



**VANCOUVER
MONTESSORI
SCHOOL**

Parent Handbook

Toddler Community

Honeysuckle and Jasmine Classrooms

2017-2018

We hope this handbook will be helpful in answering questions about our program and policies. We are excited to work with you and your child.

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Welcome

The staff at Vancouver Montessori School extends a warm welcome to you and your child. It is the wish of the staff to closely knit the bond between home and school. We recognize the parent as the primary educator and the school as secondary educator. Together let us work toward the child's self-development.

The Montessori philosophy is very different from that of traditional education. Traditional education is based on sequential academic structure designed for teachers to teach. An Association Montessori International (AMI) and AMS education is based on the laws of development of the child designed for each child to learn at his/her individual learning capacities. Vancouver Montessori School is first of all a safe place and then a happy and content place to be. The environment for children ages 12 to 36 months has been carefully prepared, with activities that provide a creative learning experience inviting the child to develop her/himself. Activities for children promote the child's need and desire for independence, language acquisition, social interaction, movement, cognitive stimulation, personal care and toileting success.

Montessori teachers have been trained to prepare the environment and to observe and guide the child. The teacher watches for obstacles to the child's development and removes them.

Our toddler program serves as a preparatory environment for the Children's House program (for children ages 2 ½ to 6 years old). Children graduating from the toddler program are well prepared to thrive quickly in their Children's House classroom.

Program Goals

Our toddler community is always a safe environment. It is a place where children are respected by nurturing adults. The classroom materials and environment aid in the child's desire for knowledge and growing independence. Parents are encouraged to communicate regularly with staff. Parents and staff working together will assist in the child's self-development.

VMS Mission Statement

Our mission is to provide a safe place for children; physically, socially, emotionally and intellectually. We recognize each child as a unique individual and strive to provide a nurturing environment for children, in which each child has the opportunity to fulfill his or her potential abilities and become an independent, secure and balanced human being.

Non-Discrimination Policy

No child will be refused admission because of race, creed, color, religion, or a disabled or handicapped condition. Program participation by children with diverse cultures and needs contribute to the richness and social development of the classroom.

VMS History

Vancouver Montessori School was founded in the fall of 1973. Until that time it was ABC Preschool owned by Mr. Gerald Mugg. In 1976 Margie Stangeland, the present owner of VMS, enrolled her daughter there. In 1977 Margie began working as a classroom assistant.

After graduating from the AMI training for teachers, Margie Stangeland purchased VMS. The school consisted of two classrooms and was located on X St. in Vancouver. In the fall of 1987, a 10,000 sq. ft. building was purchased at the current location on 14th St. to house the growing school. The third classroom opened in February of 1988 and the fourth in September of 1990. Our first Toddler Community classroom—the Honeysuckle classroom—was opened in February of 2004. Our second Toddler Community classroom—the Jasmine room—was opened in February of 2014. VMS is a corporation owned by Margie Stangeland and is a for-profit business.

After a sabbatical, Margie spent several years tutoring a family's young children and setting up a small classroom on their property in Bermuda. Since then, she has

taught at the Brilliant Star Montessori School on the island of Saipan in the U.S. Commonwealth of Northern Mariana Islands. Margie is now retired, but remains a life-long Montessorian and is thoroughly dedicated to the respectful guidance of young children during their crucial early years.

What is Montessori?

Helping Children to Help Themselves

Have you ever heard a child say, “I want to do it myself”? Working under the guidance of a Montessori director/ess children use the Montessori materials, which include sensorial exploration, language development and practical life, to discover and learn about themselves and the world around them. The child’s drive for independence is fostered and protected.

Montessori Cultivates Self-Motivation

A child learns to look to work for his/her own satisfaction. A child may continue in a stage of development as long as necessary for mastery and then progress to the next step as soon as s/he is ready. At no time is a child held back or pushed ahead because of the needs of other children.

Planned Order in Montessori Classrooms

Each piece of equipment has its place and purpose. The presentations of the director/ess to individual or small groups of children are well planned. With this carefully prepared and completely equipped environment, the Montessori classroom is a place where a child can fall in love with creative learning for a lifetime.

Montessori Utilizes Childhood’s Special Powers

The Absorbent Mind

Children have the ability to literally absorb information from the environment.

Sensitive Periods

Children have periods of intense fascination for learning a particular skill.

Sense of Order

Young children’s need for order is one of the most powerful incentives which dominate the formative years. The child possesses sensitivity to the orderly

arrangement of things and their relative positions. A child can only direct purposeful actions if there is a clear and exact procedure to be followed.

Book Suggestions

Below is a list of books that may be helpful with parenting, child development, and understanding the Montessori approach. These and many other books are available for checking out from the VMS Library in the office and from the Toddler Community Library.

Some Books Written by Dr. Maria Montessori

- The Absorbent Mind
- The Discovery of the Child
- The Formation of Man
- The Secret of Childhood
- Education and Peace
- The Child, Society and the World
- The Child in the Family
- The Four Planes of Education
- To Educate the Human Potential
- Basic Ideas of Montessori's Educational Theory

Montessori Related Books

- Montessori from the Start, by Paula Polk Lillard and Lynn Lillard Jessen
- How to Raise an Amazing Child—The Montessori Way, by Tim Seldin
- Understanding the Human Being—The Importance of the First Three Years of Life, by Silvana Quattrocchi Montanaro, M.D.
- Maria Montessori—Her Life and Her Work, by E.M. Standing
- Look At The Child, by Aline D. Wolf

Maria Montessori

Maria Montessori was born in 1870 to middle-class parents in Chiaravalle, Italy. She was determined to be a doctor—an unheard of career choice for women. Only through persistence and persuasion was she permitted to enter an Italian University from which she graduated with a double honors degree. Visits to asylums developed her interest in mentally retarded children. Her work was influenced by Itard and Seguin, French pioneers working with the retarded. In 1899, she delivered an address on moral education to the pedagogical congress in Turin. As a result of

this address and subsequent lectures, the first state school in Italy for orthophrenic (retarded) children was created and placed under her direction.

Using a concrete and sensorial approach, Dr. Montessori designed materials and techniques which allowed these children to work in the areas previously considered to be beyond their capacity. Dr. Montessori's success was remarkable. Her great triumph came when her deficient children took state exams with the normal children and passed them. The children were then allowed to enter normal classrooms. This experience led Dr. Montessori to speculate about the inferior education given to normal children if deficient children could so easily equal achievement norms.

Dr. Montessori's life work began in 1907 when she opened a "Casa Dei Bambini" (a children's house) in the Roman slum of San Lorenzo. Slum children were considered beyond the possibility of educating. Her success was repeated with even more remarkable results. She drew world acclaim.

Dr. Montessori discovered the secret of childhood. Through her work with and observations of the children, she recognized their remarkable, almost effortless, ability to absorb knowledge from the environment. Dr. Montessori discovered the simple but profound truth that ***children teach themselves!***

Dr. Montessori's dedicated lifelong pursuit was one of educational reform, curriculum development, methodology, psychology, teaching and teacher training to nurture and provide the means to further the self-creating process of the child.

Dr. Montessori died in Holland in 1952 at the age of 82. Since her death, her works have achieved greater popularity than ever before. After 100 years of international application, the Montessori method thrives. In the United States alone, there are more than 3,000 Montessori schools established since 1957

VMS Toddler Community Program

The Honeysuckle and Jasmine Classrooms at Vancouver Montessori School host our toddler community. The children enjoy their beautiful environment furnished with tables, chairs, shelving, sinks, counters and toilets just the right size for them. Purposeful activities meet their needs for independence, self-mastery, exploration, practical life, language, social skills, personal care, fine and gross motor skills and wonderment of nature. The atmosphere is stimulating, nurturing and respectful, allowing each child to experience learning through exploration, while feeling safe, confident, and actively participating as a member of their community. The foundation of the toddler community is the wide range of the children's ages (younger children learning from older children, older children helping

younger children) along with a prepared environment and trained staff. Our program builds upon the child's natural desire for independence and self-mastery.

