and description of an unfamiliar person whom you desire to pick up your child. This person must be listed on the child’s enrollment form.

Be sure to provide your child with a good night’s sleep. As a rule of thumb, a child who has to be at school by 9:00a.m. should be in bed by 8:00 or 9:00 p.m.

## **Signing In / Out**

Parents are required to sign in and out each time they or another designated person brings or picks up their child. Please sign your legal name, not just initial using your q-manager app. Children may not sign their parents’ names, please! Only persons who have previous authorization may pick up a child at New Life Montessori School.

## **CAR LANE POLICY**

Drop offs and pick-ups in the Car Lane are facilitated by a staff member for 15 minutes in the morning and 5 minutes at each of these designated times:

<b>Car Lane</b>
9:00am-9:15am
12:00pm-12:05pm
3:00pm-3:05pm

Car Lane is provided for your convenience, and is not mandatory. You are always welcome to park and escort your child to or from the classroom.

**Please, no cell phone use during car lane!**

## **Closures/Vacations**

When the Renton schools close due to bad weather, New Life Montessori School will also close. On the other hand, should the staff decide to close the school during inclement weather when the public schools do remain in session, it is the responsibility of the director to notify television stations of our closure. Listen to television stations for confirmation of school closure. New Life Montessori will not have make-up days for dismissal of classes due to inclement weather. Class will only be canceled to assure the safety of the children.

New Life Montessori School is on vacation on the same days as the Renton school district, and in-service teacher days.

### **SCHOOL CLOSURES**

The entire school is closed the following days

<b>JAN</b>	New Years Day, 1-2 days* Martin Luther King Day
<b>FEB</b>	President's Day Mid-Winter Break (4 days after Presidents' Day)
<b>APRIL</b>	Spring Break (5 days)
<b>MAY</b>	Memorial Day
<b>NOV</b>	Veterans' Day Thanksgiving Day & the day following
<b>DEC</b>	Christmas Day Holiday Break (8-12 days)
<b>OTHER</b>	In-Service Days (see the current school calendar)

\* The exact days vary from year to year, depending on when these holidays fall. Please see the current school calendar for the specific dates.

## **Absences**

*Parents are expected to notify the school by 9:00am if the child will be absent.* New Life Montessori School does not have make-up days or refunds for illnesses, absences or vacation.

We base our budget on the monthly tuition from each child and need a guaranteed amount to meet our expenses.

## **Schedules**

SCHOOL CALENDAR: Enclosed in Parent Packet or check on our website [www.newlifemontessori.org](http://www.newlifemontessori.org)

The school year begins Monday week after Labor Day and ends June 20 of the following year.

HOURS OF OPERATION: (Please check it out at our website under Enrollment Forms)

### **DAILY ACTIVITY SCHEDULE:**

Morning Class: 9 a.m. to 12 noon

Circle Activities: 9:20-9:50 am

Learning and Creative Activity Time:  
9:50-11:20 am

Circle Activities: 11:20-11:30 am

Outdoor/Indoor Play: 11:30-12 noon

Arrival, Departure and/or Lunch: 12-12:30 pm

Group activity & Reading : 12:30-1:00p.m.

Quiet time: 1:00 – 2:00 pm

Circle Activities: 2:00-2:20 pm

Learning and Creative Activity Time:  
2:20-2:50 pm

Get Ready: 2:50-2:55 pm

Departure: 3pm

\*\* Children five years of age and under who stay more than six hours at school, and children, who stay longer than four hours and appear fatigued, will rest for thirty minutes to one hour after lunch.

Extended Day – classes for 5-years-old are available, 9 am to 3 pm.

### **Special Activities**

Your child's birthday is his/her own special day to share with friends and will be celebrated during "birthday circle."

Parents are invited to send small cookies or fruit snacks as a birthday snack to share. Please do not bring any item that contains nuts, chocolate, peanut butter or peanut oil, or disclaimer that states product produced in a plant that makes these items.

## **Napping/sleeping**

A rest period will be offered for all children under five years of age  
Alternative quiet activities will be available for those children who no longer need a nap. No child will be forced to sleep. The director will work with parents to discuss your child's sleep patterns and needs.

## **School Visits**

Parents are asked to bring their child for a visit prior to his first day of school. These visits may occur during the week of preparation before the first day of school in the fall, or at 10:30 a.m. during the school year or summer. Please call the school office to make an appointment to visit.

## **First Day of School**

We have designed several ways to help your child enjoy the first days of school. In the fall, at parent orientation, a sheet of information is given to each family with important guidelines for you to follow the first days of school. In addition to these guidelines, we provide a name tag that your child is asked to wear during the first week of school. Most children find the transition from home to school easier and more comfortable when they bring a slice of whole wheat bread in a plastic bag for food preparation. Remember to give the school two pictures of your child prior to the beginning of school so that on the first day your child can see it on her personalized box.

Children may be hesitant to leave parents at their first school experience. Please say good-bye firmly and remind your child that you will return after school. Smile, take your child to the teacher at the classroom door, and leave quickly. Almost always a child will become happy within minutes after a parent has left when she becomes occupied with interesting activities in the school. If your child continues crying more than fifteen minutes after you have left, we will call and advise you.

On your child's first day of school, please bring a complete change of clothes in a **zip-lock bag** to be left at school. Every child should have an extra pair of socks, underwear, and clothes in case of "spills." Every item must be marked with the child's name. Parents are asked to place this bag in their child's extra clothes drawer in or near the class bathroom.

**Children's clothing for school** should be practical and washable. Play clothes for both boys and girls are suggested. When selecting slacks for children, check to see if the child can fasten and unfasten them himself. Overalls are not recommended. Children should always try the zipper or buttons on a coat before parents purchase it. Some zippers and buttons are frustrating to the children and almost impossible for an adult to manage. Also, your child will enjoy owning a pair of leather shoes she may polish at school. Parents are asked to provide Velcro-fastening shoes for children who are not yet tying. Cartoon shirts are not recommended, as they may become a distraction to the child's learning.

New Life Montessori expects parents to be sure to bring warm clothing for children to wear on the playground. When the rain begins, your child will need a water-repellent, warm jacket with hood and waterproof boots. Children do go outside every day for 20 – 30 minutes, morning and afternoon, unless the temperature is very cold or it is pouring rain. Classroom temperature is usually kept at about 70 degrees. Indoor slippers are optional for all children. (No animal slippers, please!)

No diapers or pull-ups are allowed at the school. We are willing to risk an accident so send your young child in training pants. Please do not send your child to school with a coat that has a broken zipper or buttons hanging off. Children are responsible for hanging their own coats and become frustrated if the coat falls off the hanger.