Our Toddler Community Program is a year-round program for children ages 12 months to 30 months. We offer half, full, or extended day options for either four or five days per week. Our minimum staff ratio is one adult per seven children, with a maximum of 14 children in attendance. Children do not need to be walking or toilet trained to enter our program. We accept children throughout the year on a space-availability basis. Our staff is comprised of dedicated Montessorians who are nurturing, supportive and respectful. Their skills in observation allow them to offer the children just the right activity or assistance that will meet their needs. Kira Pierce is our Jasmine classroom teacher who received her AMS diploma in 2015. Fran Gilliland is our Honeysuckle classroom teacher. She received her AMI Assistants to Infancy teaching diploma in 2015.

Our toddler graduates are well prepared to enter a Children's House classroom (for children ages 2½ – 6 years). When toddlers are developmentally ready to transition into a Children's House classroom, they may do so at any time during the year (depending on space availability). VMS has four Children's House classrooms. The Children's House is a three-year program, which includes the kindergarten year. Children stay with the same teacher and classroom all three years and are well prepared to enter first grade.

The Honeysuckle and Jasmine classroom children may choose from a rich variety of classroom materials. They especially enjoy practical life activities such as slicing fruit, peeling eggs, scrubbing vegetables, sweeping, mopping, washing windows, setting the table, washing dishes, folding laundry, cleaning up water spills, caring for plants, etc. There are a multitude of eye-hand coordination activities as well as fine and gross motor activities that aid each child's development. Toddlers have an inherent drive to acquire language. There are a multitude of sources available which include nomenclature objects and cards, reality based books rich in illustration, vocabulary and culture, singing, poetry and encouragement of self-expression. Our classrooms have cozy library nooks as well as window benches where children enjoy observing nature while indoors. Various art mediums, singing, listening to and moving to music and exploring nature are also favorites of the children. All materials and activities aid the child in his/her developmental, physical, emotional, social and cognitive needs.

Bathrooms are located within our toddler's classrooms and are an important part of the children's learning environment. The children learn bathroom etiquette and hand washing, and through a process of self-mastery, they gain functional skills in dressing/undressing themselves and learning to successfully use the toilet. The children's spare clothing and pull ups/underwear are at their level. The staff helps the children to help themselves. This may mean helping children gain confidence, dexterity and muscle strength to dress/undress themselves, or simply to observe a child struggling to pull their pants over their feet and allow them to experience success with minimal interference and guidance.

Individual resting mats and blankets are available throughout the day; the main rest time is after lunch. Parents supply pictures of people and pets that are important to their child.

The pictures are made into a booklet and placed with the child's resting things. Children often know when they need to rest or just need some time away from others. Having their resting things available allows children to spontaneously choose to rest or have quiet time when they desire it.

Our outdoor environment has a generous patio for activities like riding tricycles, playing basketball or making sidewalk chalk art. We have additional areas for playing on the grass, driving trucks in the rocks, sliding down the slide, crawling through a tunnel, playing in a small house, and climbing tire towers. The children love to help with planting, watering, weeding and picking the flowers, vegetables and fruits from their gardens. We enjoy putting food out for the birds and squirrels. Worms, slugs, spiders, bumble bees, butterflies, etc. are daily favorites to observe.

We offer parents an array of opportunities to be involved in our school. Parent Nights, with topics such as toilet learning, independence and behavior issues are evening presentations. Conferences are available throughout the year, with a main conference scheduled around the time a child turns two years old. There is an observation window at the classroom entryway. Parents may schedule an appointment to be in the classroom to observe if desired. It is greatly appreciated when parents volunteer to take classroom laundry home, bring in library books, flowers, mandarin oranges and hard-boiled eggs. Parents and their child also enjoy bringing items in to share such as produce, bubbles, chalk, bird food, etc. Our very popular Parent and Child Classroom Visits—where the parent(s) are their child's guest—are scheduled several times each year. We also enjoy a fall and spring picnic with all of our Vancouver Montessori School families.

Vancouver Montessori Toddler Daily Schedule

| | |
|--------------------|--|
| 7:00 AM- 6:00PM | Classroom work available Rest/ Sleep available Group gatherings as needed Bathroom use/ diapering as needed |
| 7:00- 8:00 AM | Before school care/ breakfast available/ drop off in Jasmine Classroom |
| 9:00-9:30 AM | Snack available |
| 10:00- 11:00 AM | Outdoor play |
| 11:00- 11:45 AM | Lunch |
| 11:45 AM- 12:00 PM | Morning Dismissal |
| 12:00- 2:30 PM | Rest/ Sleep as needed |
| 2:30- 3:30 PM | Snack available |
| 2:30- 6:00 PM | Outdoor play available |
| 2:45-3:00 PM | Afternoon Dismissal |
| 3:00- 6:00 PM | After School activities/ Classroom work available |
| 4:30- 4:45 PM | Late Afternoon Snack |

Our schedule is consistent, while flexible, to meet the needs of individual children and our group as a whole. Between 3:30 and 6:00, our toddler classrooms may combine together to meet our preferred adult to child ratio.



Sept 4 Labor Day
School Closed

Sept 5 School Begins for Returning Children

Sept 13 Parent Night
New Family Orientation 6-7:30pm

Sept 22 All School Picnic
6:15-8:00 pm

| SEPTEMBER 2017 | | | | | | |
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| MARCH 2018 | | | | | | |
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| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Mar 7 Parent and Child Classroom Visit 4-6pm

Mar 30 **School Closed**
Staff In-Service

Oct 12 Parent Night
Toilet Learning 6:15-7:45 pm

Oct 13 **School Closed**
Staff In-Service

Nov 9 Parent Night
Montessori at Home/ Fostering Independence 6:15-7:45pm

| OCTOBER 2017 | | | | | | |
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| APRIL 2018 | | | | | | |
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April 2-6 Spring Break
School Closed

April 12 Parent Night
Practical Aspects of Montessori 6:15-7:45pm

Nov 10 **School Closed**
Staff In-Service

Nov 22-24 Thanksgiving Break
School Closed

| NOVEMBER 2017 | | | | | | |
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| MAY 2018 | | | | | | |
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May 3 Parent and Child Classroom Visit 4-6pm

May 25 **School Closed**
Staff In-Service

May 28 Memorial Day
School Closed

Dec 5 Parent and Child Classroom Visit 4-6pm

Dec 18-22 Toddler Community in Session

Dec 25-29 Winter Break
School Closed

| DECEMBER 2017 | | | | | | |
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| JUNE 2018 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

June 8 All School Picnic
6:15 - 8:00pm

June 22 Regular School Year Ends

June 25 Summer Session Begins

Jan 1 New Year's Day
School Closed

Jan 15 MLK Day
School Closed/ Staff In-Service

| JANUARY 2018 | | | | | | |
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| 28 | 29 | 30 | 31 | | | |

| JULY 2018 | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

July 4 Independence Day
School Closed

Feb 16-19 President's Day
School Closed/ Staff In-Service

Feb 28 Parent Night
Behavior Issues 6:15-7:45pm

| FEBRUARY 2018 | | | | | | |
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| AUGUST 2018 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Aug 17 Summer Session Ends

Aug 20-31 **School Closed**
Staff In-Service



Vancouver Montessori School

Toddler Community

Monthly Tuition & Fees 2017-2018

Registration Fee: New Child \$200.00 (non-refundable)
 Annual Materials Fee: \$50 (due with first month's tuition)

Equal Monthly Payments:

| | | |
|-------------------------|---------------|-----------|
| 7:00-8:00 | all schedules | \$ 125.00 |
| 7:30-8:00 | all schedules | \$ 65.00 |
| 8:00-11:45 | 5 days a week | \$ 830.00 |
| (11:30-11:45 dismissal) | 4 days a week | \$ 690.00 |
| 8:00-3:00 | 5 days a week | \$1175.00 |
| (2:45-3:00 dismissal) | 4 days a week | \$1035.00 |
| 8:00-4:00 | 5 days a week | \$1310.00 |
| | 4 days a week | \$1065.00 |
| 8:00-5:00 | 5 days a week | \$1385.00 |
| | 4 days a week | \$1155.00 |
| 8:00-6:00 | 5 days a week | \$1495.00 |
| | 4 days a week | \$1240.00 |

Additional Fees:

\$15.00 for all payments made after the 3rd of the month.
 \$35.00 for all returned checks.

Drop In Care Fees:

\$6.00 for 15 minutes or fraction thereof for late pickup or early arrival **without** at least one day's notice.
 \$6.00 for 30 minutes or fraction thereof for late pickup or early arrival **with** at least one day's notice.

Family Discounts: 10% when a sibling is enrolled concurrently at Vancouver Montessori School

Vancouver Montessori School

Toddler Community

Registration and Fee Payment Agreement 2017-2018

My child _____,
Birth date _____, will attend VMS TODDLER
COMMUNITY during the hours of _____ to _____ on the following
weekdays: Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____.

A **\$200.00 non-refundable registration fee** is required to reserve my child's placement.

I agree to pay \$_____ in equal payments by the 1st of each month.

Tuition will be billed on the 20th of each month and is due by the 1st and late on the 3rd of the following month. Occasional care and late fees are billed on the following month's invoice.

VANCOUVER MONTESSORI SCHOOL offers toddler tuition based on a yearly figure, which is broken down into convenient monthly payments. Holidays and closures are reflected in this figure.

TUITION REFUNDS: *No refunds are made for missed days, illness, inclement weather, or other reasons. If, for unforeseeable circumstances, there is a need for withdrawal, I will give a 30 day written notice and take responsibility for such tuition.*

Signature _____

Date _____

Print Parent Name _____

Address _____

Email _____ Phone _____

Inclement Weather

VMS will follow Evergreen School District for all weather related late openings and school closures.

When ESD announces a late opening, VMS will open at 10:00am. No before care will be available. If your child attends half day, it is up to you as to whether they attend on a late start day.

If ESD is closed due to inclement weather, VMS will be closed.

Subscribe for FlashAlert on the home page at www.evergreenps.org to receive e-mail or text message notices of daily schedule changes or closures. The FlashAlert app is also available for download to your phone or device. Emergency messages are also posted on Facebook and Twitter.

No tuition refunds are made for missed school days due to inclement weather, illness, or vacations.

School Closures

As a school, we observe the traditional school closures at winter and spring break, national holidays and staff in-service days. Tuition is figured for each school year based on the actual number of attendance days, with these scheduled closures figured in.

Daylight Savings Time

Daylight savings time goes into effect in the spring. This time change can be a difficult one for children. Their biological clocks are still one hour behind. Falling asleep at night 1 hour earlier and getting up 1 hour earlier in the morning requires time for readjustment. This is often the time of the year that we hear parents expressing concern about their child not wanting to come to school. Please understand their tiredness and tendency to complain as a reflection of “springing ahead”. Your recognition and applied understanding of this potentially frustrating change will ease the child’s adjustment.

Communication

Family File Folders

Each child has a folder filed alphabetically by last name and is housed in portable file crates located in the parent/child area near each classroom entrance. The folders may contain correspondence from the school to the parents, your child's soiled clothing, or artwork. Please check your folder daily.

Written Messages

Writing a note is the most reliable method to communicate with staff members. Verbal messages can be unintentionally forgotten. During the time you drop off and pick up your child, staff members want their focus to be on the children. Whenever possible, please leave us a note in the basket just outside the classroom door. Letting classroom staff know about significant changes or events in family life such as sibling issues, visitors, health or sleep issues, business or vacation plans, a death, a difficult morning, etc. will help us to better meet your child's needs. We appreciate your help in this way very much.

Email Messages

Each teacher at VMS has their own school email account. Please feel free to email your child's teacher with questions, comments, or updates about your child. Because teachers are with children throughout the day, they will check for email messages at the end of the school day and will respond within two business days. Whenever there is something you need staff to know about right away or is urgent, please write a note or call the school.

Please notify the office staff in written form of any changes in address, phone numbers or emergency information, carpools, or an adjustment in your child's pick up procedure.

Concerns

Concerns about your child also need to reach the staff in written form or by telephone. The appropriate staff member will contact you promptly. We never have a discussion about a child in front of them. Please, do not express concern about your child's well-being or classroom performance or expect us to discuss it in the presence of your child or another child.

Please do not tell your child we will call you to come and pick them up if they are tired and/or don't feel well. A child armed with this information approaches the staff with that message upon arrival and expects the call to be made. The school day is usually unproductive for this child. Please do tell your child that the staff knows just the way to care for tired or ill children. Leave a note for staff about your concern for your child's health. If the child is too ill or too tired to be at school, be assured we will contact you.

Objections from your child about school do not usually indicate a problem in the classroom. Children's morning complaints often are forgotten shortly after they enter the classroom and begin their day. They may be feeling tired, a bit under the weather that morning or experiencing some stress from an event that seems insignificant to us adults.

Sometimes children who normally enter the classroom happily and independently go through a temporary phase of regression. This is often only a phase and is usually linked with an illness or developmental advancement. Children often just need assurance they will be well cared for. Undue concern on the adult's part may prolong the child's unsettled feelings. Please write a note for staff if you are unsure, or call our office staff and they will be happy to check on your child and let you know how he or she is doing.

Speaking with Your Child about School

Communication from your toddler about what he or she did at school all day is not likely. Besides needing to develop expressive language skills, young children live strongly in the present moment; this morning or today is not in their realm of focus. Older toddlers may offer information spontaneously. Sometimes an indirect approach may illicit some information. With younger toddlers, their actions and reactions may be your window into their time at school. Are they happy; are they enjoying independent activities at home. Having simple conversations about and/or mentioning the names of caregivers and peers are a way to engage in your child's day. Some parents receive spontaneous information by sharing positive highlights about their own day at the dinner table.

Records

Records are kept for naps, bathroom use/diaper changes, injury, illness and medication administration. Other records are kept for planning and monitoring children's work. The teachers encourage parents to meet with them for conferences. A sign-up sheet is posted outside each classroom door.

Parent Involvement

We encourage parents to be involved in a variety of ways:

- On-going communication with staff
- Donating food items/flowers
- Observing in the classroom
- Gardening
- Parent/Teacher conferences
- Attending all-school functions
- Volunteering to bring library books
- Volunteering to make/repair materials
- Volunteering to do classroom laundry
- Donating items from classroom wish lists
- Attending Parent Nights

Conferences for Parent(s) and Teacher

Parents are encouraged to sign up for conferences. The toddler community chooses to make available year-round conferences instead of a specific fall and spring conference schedule. Parents are especially encouraged to schedule a conference around the time their child turns two years old, to discuss future transitioning into the Children's House environment.

Safety Measures

Child Pick Up Authorization

Only people listed on your child's Pick Up Authorization sheet will be allowed to take your child away from school grounds.

Your pick up person will be asked to show their identification if the on-duty caregiver does not know or recognize them. If your child is going home with another school parent or anyone else not on the list, we require a written note from the parent or guardian.

Parent Sign-In and Sign-Out Requirement

Located just outside both classroom entrance doors is a notebook for parents to sign in their child upon arrival and sign out their child upon departure. This is a requirement mandated by the Washington State Department of Early Learning.

Parents must record the time of their child's arrival and departure along with their full signature at arrival and departure. Alternate designated persons who will drop off or pick up your child must follow this required procedure.

If your child is dropped off at the morning car greeting, parents must record their child's arrival and their full signature on a secondary form.

Red Stop Signs/Safety Measures

The children are instructed never to open exit doors and exit gates. Red stop signs are affixed to each exit door and gate. Do not allow your child to open outside building doors or gates or other doors with red stop signs, even in your company. Do not allow your child to walk unattended outside the building or in the parking lot.

When walking your child in from the parking lot or street, please always use the sidewalks on VMS property rather than walking your child through the parking lot drive-through areas. Always insist that your child hold your hand. These requests are for the safety of you, your child, and others driving through the parking lot. Thank you!

All visitors must check in at the office upon entering the building. The front door of the building is kept locked during the day except for the main arrival and departure times. Please ring the bell or knock and office staff will greet you.