Check your child's extra clothing drawer each month to see if clothes need to be replaced, or a larger size is needed. We recommend allowing your child to select her own garments to wear to school, within limits. This can best be done with parents the night before school. Low coat rods and orderly drawers assist the child in becoming independent and happy with him or herself.

We ask that hairbrushes are not to be brought to school. Items that must be kept at school are:

1. Complete change of clothes
2. Boots
3. Toothbrush
4. House slippers (optional)

Please be sure that your daughter wears tights under her dresses on cold days and that your child's coat and hood are waterproof. Please also take-home extra sweaters and coats so that the child is not confused about what outer garment to put on.

**Please label all of your child's items** 

## **Outdoor Boots**

Parents may eliminate many "headaches" for themselves and the teachers if they remember to have their children try on new boots and shoes before buying them. The boots should be large enough that the child can put them on him or herself. Shoe boots are recommended since we use house slippers inside the school. Boots are recommended for our playground in the wet winter weather.

## **Saying Goodbye and Hello**

The week before school begins, please speak positively and hopefully about your child's first week of school. Be certain that he has visited the school, met the teacher, used the school bathroom, and played on the playground. Take him along with you when selecting his slippers for class, and his coat and boots.

The first day of class is extremely important for you and your child. On the first arrival day speak firmly to him that he is growing up and may now go to school. If he brings a lunch, plan with him and allow him to assist you in preparing his lunch. The night before school begins let him select his own clothing for the first day as well, and lay it out in his bedroom. Ask him to select with you his breakfast for the next morning. Get him a small alarm clock of his own and set it together. Tuck him in bed with love and sufficient time to give your attention to him or her.

The next morning, show your peacefulness about his or her first day by smiling, and saying, “What a wonderful day this is! You are now grown up enough to go to school” Plan enough time for a leisurely breakfast and dressing experience. Allow him to put on his own coat, help him with his shoes if necessary, and allow him to carry his own lunchbox to the care and any extra items that he is taking to school. Allow him to walk into the school on his own power and at his own pace, carrying his lunchbox him or herself.

At the school, please take him to the classroom door to say “hello” to the teacher, and “goodbye” to him. Plan enough time to leave him gracefully, especially the first two weeks. If he is unhappy at the separation, firmly state that you will be back after class, that you love him, and allow his teacher to take him or her in to class. Leave immediately with a smile!

Upon returning, show your happiness to see him again. Do not pick him up, however, but bend down to say “hello” and allow him to walk on his own power to the car.

### **Items to Bring Before the First Day**

- All Forms (Registration, Child History, Immunization Form, Emergency Medical Consent)
- 2 wallet-size photos
- Change of clothes in a clear, plastic bag (everything labeled)
- Slippers with rubber soles (no animal or character slippers, please)-optional
- When the rain begins, your child will need a water-repellent, warm jacket with hood and waterproof boots.

**ANNUAL FEE:** Each year at the time of enrollment, an annual enrollment fee of \$150 is required. This “enrollment” fee holds each prospective student a classroom placement.

**ENROLLMENT FORM:** Each child must have a completed enrollment form signed by both parents. A new form must be completed each year.

**IMMUNIZATION FORM:** The state requires an immunization form to be on file at our school for every enrollee. You must complete and sign the form at the time of enrollment. If this is not done, your child may not enroll.

**AUTHORIZATION FOR EMERGENCY CARE & HEALTH PROCEDURES:** These forms must be signed on or before the first day of attending class.

**CHILD HISTORY:** This form must be completed and signed at the time of enrollment.

**PICTURES:** Please bring two small photos or snapshots of your child before the first day of school. They will be used on his or her personalized box for belongings or “work” and on a “name” card. New photos are needed each year.

**EXTRA CLOTHING:** Please bring one full set of extra clothing (include underwear and socks) in case of an “accident” or spill. **Clothing must be marked with the child’s name** and put into a zip-loc bag with a 3” x 5” card, which has the child’s name on it, and brought to school to be placed in your child’s extra clothing drawer. We prefer iron-on clothing labels on all garments, especially hats and mittens. Unmarked clothing is placed in a “lost and found box” which is emptied the first day of each month. Items are then taken to Goodwill.

## **Children’s Food Preparation Items to Bring**

Children are often hungry during the day and need an extra snack besides the ones served at school. Most children also need to work with safe knives to develop their small muscles, concentration, and self-image.

We recommend that parents ask a child two or three time a week, “Would you like to take a slice of bread, or fruit to cut at school today?” Be sure that the food items come in a marked plastic bag, and that the fruit and vegetables are small. A young child can handle a small juice orange or a small banana most easily. Whole wheat bread provides more firmness for cutting than does white bread.

Sequence of cutting food at school:

1. Whole wheat bread, or other firm varieties, in a marked sandwich bag
2. Small banana (to slice)
3. Small navel orange (to peel)
4. Small juice orange (to juice)
5. Small carrot (to slice) (5-years-old)
6. Small apple (to dice) (5-years-old)

## **ASSISTING TEACHERS**

Parents who would like to assist the school during lunches, outside play, or arrival and departure times may complete resume, an HIV/AIDS class, and a criminal history form. The resume shows your experience and training in working with children in a group setting. Parents who have completed one month of the introduction to Montessori will be preferred.

## **SUBSIDIES**

New Life Montessori School is not able to participant in DEL subsidies.

# Snacks and Lunches

## BREAKFAST AND LATE SNACK

Children who bring their lunchboxes and eat at school may include a small breakfast in their lunchbox if they arrive before 9 a.m. Between 9 and 9:20 a.m. the child may eat his breakfast in lunch room. Children who are at school at 3p.m. may check their lunchbox to see if they have snacks that they would like to finish. If not, the school will provide a small late snack as the child waits for his or her parents to arrive.

## SNACKS

Snack menus for each month are prepared based upon DSHS guidelines. New Life Montessori School provides the raw food stuffs a day ahead so that the teachers may prepare the snack before class begins.

Not only is the purpose of eating snacks at school to nurture the body of the young child, but it is also for the purpose of social interaction with grace and courtesy. Ways of snack presentation are:

1. In the context of the classroom “community” at circle time: Children are called to come receive their snacks by asking, “Would you care for snack?” and the child replies, “Yes please” or “No, thank you.” When receiving the snack, the child also is showing how to say, “Thank you.”
2. At the individual snack table: portions of snacks are prepared by the teacher with a quantity label, such as “3 slices of apple.” Either 100% fruit juice or filtered water is also provided on the snack table in a small pitcher for self-service. The children soon learn that “they can do it.” Paper towels are available for spills. Our motto is “Whatever a child can do for him or herself, he or she should be allowed to do. “Usually two or three children sit together to eat, talk and socialize. The children are also shown how to bow their heads and thank God for their snack, if they like.