Illness Policy

Children who are not well enough to go outside for playtime are not well enough to come to school. When classroom staff observe signs of illness in a child based on the following guidelines, then parents will be notified to come pick up their child promptly (within half an hour).

These are:

- An axillary temperature of at least 100 degrees AND one of the following:
- Vomiting
- Diarrhea
- A draining rash
- Discharge from the eye
- Sore throat
- Ear pain
- Stomach pain
- Fatigue or irritability that prevents participation

- Communicable diseases which require treatment

Similarly, if a child exhibits any of these symptoms at home, they should not be brought to school.

Children may not come to school after having been given a fever reducer at home only to have it wear off in a few hours, during which time they are still contagious to others.

Children may return to school when:

- Fever, vomiting or diarrhea have subsided for 24 hours
- Medication (in the case of antibiotics) have been taken for 24 hours
- Rash shows no discharge
- They have energy for full participation
- Cold symptoms are decreasing

Slight coughs and runny noses are very common and do not, in themselves, dictate that a child stays at home. Keep in mind that fresh air is invigorating and does not cause illness, germs do! In fact, active play often helps to clear clogged lungs and sinuses and to raise a child's spirits.

School Records

Each child's school folder before school begins must contain the following completed and updated forms.

| | |
|----------------------|---------------------------------------|
| Registration form | Fee payment agreement |
| Medical record | Child pick-up authorization |
| Medical consent form | Published parent's list authorization |
| Immunization record | School questionnaire |

Records must be updated for children ages 1 to 2 semi-annually. Records for children age 2 and older must be updated annually. Staff will ensure parents receive necessary forms for updating.

School Medical Record

A current medical record, signed by your child's pediatrician, is required by Washington State for each child in attendance. Any ongoing medical conditions or allergies require a medical plan of action, also signed by their pediatrician. Your child should be seen for a well-child visit once a year.

Immunizations

Washington State requires each child in attendance have a CIS (Certificate of Immunization Status) form kept in their student file. Each year, office staff will notify you of any updates (if any) needed. Even families with personal or religious exemption from immunization must have a signed form on hand. Children who are not immunized will be excluded from school during an outbreak of a vaccine-preventable disease. This is for the non-immunized child's protection.

Medication

Any and all medication (prescription or over-the-counter) to be administered at school must be accompanied by a Medication Authorization form, signed by the parent. All medication must be in the original container with the expiration date and dosage clearly labeled.

For children two years and under, many over-the-counter medications require a doctor's authorization. Read the labels. If instructions for your child's age and weight indicate consulting a physician, VMS cannot dispense the medication without a doctor's signature.

Non-prescription medication which does not require a prescription is limited to the following:

- Antihistamines
- Decongestants
- Non-narcotic liquid cough suppressants
- Anti-itching ointments or lotions
- Sunscreen
- Lip balm/ointment
- Hand lotion
- Diapering ointment

VMS does not administer fever reducers. A child with a fever needs to be kept at home.

Children should never be given aspirin or aspirin-containing cold medication as their usage is linked to Reye's Syndrome.

Please do not send vitamins, cough drops, and the like.

Please deliver your child's medication, along with the Medication Authorization form and the doctor's prescription (if necessary) to either office or classroom staff. They will know where and how it is to be stored and dispensed.

Nut Free Policy—Peanuts and Tree Nuts

Our school has adopted a strict nut free policy. All food sent to school must be completely free of nuts, which includes peanut, cashew, hazelnut, almond and other nut butters, Nutella, mixed or individual nuts, granola/granola bars with nuts, NutThins, peanut sauces, bread with nuts, and other items that have nuts or nut ingredients.

If a child's lunch contains an item with nuts or a nut product, we will remove it and offer an appropriate alternative. A reminder phone call will be placed to the parent. (We have found most children will eat Sun Butter as a replacement spread.)

Snacks, Meals and Nutrition

When the children sit down for a snack or for lunch our focus is on being together while enjoying nutritious food, having conversations with peers and teachers, and practicing meal time etiquette. This is also an important opportunity for increased independence.

The children always wash their hands and are expected to remain seated while eating. The children participate in fetching and putting away their own tableware as much as possible. We ask the children to carry one item at a time while using both of their hands.

For snacks, the children fetch their snack plate from the shelf and then return for a spoon if needed and again for water if they wish. After they are finished eating, they scrape any uneaten food into the compost bucket. Next, in turn, they place their plate, spoon and glass on the dirty dishes cart. They return to tuck their chair in and then take a rollup (wet towel) to the mirror and wash their face and hands.

The children's lunches are prepared for them and they need only sit down after washing their hands. When children are finished with their meal, they rotate their chair (turn it so the side arm is parallel to the table). Then they fetch their lunch bag and place it on their chair seat.

They put any uneaten food back into their containers and then return their lunch bag back to the lunch baskets. Next, (carrying one item at a time) they take their plate, silverware, glass, pitcher, and bowl to the dirty dishes cart. Next, they take their

placemat, napkin (and lunch apron if needed) to the laundry. Children return to the table one last time to tuck in their chair.

Finally, they take a roll up to the mirror and clean their face and hands. For most of the toddlers, this is a lengthy process. We encourage their participation but recognize when they are unable to manage all of the steps. We enjoy assisting and supporting them as they gain the skills needed.

Children are encouraged to sample the wide variety of foods offered for snack and in their lunches, but are not required to eat anything they choose not to eat. We do not ask children to finish all of their food; rather we observe their cues and trust them to know when they are full and hungry.

Daily classroom work choices may include slicing bananas, cucumbers, cooked carrots, cheese, peeling hard-boiled eggs, etc. (Parents may volunteer to bring food items for this purpose.) Some of these foods are prepared for the children for snack. When the children choose this work as a classroom activity, they can enjoy that food with their snack or lunch.

Daily Eating Schedule and Food Suggestions

Breakfast

Breakfast is offered to children arriving before 7:45am. The menu is available from the office.

Snacks

Our morning snack is offered by 9:00 until approximately 9:45 and our afternoon snack time- 2:30 to 3:30- is flexible based on the children's napping schedule. Our snacks consist of a fruit or vegetable, a dairy or protein, and a grain product. Children staying after 4:30 are offered an additional light snack.

The toddler rooms use a rotating snack menu, which is posted on the classroom bulletin boards. Staff members prepare the snacks; serving sizes are generous and meet various appetites.

Lunch—Lunches from Home

The toddlers sit down together for lunch at 11:00. Please prepare your child's food so that it is ready to be eaten (slicing/peeling meats, fruit or hard-boiled eggs, etc. Parents are required (as per Washington Administrative Code 388-295-3160 to provide a nutritious, well-balanced lunch each day.

The required food components are:

- A dairy product (we offer organic whole milk)
- A meat or other protein*
- A grain product
- Two fruits or two vegetables or one fruit and one vegetable

*Per a licensing requirement, staff will remove the protein items from your child's lunch and store them in the refrigerator. Please make sure all lunch containers are labeled with either your child's initials, or first or last name. An ice pack is necessary to keep other foods cool and to ensure that it stays at a safe temperature before lunch.

Drinks

Children may obtain water throughout the day as they desire it. Children may have organic whole milk (provided by VMS), an alternative milk product provided by parents, or water with lunch.

Hot Lunch

Families may choose to sign up for our optional Hot Lunch Day(s); the rotating menu and sign up forms are available in the office.

Lunch Suggestions

Below are some lunch item suggestions from each of the required meal components:

A Protein-Rich Food

A sandwich or tortilla wrap with cream cheese, hummus, cheese, tuna, egg salad, sun butter, etc.