Snack includes fresh fruit and vegetables and sources of protein presented in a way, which offers variety in color, texture and taste. Morning and afternoon snacks are provided.

## LUNCHES

Five-year-old children who are able to work all day without a nap are allowed to stay until 3 p.m. for the “extended day” class. Younger children may also stay all day in a licensed classroom. These children must bring a lunch that includes food from each of the lower food groups.

In licensed, all-day classes the DSHS policy for providing lunches for children, ages 3-6 years, is:

Meat or alternate	1 oz.
Vegetable and /or fruit	½ cup: 2 items
Whole grain and/or Enriched bread/Cereal/pasta	1 slice

Dairy Product

1 cup

\*Unless they are allergic to dairy product, each child should be drinking milk or water for lunch or have a dairy product in his lunch.

Meat that is mixed with pasta may not weigh one ounce so please add an additional source of protein in his lunch. If necessary, measure the food so that the amount of food brought to school is not too large and overwhelming. Notice that two vegetables and/or fruit items are to be included in the lunch.

We recommend sending sandwiches made of 100% whole wheat bread. To wean a child from white bread, you might try a sandwich of one slice of white and one slice of wheat, until the child becomes accustomed to wheat bread.

## **FOOD EXCLUSIONS**

We ask that no candy, cookies, desserts, fruit roll-ups or soda, gum, potato chips or French fries be brought to school.

## **BIRTHDAYS**

Children's birthdays may be celebrated on the actual birth date or closest school day to it. Parents may bring simple treats that are easy for children to manage. Please remember that all foods must be whole foods or store-made. Usually cookies or fruit are a good treat. Beverages, ice cream, sticky candy and icing are not recommended. Fruits, vegetables and special treats from different parts of the world are especially enjoyable. Please feel free to call the school if you are uncertain about a particular treat. Parents are welcome to attend your child's birthday circle or to leave a camera for pictures to be taken in your absence.

In order to inculcate a spirit of giving away at birthdays, we suggest that the child bring a gift to the school on that day, such as a beautiful book, rock, or artifact.

## **Field Trips\*\***

New Life Montessori **will** take field trips during the school hours; However, parents or guardians are responsible for their own child's transportation.

## **Behavior Management and Discipline**

We will use consistent, fair, positive methods of managing children's behavior. Methods used will be appropriate to the child's abilities, developmental level and culture.

## **AGGRESSION**

Should a child show atypical aggressive behavior; her teacher will complete an "Aggression Report Form", describing the child's actions and the teachers' response. A copy of this form is provided to the parent on the day of the action, and another copy is placed into the child's file.

## **POSITIVE DISCIPLINE POLICY**

1. Students receive demonstrations concerning the use of the learning equipment. They are then able to use the equipment, as they desire without abusing/misusing the equipment.
2. Students hear the classroom guidelines from the teachers and other children of respect for one another, safety, and maintaining the environment with such positive statements as: “We walk at our school”, “We put our work back on the shelf”, “we walk around a student’s working rug”, “Can you find your work?”
3. The guideline is reviewed in a restatement as needed.
4. Alternative choices are given when needed:  
“Would you like to find your work, or walk with me until you decide?”  
“Would you like to put the work away yourself, or do you want me to help you?”  
“Would you like to walk, or shall I carry you?”
5. Teachers become experienced in reflecting the student’s feelings so that he or she can solve his or her own problems and unmet needs.
6. Teachers use “active listening” and “I-statements” to allow the student to help solve his own problems and unmet needs.
7. Teachers will help two or more students to creatively solve their own problems and differences. When students hear how each other feels and thinks, the students usually work out a solution productively together.
8. A short “time out” may be used in the context of the classroom to help the child control him or herself and to choose an engaging “work.”

Teachers and students are human, so every effort is made to work through misunderstandings and hurt feelings to help each individual become all that he can become.

## **BEHAVIOR GUIDELINES**

New Life Montessori School does not allow any form of corporal punishment or withholding of food to modify a child’s behavior. If recurrent problems arise in the child’s behavior, the director of the school will arrange for a written record of the child’s actions to be made for a period of two weeks, followed by a discussion with the child’s parents. Referrals to outside specialists may be made. Behavior that is not allowed at New Life Montessori School is:

1. Excessive hitting, biting or other aggressive or intimidating behavior.
2. Behavior that is contrary to healthy thinking and safe childhood activities, such as excessive name-calling, bullying, use of sexual and private-parts words.
3. Excessive disrespect to other children or to teachers.
4. Refusal to respect the school’s guidelines during learning and outdoor playtime.

When a child displays these negative behaviors, his or her parents will be notified immediately to pick up their child. Children who habitually exhibit the above behaviors, or are a danger to themselves or others, will be asked to leave the school.

## **EMERGENCY CLOSURES**

When the Renton schools close due to bad weather, New Life Montessori will also close. On the other hand, should the staff decide to close the school during inclement weather when the public schools do remain in session, it is the responsibility of the director to notify each parents of our closure. Listen to television stations for confirmation of school closure. New Life Montessori will not have make-up days for dismissal of classes due to inclement weather. Class will only be canceled to assure the safety of the children.

## **CHILD ABUSE REPORTING**

Teachers and other staff are required by state law to report any suspected child abuse or neglect or exploitation to the Department of Social and Health Services, Child Protective Services and local law enforcement without consulting the parent or guardian.

## **Health Care Practices\*\***

### **Medical Emergencies\***

1. The director and teachers have First Aid, Infant/child/Adult CPR, and HIV/Aids/Blood Borne Pathogens Prevention training.
2. Minor cuts, bruises, and scrapes will be treated. Parents will be notified upon arrival via written or verbal notice and keep a record of the notice on file. With some minor injuries parents will be called to help decide whether the child should go home.
3. When the licensee becomes aware that child's injury or illness may require professional medical treatment, the licensee must:
  - (a) Call 911, when applicable and follow their recommendations;
  - (b) Administer first aid;
  - (c) Call the child's parent or guardian;
  - (d) Call the department; and
  - (e) Within twenty-four hours, submit and injury/incident report form to the department.
    - (2) The injury/incident report form must include:
      - (a) The name of child;
      - (b) The date, time and location where the injury or illness occurred;
      - (c) A description of the injury or illness;
      - (d) The names of staff present;
      - (e) The action taken by staff; and
      - (f) The signature of licensee.
4. The licensee must report to a child's parent or guardian and the department:
  - Immediately:
    - (a) Any incident reported under WAC [170-296A-2200](#), after calling 911;
    - (b) Any incident reported under WAC [170-296A-2225](#), after calling 911 and Washington poison center;
    - (c) A child's demonstrated acts, gestures or behaviors that may cause serious intentional harm to self, others or property; or
    - (d) Use of physical restraint with a child

- Within twenty-four hours:
  - (a) Their child's injury or other health concern that does not require professional medical treatment (report to parent only);
  - (b) Change in child care staff, including serious illness or incapacity of the licensee that may impact child care staffing;
  - (c) Additions to the household of persons sixteen years old or older;
  - (d) Change in the licensee's phone number or e-mail; or
  - (e) Their child's exposure to a communicable disease from the list in WAC [170-296A-3210](#)

## **Medicine Management**

- (1) All medications (prescription and non-prescription) shall be administered only on the written approval of a parent or guardian. A Medication Treatment Authorization form (authorization to administer medication) must be completed. This form must be initialed and dated every 30 days for ongoing permission for over the counter medications.
- (2) Prescription medications shall be administered only as directed on the label or as otherwise authorized by a physician
- (3) Medications must be stored in the original container. The container must have the patient's name, instructions and date of expiration.
- (4) Doctor's permission is not required for non-prescriptions drugs such as:
  - a. Anti-histamines
  - b. Non-aspirin pain relievers and fever reducers
  - c. Cough medicine
  - d. Decongestants
  - e. Anti-itching creams
  - f. Diaper ointments and powders
  - g. Sunscreen
 Non-prescription medication not included in the categories listed above; taken differently than indicated on the manufacturer's label; or lacking labeled instructions shall only be given if authorized in writing by a physician.

5. A detailed record will be kept of all medicines given at child care.

## **Ill Children**

1. Each child will be observed daily for signs of illness.
2. Children who are contagious must stay at home. All parents of children in my care, as well as the Health Department, will be notified by phone within 24 hours of communicable diseases or food poisoning.

3. Please call me if your child will not attend due to illness. If you are unsure your child should come or not, please call.
4. If a child should become ill during the day, you will be notified immediately and will be expected to pick up the child as soon as possible. In such event, your child will be isolated from the other children until you arrive.
5. The parent is responsible for finding substitute care in case of the child's illness.
6. The following illnesses or children who are exhibiting these symptoms are not accepted in my home per instruction of the Department of Public Health:

**Diarrhea:** Two or more watery stools in a 24-hour period, especially if child acts or looks ill.

**Vomiting:** Vomiting on two or more occasions within the past 24 hours.

**Rash:** Body rash not associated with diapering, heat or allergic reactions, especially with fever or itching.

**Eyes:** Thick mucus or pus draining from the eye, or pink eye.

**Appearance/Behavior:** unusually tired, pale, lack of appetite, difficult to wake, confused or irritable.

**Sore Throat:** Especially if associated with fever or swollen glands in the neck.

**Fever:** Temperature of 101 degrees F. or higher and sore throat, rash, vomiting, diarrhea, ear ache, irritability or confusion.

**Lice:** Children who have lice may not return to day care until they are louse and nit (egg) free.

**Coughing / Whooping Cough:** Prolonged cough that may cause a child to vomit, turn red or blue or inhale with a whooping sound

**Chicken Pox:** Children may return when the blisters have dried and formed scabs.

*Please read "Keeping Your Ill Child at Home" from the Seattle-King County Department of Public Health.*

## **Reporting and notifying conditions to public health**

I am required to notify the Department of Health, my licenser, and all families of children in my care within 24 hours if there is an outbreak of a communicable disease in the child care, or in my family.

## **Cleaning and Disinfecting**

Cleaning, sanitizing and disinfecting practices include daily sanitizing all toys and eating utensils that are mouthed by children. Tables and all food prep surfaces are sanitized before and after each meal, snack or other messy play activity. Carpets within the child care space are vacuumed daily and undergo a deep clean at least once a year. Bedding, blankets and other items used during rest time are cleaned weekly or more often if soiled. When using a bleach solution to disinfect, I follow the proper ratio of:  $\frac{3}{4}$  teaspoon of chlorine bleach to one quart of cool water.

## **Hand Washing Practices**

We (children and adults) will be washing our hands upon arrival, before and after preparing food, when handling pets, after playing outdoors, after using the toilet, and whenever in contact with body fluids.

## **Toothbrushing Practices**

New Life Montessori take part in a national program designed to improve the oral health of children. Regular daily toothbrushing with an appropriate fluoride toothpaste is highly effective in preventing dental decay. Good oral hygiene practice should be established at an early stage in a child's life and become an integral part of normal daily hygiene.

New Life Montessori ensure that:

- Each child brushes once a day after lunch at NLM.
- Effective hand washing procedures are in place
- Children are closely supervised when brushing their teeth
- Toothbrushes stored in a clean dry cupboard and replaced if broken.
- Children are given their own toothbrush

- The storage systems are washed once a week with hot soapy water and the toothbrushes are replaced often (once a term or sooner if bristles become splayed).
- A pea sized amount of toothpaste will be used and is only dispensed at the time the children are ready to brush. Staff will ensure there is sufficient spacing between dispensed toothpaste to allow collection without cross-contamination.
- Children are discouraged from swallowing toothpaste during or after brushing their teeth.

Discretion will be used if a child has special care needs.

- After toothbrushing, brushes are rinsed thoroughly and individually under cold running water and replaced in the storage system to allow them to air dry.
- Any toothbrushes that touch or are dropped on the floor are binned and replaced.

## **Injury Prevention**

The director will check daily to make certain that both the indoor and outdoor play areas are safe for children and families – free from broken glass, toys and equipment are safe and the area is free from hazards. All cleaning products and chemicals will be inaccessible to the children.

## **Food Handling Practices**

The following are basic procedures that help keep food safe:

- All refrigerated/frozen foods are put away quickly to prevent time and temperature abuse.
- All canned and dry storage foods are stored in designated area.
- Cooking of foods will heat all parts of the food to the required temperatures.
- Fruits and vegetables will be thoroughly cleaned before eating.
- Thawing of foods will be done so that the risk of cross-contamination is reduced.
- Proper reheating will eliminate a major portion of pathogens.
- To help prevent cross-contamination, raw meats, fish, and poultry will be kept away from cooked and ready-to-eat foods.  
Equipment, utensils and food contact surfaces will be washed, rinsed, and sanitized.
- Wash surfaces often with soap and water and sanitize with a bleach solution.