Cheese—a chunk, stick, sliced, melted or as a spread (cookie cutters make fun slices)

Cream Cheese—in celery sticks or for dipping/scooping with fruit/ vegetable/ crackers

Cottage Cheese/Yogurt

Tuna or Egg Salad—with bread or crackers or vegetables

Hard-cooked eggs (peeled at home)

Various meats or alternatives

Legumes/Beans

A Grain Option (preferably whole grain)

| | | |
|----------------|------------|----------|
| Sandwich bread | Rice Cakes | Rice |
| Bagel | Pita Bread | Cereal |
| Crackers | Pizza | Tortilla |
| English Muffin | Pasta | |

A Vegetable—raw or cooked

| | | |
|-----------------|------------------|--------------|
| Carrot sticks | Zucchini slices | Peas |
| Avocado | Chinese pea pods | Salad greens |
| Cherry tomato | Mushrooms | Olives |
| Tomato wedges | Potatoes | Sweet potato |
| Corn/on the cob | Cucumber | Bell peppers |

A Fruit—fresh, canned or dried

| | | |
|------------------|-----------------|---------------------|
| Apple | Applesauce | Peaches |
| Orange/tangerine | Apricots | Pears |
| Banana | Mandarin orange | Seedless grapes |
| Strawberries | Blueberries | Raisins/cranberries |
| Misc. berries | Pineapple | Nectarine |
| Melon | | |

Other suggestions

| | | |
|-----------------|--------------------|--------------|
| Graham crackers | Fig newtons | Pretzels |
| Granola bar | 100% fruit leather | Banana bread |
| Pumpkin bread | Healthy muffin | |

Nutritional Aspects to Consider

Luncheon meats, beef jerky, hot dogs, etc. contain nitrates and preservatives, and are highly salted. Please use in moderation and as a change of pace.

A sandwich is usually 60% bread, so it is important to use nutritious bread. Whole wheat or whole-grained breads/crackers provide the “enrichment” naturally. (“Enriched” only means the manufacturers have put back some of the nutritive elements that were processed out.)

Food Substitutions from Home

If your child has special dietary needs please speak with his/ her teacher. If it is necessary to store a supply of your child’s food or alternative milk at school, it will need to be labeled with your child’s name, date of preparation and expiration date. Parents wishing to supply breast milk or formula must bring a daily supply labeled with their child’s name, date and time of preparation. (We do not use bottles in the Toddler Community.)

Tableware and Drinks

At lunch, we set our tables with placemats, napkins, plates, bowls, toddler-sized silverware, and small (real) glasses and small glass pitchers (for the children to pour their own drinks. We transfer the food from your child’s lunch containers to their plate or bowl.

Children are offered organic whole milk (or alternative provided by parent) or they may choose water. We have a supply of lunch aprons for our youngest children to wear until they learn to eat more successfully.

It is not necessary to send anything but your child’s nutritious meal for lunchtime. We do not use sippy cups or bottles in our Toddler Community. Children not already using a glass for drinking will be assisted until they gain the necessary coordination for success.

Reheating Foods

We are able to re-heat lunch items, however, please limit this to a few times per week. When setting out lunches for 14 children, microwaving all of them or parts of them takes a very long time. Many styles of small thermoses keep food warm until lunchtime.

Candy/Treats

Please do not include candy in your child's lunch, it will be sent home unopened. We also discourage other types of sugary treats in your child's lunch. Treats on a plate become the coveted focus for your child (and peers) and are often eaten first—while healthier foods are left uneaten. Toddlers are attracted to fresh, colorful fruits. This makes a delectable treat. Your child may also find a picture or a short note in their lunch bag to be a special treat.

Food From Squeezable/Twist-Off Cap Containers

There are a variety of prepackaged foods available in squeezable or twist-off cap form—things like Go-Gurt, yogurt smoothies, and fruit/vegetable sauces—where the food goes directly from the packaging into the mouth. If you would like to send this style of food, please take the food out of the packaging and put it into a container. At school we only eat from plates or bowls and because all uneaten food goes home, we need to have a sealable container to return it to.

Lunch Bags/Container Suggestions

Your child will need a lunch bag daily (devoid of media characters). When choosing a lunch bag and food containers, please keep your child's independence in mind. Does the lunch bag have a handle or loop so your child can carry it; is the handle too long and cumbersome? Is the zipper on the lunch bag complicated, stiff or difficult to open and close? Are there other zippered compartments that would be distracting? Is there enough room to add an ice pack and all the containers without overcrowding? Are the luncheon containers small and fairly easy to manipulate? For younger toddlers, lunch bags with the flap-style Velcro opening that children can just lift up is the easiest for them to manage.

Uneaten Food/Quantity of Food

Uneaten foods will be sent home in the lunch bag so that parents are aware of which foods are eaten and in what quantity. Please reduce or increase the amount of food you send depending on what returns home normally. When children are new to our school, tired, or feeling a bit under the weather, it is common for them to eat less than normal. If you are concerned that your child is not eating enough at school, please feel free to speak with his/ her teacher.

VMS Allergy Policy and Procedure

In recent years, allergies, especially those in young children, have been on the increase. Steps have been taken to minimize and/or eliminate common allergens from the children's surroundings here at VMS. Peanut butter is no longer served as a snack item, latex-free gloves are used by staff for clean-ups, and celebration treats are purchased by VMS instead of brought in by parents. However, children having *specific* food allergies which require their parents to provide customized snack items for them to keep here at school are a reality.

An "Allergy List" is kept in each classroom, each office, and the kitchen so that all staff members are aware of all children with allergies. What needs to be clarified due to recent information from our licenser is that for each child who is listed as having an allergy, an "Emergency Healthcare Plan" signed by their doctor *must* be included in their record file. This plan would describe the signs of an allergic reaction in the child and state the action to be taken in such a situation. In addition, devices such as an Epi-pen or inhaler would need to be kept at school along with the prescription for such.

What this means is that *only diagnosed, documented allergies should be listed on the "Allergy List", not dietary preferences or sensitivities*. If, for example, a family is choosing to delay introduction to certain foods or limit the child's intake of certain foods, they can let VMS know in writing of their choice and staff will make every effort to honor these wishes. **This information would not be listed on the "Allergy List", though.** Allergies to antibiotics should not be listed as a child would never receive them here at school unless they were prescribed.

If you have informed us in the past that your child has an allergy, then we will need an Emergency Healthcare Plan from your child's doctor to validate this. This is a Washington State requirement for childcare centers. Attached is a sample of what one may look like. Different doctors may have different forms, though, containing similar information. Thank you in advance for your attention to this requirement.

Toileting/Diapering

Toilet Training

Both toddler rooms have a lovely children's bathroom, complete with child-sized toilets within the classroom. When children are ready to experience using the toilet, it will be available.

Older children will indirectly serve as a role model for younger children. Children will be supported and encouraged when they wish to use the toilet. Communication with and from parents regarding toilet training readiness and the process will be ongoing.

Diapers/Pull-Ups/Training Underwear

Children wearing commercial diapers or pull-ups are not able to feel the discomfort of being wet. Children who wear cloth diapers and/or underwear dislike feeling wet and are more motivated to stay dry. Our preference at school is for children to wear cloth diapers or cloth training underwear. If your child is approximately 18 months old and older, we will transition them into training underwear as soon as possible.

Teachers will have ongoing consultations with parents about their child's readiness. Parents may leave a weekly or larger supply of toileting supplies for their child. All children will need a week's supply of cloth training underwear available in the bathroom for spontaneous interest.

Plastic underwear covers will not be used. A daily supply of 3 complete changes of clothing is necessary to have at school. Wet/soiled diapers/pull-ups will be disposed of in a covered container in the classroom and removed daily. Wet/soiled training underwear will be sent home daily. Please note that feces will be placed in the toilet if it falls away freely, otherwise the soiled underwear will be bagged and sent home.

Diaper Changing Procedure

Staff person will wash hands, gather necessary materials, and put on disposable gloves as needed. Very young children will be changed on a changing mat on the bathroom floor until they are able to stand on their own. Older children will be changed while standing on the floor.

The child's diaper will be removed and bottom area will be cleaned (front to back) with a clean, damp wipe for each stroke. Soiled diaper and wipes will be placed in an

appropriate covered container. Staff person will wash hands with a wet wipe and apply appropriate ointment as needed (with parent's written consent), and assist the child to redress. Children and staff will wash their hands after each diaper change/bathroom visit.

The area used to change the child's diaper will be cleaned and sanitized, along with any containers/equipment that may have been touched. Diaper changing/bathroom time is an opportunity for individual time with a child. It is also an opportunity to assist the child in gaining experience with vocabulary, dressing and caring for themselves.