## **Blood Borne Pathogen Plan**

All staff caring for children in my program has completed the Blood Borne Pathogen training. When Staff comes in direct contact with bodily fluids, we will wear disposable gloves, follow proper cleaning procedures and disinfect the items and surfaces that are contaminated and then properly dispose of all waste. All persons exposed will wash hands before returning to care.

## **Disaster Response Plan**

In the case of a disaster of any kind, New Life Montessori has been prepared for evacuating the children and has emergency supplies for up to seventy-two hours.

Emergency supplies include:

- Drinking water
- Non-perishable food
- First aid supplies
- Battery operated radio
- Flashlights and extra batteries
- Fire extinguisher
- Emergency documents and phone numbers
- Garbage bags
- Copy of Disaster Plan
- Copy of children's paperwork
- Copy of children's medical paperwork if applicable
- Children's medication if applicable

The children will practice emergency procedures and evacuation on a regular basis. New Life Montessori has practiced turning off water, power and gas. Shelving, furniture and heavy objects on high shelves have been secured to protect against falling. New Life Montessori will continually check for potential hazards.

In the event of a power outage longer than two (2) hours, parents will be contacted via phone and to pick up children until the heat and/or power can be restored.

The two evacuation locations have been established and they are:

- Just outside the school we will meet at: at the back fence in the backyard
- The meeting point away from the school is: in the roundabout circle in front of the house.
- We have posted emergency numbers.
- We teach older children to call 9-1-1 if directed to do so by one of the staffs.

- All staff members have been trained to shut off all of the utilities to the school.
- We have a disaster supplies kit. It is located: in the garage in a garbage pail labeled: Disaster Supplies
- The water is replaced every one year. The food as needed.
- Every staff person has a current First-Aid and CPR Card.
- Our first-Aid Kit is located: cabinet in the bathroom sink.
- We have established two escape routes for the school.
- Our disaster plan is reviewed every six months or whenever a new staff person comes on board.
- We conduct fire and evacuation drills every month.
- Our fire extinguisher is located: on the wall close to bathroom.
- We examine fire extinguishers monthly and recharge fire extinguishers every year.
- Our smoke/carbon monoxide detectors are checked monthly and the batteries are replaced annually.
- We have one dedicated battery-powered radio in the school. It does not have to be on all of the time, but does need to be readily accessible. We use KIRO 710 AM or KOMO AM 1000.
- We have a list of which parents will not be able to pick up their children in a timely manner after a disaster. We have a list of adults other than parents who may pick up each child in the event a parent cannot do so.

## **BIOTERRORISM**

Do not touch, smell or taste unknown substances.

Cover with paper, trash bin, clothes.

Evacuate and close off the room.

Mark the room as “dangerous”.

Wash hands thoroughly.

Call 911.

Make a list of all staff and children present in the room to provide to local health authorities and police.

## **WINTER STORM**

Tune Radio to KORO 710 AM or KOMO AM 1000 for weather updates.

Winter Storm Watch: Conditions present that could cause weather emergency.

Winter Storm Warning: Severe weather expected and precautions should be taken.

Closes center early, if possible.

Make sure all children and staff has several layers of warm and dry clothing.

Access your reliable and safe alternate heating and light source.

Lightening: Stay indoors, avoid electrical appliances and plumbing.

If outdoors: Crouch in small groups under tree growth away from water, hilltops, beaches, small isolated structures.

## **EARTHQUAKE**

Drop, Cover and Hold under heavy furniture or near load bearing wall.

When the shaking stops, evacuate to predetermined area. Bring emergency kits with you.

Account for all children.  
Assess injuries.  
Call 911, if needed.  
Treat injuries within your guidelines.  
Assess damage to building and rooms. Determine if need to turn gas and water heater off.  
Call out-of-state contact with status and on-going plan.

## **FIRE**

Drop, crawl, head down and small breaths, if needed.  
Call 911. Give address and cross streets.  
Evacuate building to pre-designated place. Bring Emergency Kits with you.  
Account for all children.  
Begin phoning emergency contacts, if needed.

## **POWER OUTAGE**

Tune radio to KORO 710 AM or KOMO AM 1000.  
Access safe and reliable secondary source of lighting.  
Account for all children.  
Unplug all appliances, stereos and computers, and turn off all lights.  
Leave one light "on" to signal when power returns.  
Keep refrigerator and freezer doors closed.  
Access your emergency kits for food and water.  
Access hard-wired phone.  
Call emergency contacts with plan.

## **LOCKDOWN**

If it is determined that the safety and health of children and staff are in jeopardy, an announcement will be made to alert the staff of potential danger.  
**The announcement will be "Staff, implement lockdown" OR "Intruder on school, Please lockdown school now".**  
Upon hearing this announcement, the following steps must be implemented:  
**STAFF:**  
Should quickly check halls and get students into the office.  
Account for all children.  
Lock doors, cover windows if applicable.  
Staff will keep all students in the room until an all clear has been sounded. Have children lie down on the floor near the inside wall.  
Staff will maintain (as best they can) a calm atmosphere in the room, keeping alert to emotional needs of children.  
Call emergency contact so parents can access information.  
Use telephone as little as possible.

### **If Intruder(s) on playground or at lunch time:**

Staff should move all children indoors.  
Lock exit doors to school.  
Ask all children to sit on the floor.

Indoor staff, aides, etc., help supervise children.

## **Insurance Coverage**

⊗ Professional liability insurance:	State Farm
⊗ Accidental/medical insurance:	State Farm
⊗ Supplemental auto insurance:	State Farm

## **Smoking**

Smoking, and the use and visual possession of tobacco and unapproved nicotine delivery products are prohibited on our property during business hours, including, but not limited to:

- Indoor and outdoor grounds
- Adjacent sidewalks
- Parking lots
- Buildings
- Private vehicles

This policy applies to all persons on the premises, regardless of their purpose for being there. Federal law prohibits smoking within 25 feet of the premises.

Scientific evidence has linked respiratory health risks to secondhand smoke.

## **Drugs and Alcohol**

No illegal drugs are allowed on the premises. Alcohol may not be consumed during business hours. No one under the influence of drugs or alcohol may be in the presence of the children at any time. Any alcohol in the home will be stored inaccessible to the children.

## **Guns or Weapons**

I do not have any guns, weapons of ammunition in my home

## **Child Records**

Confidentiality

1. All children's records will be kept in a confidential manner

2. Each enrolled child's health record will be available to staff when needed for medical administration or emergencies.
3. A child's parent or guardian will be allowed access to all records for their child.

## **Current**

- All children's will be kept current by the following:
  - Each September, update/review general information
  - Immunizations form will be provided for updates on regular scheduled well child visits. Updated forms will have a one (1) week due date starting from the date the child receives immunizations. If updated form not received within the one (1) week time frame, child will not be able to attend school until form is turned in and current.

## **Confidentiality policy including when information may be shared**

Information about children in the program will remain confidential. You have the right to access your child's records. Anything of a sensitive nature will be shared outside of the presence of the children

## **INDEPENDENCE**

The foundation for all of learning at New Life Montessori School is the child's independence. Our motto is "Whatever a child can do for himself, he or she should be allowed to do." Since children change and grow daily in their skills and knowledge, it is required of the adult to observe these changing needs and abilities. When examining a task, we recommend that you break it down into the parts that the child can do for him or herself, and those that he or she cannot do. Allow child to perform the parts he or she can do (such as zipping his or her coat or putting on his or her shoes). While you do the parts child cannot do (such as starting the zipper and typing his or her shoes.)

By preparing everything in his school environment to help child to succeed and to be independent, we assist his or her growth of independence. We ask that parents, as well, prepare the home environment so that every unnecessary obstacle to his growth may be removed. As a result, the child becomes self-confident and happy.

## **EMPOWERING LANGUAGE**

A key concept in Montessori education is respect of each child as an individual. Words, as well as actions, convey this respect. Our teachers practice the art of "active listening" and "I-statements" to help children get in touch with their own feelings. They also try to eliminate phrases of flattery such as "good job, great job, very good" and instead of say, "You're proud of your work!" Teachers also attempt to eliminate the ubiquitous phrase, "you need to ..." Instead, teachers say, "We walk in school," or "Please wash your hands before lunch!" We hope that

parents will participate with us in this respectful language with their children. For further information, you may read Dr. Thomas Gordon's book, Parent Effectiveness Training. He gives his "Roadblocks to learning" to communication as follow:

1. Ordering, directing, commanding
2. Warning, admonishing, threatening
3. Exhorting, moralizing, preaching
4. Advising, giving solutions/suggestions
5. Lecturing, teaching, arguing
6. Judging, criticizing, disagreeing, blaming
7. Praising, agreeing
8. Name-calling, ridiculing, shaming
9. Interpreting, analyzing, diagnosing
10. Reassuring, sympathizing, consoling
11. Probing, questioning, interrogating
12. Withdrawing, humoring, diverting

## **FRESH AIR/ EXERCISE**

Rather than working with children on workbooks at home, we hope that you will provide a stimulating and creative home environment. Time in God's natural world gives children time to think creative and enjoy a peaceful environment. We encourage parents to provide time outside every day, rain or shine, and especially during vacation days, for their child to run, play, dig in the dirt, build and explore.

## **DET POLICY**

New Life Montessori has one dog living in the house but will not have any type of pets during school hours in the premises of the children working area because of allergy related issues with children.

## **PARENT / TEACHER Communication**

Daily, weekly, and monthly formal and informal communication takes place through morning and afternoon greetings, bulletin boards, Newsletter and website. Twice yearly, conference will be held to discuss child's progress

## **PARENT / TEACHER CONFERENCES**

Conferences will be held if requested by New Life Montessori school or the family. Date/time will be scheduled in advance.

Please avoid questioning your child's teacher about your child before or after class, or in the presence of your child. At these times, the teacher is obligated to focus attention on saying goodbye to all the children. Please feel free at any time, however, to relay to the teachers any helpful information concerning your child's health, attitudes, etc. A written communication is especially helpful to the teachers.

## **OBSERVATION GUIDELINES**

### **WHEN OBSERVING, PLEASE:**

Enter quietly, respecting the child's world.

Hang coat and purse on an empty hook if you haven't left them in the car.

Take a chair carefully, carrying it with two hands (a child may be watching you and will later imitate you) and place it in a corner or by a wall out of the way of shelves and tables.

Have a note pad and pencil with you so that you will be busy with "your work." Take notes on children as much as possible, as it will give you something to do. If a child asks you why you are there or what you are doing, you can simply say you are doing "some writing, and this is my work."

Try and take objective notes. There is probably no right or wrong way for a child to behave if he has chosen a task himself and seems purposeful about it. Try and be specific. Perhaps you might note the following:

Is a child outgoing today or quiet?

Is a child choosing his own work or following another?

Is he choosing to be by himself today, or to work in a group?

If he is in a group, is he leading or following?

Does he need more movement, seem restless; or is he peaceful and contented?

Does he require help to complete his work and return it to the shelf, or does he follow through himself?

Can you tell if he is what Montessori termed "normalized", i.e.: free and relatively independent, secure in his own choices and feelings. (Does he use his freedom or misuse it?)

Which children is the teacher still imposing discipline on today and which ones seem to have some internalized discipline of their own today?

Is any particular child staying with one activity quite a long time? What is the activity? Can you determine the age of the child?

Which children are balancing their day between the work areas and among a variety of activities?

Feel free after observing for a time in one room, to take your chair back and move to another room. You may sit on a mat on the floor also if you prefer. Merely use care when moving that you go slowly and gracefully, taking special care in the hallway to give the children who are carrying water trays or buckets the right of way.

If a child wants to talk to you or asks you to read a story, just smile and continue to be busy. You do not need to entertain or help a child since that will interfere with your observation and may also tend to allow the child to become dependent on you when he needs to be free to choose work of his own.

Keep in mind that any given child may or may not be having a “regular” day. (S)he may be quite excited and act silly, perhaps trying to get your attention as you are a “new face” in the classroom. Don’t be concerned or bothered at all; just be busy with “your work”. You might suggest softly to him that he needs to choose some work of his own, but if he wants to remain near you, just enjoy observing the others. Trust him that he will do as he feels best he should. If his behavior gets no extra attention, he will soon choose work that will truly interest and satisfy him and lose interest in gaining either your approval or disapproval.

Please relax and enjoy your visit. And please don’t feel the teacher is ignoring you. Her attention will be with the children. If you have questions, please write them down to be addressed after your visit. The teacher probably won’t say much to you during class because time won’t permit and adults talking may distract the children working.

## **OPEN HOUSES**

An open house may be held each spring for the public. Visitors are welcomed to visit at any time during the year by appointment only.

## **NEW LIFE MONTESSORI SCHOOL WEB SITE**

Please check our web site at [www.newlifemontessori.org](http://www.newlifemontessori.org) for information about the school. Our email address is [maliaim69@gmail.com](mailto:maliaim69@gmail.com).