Rest/Nap Schedule

Your child's individual mat with sheet and blanket will be available throughout the day. Our wish is for each child to follow his/her individual resting needs. A child not resting/sleeping earlier will be encouraged/assisted after lunch or as needed. Children's naps will be documented and posted. Sheets and blankets will be sent home weekly.

Some children around the age of a year to a year and a half require a morning and mid-afternoon nap. We have found that because of the stimulation of the environment, these schedules are often difficult to maintain. Around this age is also when children gradually transition to one main nap during the day.

Clothing

Clothing plays a vital part in your child's enjoyment, comfort, success and independence at school.

Apparel that is too loose, tight fitting or long is bothersome and hampers movement. Toddlers that wear pants or shorts with elastic at the waist are much more likely to experience independence in dressing and toileting. When young children wear jeans or pants with buttons, snaps and/or belts, skirts or dresses with zippers etc., it causes them frustration because they can't do it themselves and requires them to be dependent upon an adult unnecessarily. Shoes can fall into this category also. Please choose shoes that your child can manage with minimal assistance.

The clothing your child wears to school must focus on reality. Clothing choices such as media character prints, fancy, princess-style dresses, etc. are not acceptable for

school. They lead a child to play a role not his or her own and are often distracting and frightening to other children. Designs and imprints of real things are welcome.

Toddlers love to explore their environment. Please send them in clothing that they can paint, draw, and play in the dirt with. Some children go through several outfits a day; several changes of clothes left at school and re-supplied promptly is very much appreciated. Seasonal clothing such as winter hats and mittens and summer hats, swimsuits and water shoes will also be needed.

Jewelry is not acceptable in our toddler community. Besides presenting a choking hazard, jewelry is a personal item. When another child picks it up and plays with it or breaks it, the owner may be angry or sad. Hair accessories are ok. We will help your child bring them to an adult when they are no longer wanted.

When the weather is questionable, always send a wrap with your child. By sewing a 4-inch loop at the back of the neck onto jackets, coats, and sweaters your child will have a visual marker to successfully and neatly hang their wraps on their hook. Staff will sew in loops when they are missing.

Footwear

Classroom/Indoor Footwear

We want our toddler communities and floors to be as sanitary and comfortable as possible. Toddlers, staff and other authorized persons entering the toddler's environment will need to remove their shoes. Non-slip footwear is required to be worn by the children—this may be slippers or indoor shoes with non-slip soles. Indoor footwear must be devoid of media/cartoon characters or camouflage print in any color. If parents prefer, we have various sized indoor footwear available for their child to borrow.

Outdoor Boots

Children will need boots beginning in the fall until late spring. Slip-on style boots without buttons or zippers are preferred. Avoid boots which go over the shoes. Boots that have loops or handles at the top offer an additional aid to children. A unique design that is already part of the boot or one that you add is a fun way for children to recognize their own boots. During very cold weather, keep in mind that rubber rain boots do not have an insulating layer to keep small feet warm, so winter boots may be desired. Boots are not worn in the classrooms.

All clothing items must be labeled with your child's first name, or last name, or initials.

Toys from Home

Play items from home need to remain at home. Our toddler community is richly equipped for your child's developmental needs. When children choose an item from a shelf, it is available only for them until it is returned to the shelf. This fosters a sense of ownership and protects children from having to "share" items with each other.

When items from home are brought into our environment, everyone wants that item and frustration ensues. The owner of the object really does not want to let go of their item, and it is not fair to expect them to at this age. Older toddlers sometimes want to bring items in to share with their teacher or friends. Please see the section on Sharing for more information.

Comfort/Security Objects

Young children often seem attached to security items like a pacifier, a stuffed animal, a doll, a blanket, or perhaps a bottle. Sometimes, it is the parent who is really attached to their child having a comfort item. We have consistently found that when these items are brought into a Montessori environment, they are either left laying somewhere or are a source of distraction.

Some things to consider about comfort items are:

- Pacifiers are not used in our toddler community. Pacifiers inhibit language and articulation development and verbal expression while also promoting an internalization of physical and emotional discomfort—even when they are used only at rest times.
- Carrying a comfort item(s) around throughout the day restricts the child in the optimal use of their hands and engagement of Montessori materials. The hands working in harmony with the brain is the strongest, most vital need of children and is their major source of learning.
- Bottles and sippy cups are not used in our toddler community. (Bottles containing juice or milk and given to a child at rest times are harmful to growing teeth and gums. These items are also traditionally associated with babies who need to suckle (or are messy). The children in the toddler community enjoy learning how to drink successfully from a glass.

While we appreciate the attachment your child may have to a comfort item, our strong preference is to have this item remain at home or be left in the car for use after school. If a routine is established prior to the first day of school that the

comfort item is not for school, children accept this with consistent practice and reassurance. Our staff is very sensitive and attentive to the bonding process your child needs. We are very dedicated to your child's positive transition.

Sharings

Older toddlers may occasionally want to bring in an item from home or from a nature walk to share with their teacher and peers. Please refrain from allowing your child to bring in a toy for sharing. Please bring the sharing in a bag labeled with your child's name.

Ideas for an appropriate type of sharing a child may want to bring are autumn leaves, spring flowers, family picture(s), a magnifying glass, a variety of pinecones, a shell from a beach trip, etc. It is best when the idea of bringing a sharing comes spontaneously from the child.

Preparing your Child to Begin School

Young children live in and understand the present moment. Future time is very difficult for young children to comprehend and wait for. Young children also do not have a point of reference about future things in which they have not already experienced or been introduced to.

Talking about going to their new school, in a week or tomorrow, may cause a lot of unnecessary anxiety and apprehension. Indirectly preparing your child can give them just enough of a reference point and preparation to ease their adjustment.

Some suggestions are:

- Select library books about young children going to school, making friends, etc.
- Tell stories about playground activities or going to school, etc.
- Visit local school playgrounds and talk about children going to school.
- Park in the VMS parking lot and take a casual walk to the cul-de-sac directly behind our school and peek through the fence into our toddler play area.
- Gradually readjust your child's bedtime and wake-up time a week or two ahead of the school start date. Work towards a calm and orderly pace of being up, dressed, fed, and ready to leave the house for a timely arrival at school. If this routine is mastered before the first school day, your child will not need to deal with the stress of a new morning routine.

Parent Interview

Before your child begins, it is necessary for staff to meet with one or both parents. This is an opportunity for us to learn more about your child and answer any questions you may have.

Classroom Visit(s)

We want your child to be as comfortable and prepared as possible for their first day in the toddler community. To facilitate this, we encourage two scheduled visits to the classroom (parent stays in the room during the visit). A minimum of one visit to the classroom is necessary before a child's first day.

During their visit, children are able to observe their new environment, caregivers and peers while having peace of mind their parent is close by. Visits last for

approximately 30 minutes. Please bring your child's supplies at this time. Your child's teacher will contact you to arrange a time for your child to visit.

- During your child's visit(s), please remain seated and allow your child to move away from you and explore independently of your verbal or physical presence.
- It is the teacher's role to help your child feel welcome and comfortable in the classroom.
- It is common for children to want to stay with their parent until they feel comfortable moving away and exploring. There is a great deal of sensory information your child will be taking in. Our teachers will take their cues from your child.

Home Visit

Children naturally feel the most comfortable and secure in their own home. In this environment, it is much easier for them to become familiar with and accepting of someone unknown. When the child comes to school for a pre-visit or for their first day of class and remembers the teacher from his/her home, a trusting relationship is built upon. Our teachers enjoy the privilege of being able to observe and get to know your child in his/her home. They will contact parents to schedule a mutually convenient time for the home visit—plan on them staying approximately 30 to 45 minutes.

Arrivals and Departures

Attendance

Routines allow children to thrive because they know what to expect on a day-to-day basis. Please assist your child to attend school regularly and arrive and depart on time.

Consistent attendance along with a timely and consistent arrival and departure is imperative to a child's adaptation to school.

We expect children arrive no later than 8:30 am (with the exception appointments or unforeseen incidents).

If your child will be unavoidably late due to an appointment, or your child is ill or for other reasons will not attend school for the day, please call the office.

Arriving on Time to School

In the Toddler Community, the children's school day begins at 8:00 AM. Knowing toddlers especially need a bit more flexibility, we offer a generous arrival window of between 8:00 and 8:30. With the exception of occasional appointments or unexpected traffic/auto difficulties, children are expected to be on time to school. There are several reasons why this is important.

Whether consistently arriving on time or late, lifelong habits are being formed now as well as messages about the importance of attending school. Children adapt to the routines of their families. If children feel rushed, sense their parent's anxiousness/frustration, often hear 'hurry, we are late', run in the door after school has begun, etc., the lifelong model/message they are adapting to is that running late/hurrying is normal and acceptable. If children have a consistent routine where they do not feel rushed, there is enough time to arrive and walk calmly into the building, and perhaps have a few extra minutes to talk or read a book their message is that being prepared and arriving on time feels good and is important. There are many years of school ahead for your children—consistently arriving on time sends the message that school is very important and worthy of respect.

In the Toddler Community (before 8:30), children, teachers and assistants have time to greet one another, enjoy leisurely conversations and begin the day as a community together. Children have plenty of time to take their wraps and shoes off/put on their slippers and transition into their school day unhurried and at their pace. As children spontaneously begin to engage with activities, a beautiful flow of learning, concentration, self-discovery and independence emerges. The teacher's sole focus now must be to facilitate and protect this time for the children, giving uninterrupted lessons on new materials, observing growing skills, challenges and social interactions.

When children arrive after 8:30, the flow of the children's work cycle is interrupted. They want to see who has arrived, or the teacher has to excuse herself from a lesson to help a child enter the classroom. The child entering late has completely missed out on the leisurely morning greeting time and now has to join activities in progress. He/she likely feels a disconnection with the rest of the group. It is similar to how adults may feel arriving late to an important meeting already in progress.

Sometimes a few changes to morning home routines better ensures timely arrivals to school. Children thrive on routines that they can unconsciously rely on and predict "what comes next" in their day. For example, if the night before, they have chosen their school clothing and those clothes are at the end of their bed, the first thing that happens may be they get dressed. Or, it may be they have snuggle time with a parent, use the bathroom and then get dressed. Leaving the house to go to school or to an appointment is also a routine. "Aids" can be implemented—things like having their coat on a hook near the exit door along with their shoes and lunch bag serve as subtle expectations and reminders of what comes next. If the last activity before

leaving the house is eating breakfast, as your child finishes his/her last few bites, a parent might say “after we put our dishes on the counter/dishwasher, we can put on our coats. Teachers are happy to brainstorm and offer suggestions any time.

Children are expected to be at school by 8:30 every day (with the occasional exception for an appointment or unforeseen circumstance). We know many times this can be challenging, and your efforts are greatly appreciated. If you do not feel your child can arrive by 8:30 every day please schedule a time to talk with us. We want to help ensure your child’s timely arrival so that all children fully enjoy, engage and thrive during their time at school.

Helping Children to Help Themselves

During their school day, the children are accustomed to their school environment being orderly, their routine predictable, and their desire for independence facilitated. All of their personal belongings are at their level in baskets with their pictures on them. This enables each child to find their own things when they need to use the toilet or dress/undress without waiting for adults to get what they need.

Whenever children arrive or leave from school or play outdoors, they are able to independently put on or put away their shoes, slippers, coats, hats, etc., with minimal assistance from staff. It is especially helpful if their wraps (coats, jackets, sweaters) have a 4-inch loop (ribbon, shoestring, elastic) sewn to the inside of the back collar. This simple loop gives the child a means to hang their wrap up successfully. When children can do things all by themselves, they feel so confident and capable. If you are unable to sew the loops, please let us know; we can sew the loop for you.

In our busy lifestyles, it is so much faster for us to “do it for them”, but this gives your child the message that they are not capable of caring for themselves. It also puts your child in a passive role rather than in a participatory/collaborative role. Over time, children in this passive role give up their desire for independence and adapt to and expect adults to do things for them and take care of them.

Patently helping children gain the skills they need for success—helping them to help themselves—is what will guide them towards confidence and functional independence. Regardless of your child’s age, now is the time to begin fostering the skills needed for the process of gaining independence.

Saying Goodbye at Morning Drop Off

Saying goodbye to your child using a positive, cheerful, non-worried manner will convey an unspoken message that you believe he/she is being left in a safe place.

Parents help to set the tone for a child's success at school with the language and positive emotional response they give.

Young children thrive on routine. They come to know what to expect when a parent says goodbye. Some children may be sad and perhaps angry when their parent leaves, while others are more confident and need minimal reassurance. Saying goodbye becomes part of their routine, however, and as they bond and feel safe and happy with their caregivers and peers, and know you will return for them, they will come to respond to your goodbye with a wave, smile or confident verbal goodbye.

We strongly discourage parents from leaving without saying goodbye—while their child is distracted. In most cases, this postpones their child's sadness and can add confusion, intensify anxiousness and prolong their child's transition phase.

When you leave your child with us, be assured she/he will be well cared for. Please feel free to call our office at any time if you are concerned or want to know how your child is doing. We are happy to check on your child for you. You may also observe from the viewing window any time you wish.

Parent Child Area

Occasionally parents arrive early with their child, or they simply want to spend a few extra minutes together before their child enters the classroom. At the end of the day, parents often want to have a few minutes with their child before rushing off to the car. Near the entrance of our toddler classrooms, there are benches or chairs and an assortment of books. Please feel welcome to use this special area whenever you wish to have some time with your child.

Honeysuckle and Jasmine Toddler Classroom Entrances

Using main VMS entrance—walk through the hallway—the toddler classrooms are in the back of the building. Adults only may open gates and doors with red stop signs. Please help us reinforce this safety measure with your child by consistently insisting only adults open these doors and gates. Parents are always welcome at school. However, the classroom is first and foremost the children's environment. We ask that parents not enter the classroom when children are present.

Arrival to School

As a safety measure, please insist that your child holds your hand upon exiting your vehicle until you enter the building. We love to see children walking alongside their parent into the building, carrying their own lunch bag and then placing it in the lunch basket—they start their school day with an attitude of confidence and independence.

When you are ready for your child to enter the classroom, please walk him/her to the doorway. If staff is not already near the entrance, they will come over to greet you and your child as soon as possible. Offer a short and cheerful goodbye at the entryway.

If they are comfortable and want to walk in on their own, they are welcome to do so. If your child is not ready to walk in on their own, a staff member will assist them to come into the room and become settled. Be sure that a staff person is aware of your child's arrival before you depart. After your child has said goodbye, staff will assist him/her to put away their wraps and shoes/put on their slippers and wash their hands (this is a licensing requirement and serves to decrease the spread of illness in our community).

We ask that parents do not enter the classroom at drop off. Please say goodbye to your child at the classroom entrance.

Because we are greeting many children as well as guiding them through their morning routine, we are not usually available for conversations. If you feel you need to pass time sensitive information on to a staff member, please write a note and send it in with your child or leave it in the message basket just outside the classroom door. You are also welcome to call the school and talk with our office staff. If you have general questions, etc., you are also welcome to send your child's teacher an email. She will get back to you within 2 school days. We really do enjoy talking with parents, but at drop off and pick up, our focus needs to be on all of the children.

Be sure to sign your child in at arrival with the time and your full signature. The sign-in/out notebook is located on the table just outside each classroom door.

Morning Car Greeting Option

Between 8:15 and 8:30, we offer car greeting as a convenience to parents and to facilitate a simple drop off. Parking is limited at VMS during arrival in the morning. This may be an option for children in the toddler room. However, please discuss this with staff in advance. Most young children prefer to enter with a parent. When walking your child into school, please insist your child hold your hand and always use the sidewalk. The drive through area is for vehicles only.

Departure from School

When parents arrive to pick up their child, staff will assist the child to collect their shoes and coats and take them to their parent(s) at the classroom entryway. Children are encouraged to make eye contact, share a handshake perhaps, and say goodbye to staff.