## **TEN SPECIAL REMINDERS FROM YOU CHILD’S TEACHER**

1. **Bring child on time.**
2. Do not carry child in.
3. Leave right away with a matter-of -fact smile and kiss.
4. Be sure child coat’s zipper works.
5. Label every item of clothing.
6. Provide slippers and two pictures so we don’t have to ask.
7. Have patience to wait for your child to collect his or her items to leave.
8. Be firm that it is time to go.
9. Find out about school in some way other than asking, “What did you do today?”
10. Do ask your child’s teacher if you may help in any way i.e.; driving for field trips, cutting paper or fabric, sewing, carpentry, etc.

## **SHARING AND ITEMS FROM HOME**

One day a week is set aside for sharing. Sharing revolves around a designated “sound” of the week. We encourage each child to bring an item from home that begins with that sound. If your child has a special book, picture, item or collection that s/he has made or an object related to science, culture, or nature, we are glad to have it brought in at that time too. Toys are discouraged as they are distracting and tend to come out of the bins at recess or during work time.

**We always welcome classroom supplies:** outgrown children's clothing (especially underwear, pants, tee-shirts, matching socks, matching mittens, hats or coats), margarine tubs, baby food jars, baskets, nice boxes, attractive small bottles or containers, souvenirs, nice books, toys or puzzles that your child may have outgrown. Throughout the year the teachers may request something particular to be saved for a special project ... these requests will appear in the newsletter or special handout.

## **BROKEN ITEMS**

If a child accidentally breaks a piece of learning equipment, the teacher will repair it. If a child purposely breaks something, then the child and parent are asked to repair or replace the item. We suggest that the child use his allowance to purchase a replacement piece.

## **LOST AND FOUND**

Items, which are found and are unmarked, will be placed in a box near the entrance of the school. On Fridays please check the “lost and found box” and also check the school coat rack for missing coats and sweaters. After one month, extra items are given away!

## **FOUND ITEMS AT HOME**

We have many small, highly appealing classroom items in the school that occasionally find their way home in a child's pocket. Often this happens unintentionally. Please let us see any small or unusual objects, cubes, beads, shells, or rocks before discarding them. They may be a part of very expensive equipment or of an important activity.

## **TAKING WORK HOME**

On the last day of class for the week, each parent is asked to clean out the child’s work cubbies. Please save art and academic work for your next parent/teacher conference. We hope that you will appreciate his small cuttings, beginning art, writing, etc.!

We invite parents to make an art folder for each child with two pieces of poster board and tape at the bottom and to write the date of work on the back of each piece. Place the work in chronological order in the folder. At the time of spring parent-teacher conferences, we ask that parents bring this folder to discuss with the teacher. The teacher will be accumulating some academic work in a school folder as well.

Please do not let your child take work home other than the last day of the week. Do not come inside the classroom each day to look at your child’s paperwork. We encourage learning through hands-on materials rather than paper and pencil work.

# Business Policies

## Tuition

How we figure the monthly tuition:

- 1.
2. Tuition is figured on a school year that begins in September and lasts to mid-June. The year's tuition is totaled and divided by 10.
3. We divide the school year's tuition into ten equal payments with ~ of the 10<sup>th</sup> payment made in advance.

## LATE FEES

Tuition is due by the 25<sup>th</sup> of each month for the following month. Tuition is late after the 3<sup>rd</sup> of the month at which time a late fee of \$25 is due.

## NON-REFUNDABLE FEES

The enrollment fee, material fee, and ~ of the last tuition payments are non-refundable.

## ABSENCES

Parents are expected to notify the school by 9:00 am if your child will be absent. New Life Montessori School does not have make-up days or refunds for illnesses, absences or vacation. We base our budget on the monthly tuition from each child and need a guaranteed amount to meet our expenses. There are no deductions for days of illness or absence.

## WITHDRAWAL FORM

This form must be filled out and mailed or faxed (425-226-6946) to the school office thirty days prior to withdrawal. If the school does not receive the withdrawal form thirty days prior to withdrawal, the family is responsible for the tuition for that month.

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## EARLY WITHDRAWAL AND WITHDRAWAL FORM

I hereby give 30-day notice that my child, \_\_\_\_\_ will withdraw from New Life Montessori on \_\_\_\_\_(date). This fulfills my responsibility to give a 30-day notice to the school.

**Date** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**New Life Montessori School**  
7416 127<sup>th</sup> Ave SE Newcastle, WA 98056

**Consent for Medical and/or  
Surgical Treatment**

I hereby grant permission to qualified New Life Montessori School staff to administer first aid and CPR and/or seek medical attention for my child,

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in the event that such treatment is deemed necessary, and I am unable to be contacted. I further consent to administration of necessary anesthetics, medical treatments, tests, transfusions, injections, or drugs, and the performing of whatever operations may be deemed necessary or advisable during his or her stay in the hospital. I will pay for ambulance services if the staff deems it necessary to call them in case of an emergency.

Please Complete:

Child's Physician \_\_\_\_\_ Physician's phone \_\_\_\_\_  
Date of last tetanus or DPT immunization \_\_\_\_\_

Does your child have any allergies? Yes \_\_\_ No \_\_\_ if so, what \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Office Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Date: \_\_\_\_\_

# RECEIPT OF POLICIES

Child's Name \_\_\_\_\_

**Please review each policy and check appropriate box:**

**Disaster Preparedness Plan (Incident Command for Disasters in Child Care)**

I agree with this policy, OR  I have the following concerns about this policy and wish to speak to the director and/or program supervisor. Please list concerns on the reverse side of this form.

**Health Policy**

I agree with this policy, OR  I have the following concerns about this policy and wish to speak to the director and/or program supervisor. Please list concerns on the reverse side of this form.

**Parent Handbook**

I have received this booklet, read through it, and  have no concerns regarding the information, OR

I have the following concerns about this information and wish to speak to the director and/or program supervisor. Please list concerns on the reverse side of this form.

Parent's Signature

\_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

# Kindergarten Curriculum

Please consider continuing your child in New Life Montessori School for his(her) kindergarten year. Now that he is reading, this is his year of great work. Please read over our “kindergarten curriculum”

carefully and you will see the advanced learning that is possible for the 5-year-old child!

## I. PRACTICAL LIFE

Grace and Courtesy (Tea Party)

Creative sewing (Embroidery)

Carpentry (Sawing wood)

## II. SENSORIAL

Visual perception and reading (Matching picture and reading cards)

Forming an 18-tablet color wheel and labeling, then drawing and coloring

Discrimination of metric size, geometric objects and names (Pink tower, broad stairs, long rods, color tablets, knob cylinders, geometric cabinet)

Recognition of solid shapes and names (Geometric solids with labels)

Perception of three-dimensional shapes/areas with their algebraic foundation (Binomial and Trinomial cubes)

Recognition of plane geometrical figures and their equivalences/labels (Constructor triangles, plus names)

Composing and writing music, notation and singing to tone (Bells, with labels)

## III. MATH

Unit family combinations to make 10 (Numerical rods, combination of 10)

Adding in 4 digits (Addition: one, two, three and four places)

Exchanging (Dynamic addition and changing)

Forming quantities to 19 with beads and matching to numeral (Teen boards, with problems)

Forming quantities to 99 with beads and matching to numeral (Ten boards, with problems)

Counting 100 chain by 10's, with numerals (Chain of 100, with markers)

Counting 1,000 chain by 10's and 100's, with numerals (Chain of 1,000, with markers)

Counting chains by 5's, 6's, 7's, 8's, and 9's with bead bars and numerals (Skip counting)

Squaring with chains and squares of 5, 6, 7, 8 and 9 with numerals (Square of numbers)

Cubing with chains and cubes of 5, 6, 7, 8 and 9 with numerals (Cube of numbers)

Counting in sets of 10's to 100 (Hundred board)

Finding all possible combinations of quantities to equal 10 (Bead stairs, combinations of 10)

Putting two quantities together to get a sum, up to 18 (Addition strip board, problems and charts)

Making an addition chart up to 5 digits (Dot game)

Subtracting (taking away) bead quantity from larger quantity (Negative snake game)

Subtracting quantities from a larger one, up through 18 (Subtraction strip board)

Adding the same quantity 2 to 9 times (Multiplication board, with problems)

Building a multiplication problem with beads (Multiplication with bead bars)  
Dividing a quantity (100's and 1,000's) among several children (Division with decimal system)

Dividing a given quantity, up through 81, among skittles (Division board, with problems)

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Identifying 3-dimensional fractions, from 1 whole to "a whole in 5 parts" (Fraction skittles, whole to five)

Finding equivalences among plane fractions, from 1 whole to "a whole in 10 parts" (Fraction insets, with paper)

Finding equivalent denominators and adding them (Fraction addition)

#### IV. WRITING

Practicing writing, both manuscript and cursive, with lightness of touch (Metal inset designs, movable alphabets and writing cards)

Cursive writing with ink

Writing name within lines (Free-hand name on prepared paper)

Using loose letters and inventive spelling to create letters and stories (Friendly letter and creative writing)

#### V. LANGUAGE

Labeling objects in the environment (Environment matching cards with tracing paper)

Making simple phonetic words with loose letters (Moveable alphabet with spelling strips)

Reading and acting out phonetic commands (Phonetic command cards)

Sorting phonogram objects, matching to sandpaper phonogram cards and writing words (Phonogram buckets and sandpaper cards)

Reading and matching phonograms words (Phonogram puzzle boxes)

Reading and matching phonograms to pictures (Phonogram work pages, reading booklets and picture boxes)

Making a tree or house of families of words (phonograms) (House and tree of words)

Learning commonly-used non-patterned words, simple and difficult (Puzzle words)

Reading sentences and matching to pictures (Picture sentence boxes)

Reading definitions and matching to pictures (Definitions)

Fitting loose words together to make a sentence (Puzzle sentences)

Reading difficult commands and acting them out (Command cards, second level)

Matching and sorting special kinds of words (Synonyms, antonyms, and homonyms)

Placing objects into alphabetical order

Sorting words into like groups (Words having associations)

Sorting singular and plural objects and matching with words

Reading books from phonetic through phonogram (Reading books)

Making phrases with grammar objects (Grammar boxes)

Identifying parts of speech with symbol stickers

#### VI. GEOGRAPHY

Sorting land, air and water objects (Three forms of matter)

Making land shapes from clay (Land forms, all 10)

Cutting opposite land shapes from paper (Making paper land shapes)

Sorting continents into hemispheres  
Forming continents or countries from clay (Making clay maps of countries)  
Tracing and making country and continent maps (Map making)  
Free-form drawing and coloring of flags of nations (Flag making)  
Matching objects with continent or country (Using artifact boxes of countries)  
Researching facts about countries (Fact folders of countries)  
Identifying national anthems of world countries

#### VII. HISTORY

Sorting timing devices for 1, 2, 3 minutes and one hour with labels  
Making a paper clock with quarters (Traditional clock making)  
Making a clock booklet (Clock booklets)  
Making a timeline of “my day” (My Day)  
Participating in making a class diary  
Matching days of week to timeline (Days of week, with writing)  
Making calendar of the month (Calendar making)  
Sorting and matching pictures with age of person (Personal time lines)  
Digging in sand for fossils and naming them (Archeological “dig”)  
Laying out earth’s time line  
Matching and sorting picture cards and labels for the needs of humans throughout history (Food, shelter, clothing, transportation, defense, art, music and religion)  
Reading about a composer, and playing his music  
Sorting still-life, landscape and portrait art  
Sorting styles of art

#### VIII. SCIENCE

Sorting magnetic/non-magnetic objects  
Matching sedimentary, igneous and metamorphic rocks, with labels (Rocks, three types)  
Sorting inorganic/organic objects  
Sorting living/non-living objects  
Making a parts-of-plant booklet  
Dissecting a flower and naming parts  
Making a parts-of-animal’s booklets  
Matching plant picture cards to labels (Matching cards)  
Making a booklet of kinds of plants, leaves, flowers  
Matching skeleton parts cards with labels (Skeleton matching cards)  
Sorting animals with or without backbones (Invertebrate/vertebrates)  
Sorting animals with backbones (Fish, amphibians, reptiles, birds, mammals)  
Sorting animals into family groups (Male/female/baby sorting)  
Sorting objects showing life cycles for frog and butterfly, with labels  
Making a volcano  
Laying out planet replicas in their order (System of planets)  
Making constellations with lights

#### IX. ART

Leaf pressings and rubbings  
Melt art  
Crayoned textiles

Crayon engraving  
Monoprinting  
Sculptures  
Block printing  
Paper-mache  
Clay modeling  
Charcoal drawing  
Stitchery

## **Summary**

Assisting your child to learn and caring for him is our great privilege and ministry. We make every effort to provide the best learning and caring environment possible for your child. One of our goals is to be open to learn from you and from your children. It is our hope that we, as directors and teachers, can work together to help your child reach his full, God-given potential! Thank you for your trust and for the privilege of serving your child and family.

Mary Lee, Director

## **\*Parent's Statement of Agreement\***

I have read New Life Montessori School's Parent Handbook and agree to comply with the school's requirements, standards and philosophy as written.

I acknowledge that I have discussed the school's enrollment forms and procedures to my satisfaction with a school administrator.

I have read the school's Health, Medical and Disaster Plans.

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(Parent/Guardian Signature and date)

**Please make a copy of this agreement and turn it in with your enrollment papers.**