After leaving the classroom, your child can retrieve his/her lunch bag while you check your family file folder. Please encourage independence by encouraging your child to carry his/her lunch bag and walk through the building.

We ask that parent do not enter the classroom when picking up their child. Please wait for staff to escort them to you. (Parents picking up their child in the later afternoons via the Sweet Pea entrance can either wait there or at the top of the ramp in the Jasmine classroom.)

Parents must sign their child out at each pick up, recording the time and their full signature. The sign in/sign out notebook is located just outside the classroom entrance.

Children should not reenter the classroom or outdoor play area to play once staff have said goodbye to them.

Once staff has said goodbye and you receive your child, you assume responsibility for your child. Staff will focus their attention on remaining children/duties.

When dropping off or picking up your child from the outdoor play area, please use the toddler hallway (north facing) double doors.

Before and After School Care

For toddlers, before school care is offered in the Honeysuckle classroom between 7:00 and 8:00 AM. Breakfast is offered to children who arrive by 7:45.

After 3:00 PM the Jasmine classroom will be primarily used for after school care. Some children may remain in the Honeysuckle classroom until 4pm when there are larger numbers of children needing after school care. Children go outdoors every afternoon unless it is raining.

Beginning School

The First Weeks

Beginning in a new environment can be tiring and stressful for children. Everything is new for them. They will need their own time-line to become accustomed to new caregivers, peers, environment and routines. Be assured that classroom staff will do everything possible to help your child's adaptation and feelings of security and comfort. Please help your child by making sure they receive adequate sleep and quality time spent with you.

If your child does not seem to be adapting to the life of the classroom, teachers will ask for a conference with parents so that we can work together to understand/meet your child's needs. Your child's successful adaptation to the classroom is very important to us.

At home, you may not notice any significant difference in your child, or you may notice he/she is reluctant to go to school, is more tired and irritable, is more demanding of your time and energy, sleeps restlessly at night, etc. It can take approximately a month for some children to feel very comfortable and secure coming to school. Their mood/behavior at home may reflect this for a while. If you have any concerns, please leave a note or phone message for staff.

Birthday Celebrations in the Toddler Community

Becoming one year older is very exciting to a child. At VMS, we celebrate with them in a non-traditional manner that is in keeping with the Montessori Philosophy by focusing on the importance of becoming one year older. With the visual assistance of the child's "Time Line of Personal History" (directions below), we acknowledge a child's birth date by reviewing the child's life story and acquired skills since birth.

After sharing the child's life story with the class, we congratulate the child on his/her progress. The children are offered a special treat of animal crackers (provided by VMS) and may continue to enjoy the community celebration. Parents need to only supply their child's Time Line of Personal History for this occasion. *This celebration is completely optional.*

A Child's Time Line of Personal History

There are a variety of ways to prepare your child's Time Line of Personal History. The most ideal format is to arrange the photos in a binder or keepsake album.

Every year (all the way through adulthood if desired), a new photo or two can be added. This format is preferred by the Children's House teachers. Another option is to mount the photos on a temporary display board.

Photos including family members, homes, pets, vacations, or an activity portray a child's unique history. Please write a brief statement or phrase near the photo indicating your child's approximate age as well as the event and participants in the photo.

Include a picture for each of the following:

- Newborn - 1 picture
- Six months - 1 picture
- Ages 1, 2, 3 - 1 or 2 pictures for each age

If you would like your child to take part in this *optional* celebration, please send your child's Time Line of Personal History to school during the week of your child's birth date so we can display and enjoy them. We prefer to have the celebration a day or two after your child's birth date. This allows for family celebrations to be enjoyed and conclude. We will return your child's Time Line of Personal History after the celebration.

Volunteering

There are a few key ways that parents help the classrooms on a day-to-day basis. They are:

- Doing laundry for the classrooms and kitchen
- Selecting library books for the classroom
- Bring flowers for flower arranging

These volunteer opportunities are done on a sign-up basis. The sign-up sheets are located by your classroom entry. Although it is not a requirement, volunteering for each twice a year really helps things run smoothly.

Besides this, parents help out by offering specific skills they can share, supporting parent nights, attending parent & teacher conferences, and supporting fundraising events. We are so thankful for the wonderful help and support given by so many parents over the years!

Laundry Volunteer

Because the classrooms use quite a variety of cloth items from small polishing cloths to large floor drying towels, there is a constant need for laundry volunteers. VMS has no laundry facilities. When you sign your name on a given week, you are offering to take the bag of laundry home for washing. It will be labeled with your child's name and placed outside the front door by dismissal time. Please bring it back the next day. You should not have a laundry load every day! Two or three times in the week are what you can expect. We are so thankful for help in this area.

Selecting Library Books for VMS

We appreciate our parents volunteering to bring library books for the Honeysuckle/Jasmine Room children to enjoy.

Below are some guidelines for selecting library books:

- Choose books about real life happenings (no talking animals, magic, fairy tales, characters, etc.
- The books need to have attractive and somewhat simple illustrations.
- Books about nature, family, pets, construction, transportation, adult occupations, toileting, animals, children, daily activities, etc. are especially enjoyed by the children.
- Please choose approximately 4 to 8 books. The pages can be regular or the thicker chubby style.
- The books should have approximately 1-5 sentences per page.
- Please bring the list of books printed at the library along with the books themselves to the office. We will make a copy for the classroom and keep one in the office.
- Please bring the books in on the Monday of the first week you've volunteered for. They will be returned to you in a bag with your name on it after two weeks. This will allow sufficient time for you to return them to the library on time.

Flowers for Flower Arranging

Flower arranging is a classroom activity that children may choose independently. This activity involves fetching and pouring water into a vase; selecting and placing flowers carefully into the vase; selecting a doily; carrying and placing the doily and

vase on a table or shelf; wiping up any water spills; enjoyment of the beautiful flowers by all.

When the flower arranging activity is not available, prepared bouquets of flowers brighten the classroom and are used to help children appreciate their beauty and delicacy. Supporting your child's classroom in this way is very much appreciated.

We ask that you please refrain from bringing garden flowers that have had chemicals applied to them.

Hard-Boiled Brown Eggs Volunteer

Hard-boiled brown eggs will be used in a variety of activities, including peeling the shells away, slicing, and preparing them for individual or group snacks.

- Please boil one-dozen eggs for at least 20 minutes and refrigerate promptly.
- Please label the egg carton or plastic bag with the preparation date.

Mandarin Oranges Volunteer

Volunteering for this involves bringing one bag of mandarin oranges or small oranges school. The oranges will be used in a variety of activities, including peeling and juicing and will be enjoyed as an individual or group snack. Your support in this fun classroom activity is very much appreciated.

Guidelines for Observing the Toddler Community

Below are some guidelines and suggestions for observing:

- Please set your phone and other messaging devices to silent mode.
- Please remove your shoes before entering the classroom. Slippers are available if you wish to wear them.
- Please refrain from touching or letting a child cuddle or sit on your lap or from other physical contact. You may tell a child “my lap is not available right now” and/or “your teacher is available to help you”. Staff will assist as necessary.
- Please refrain from initiating interaction with the children. If children approach you, please introduce yourself. Use a quiet voice. Refrain from lengthy conversations.
- Some young children enjoy interacting with adults they do not know. You may tell a child, “my work is to watch all the children working or playing”. “I’m not available to ...”
- Other children are timid and anxious around adults they do not know. Allowing them to observe you without your making eye contact may help them feel less anxious.
- Classroom staff will intervene or assist children to other activities as needed.
- Please respect the privacy of the children.
- Please remain seated quietly in the visitor’s chair.
- During your visit, classroom staff will greet you and answer any questions you have.
- At the close of your visit, please stand and exit the room quietly. Please return to the office to check out. They may answer any additional questions you have.

If you are a parent or relative of a child in the room, you may or may not observe a normal day of activity for your child. It is difficult for young children to manage their emotional attachment to you and sustain their independence.

Some aspects of the toddler community you may wish to notice:

- The children's response to the entire room: adults, peers, materials, etc.
- How the children initiate activities (independence)
- Which activities are initiated by the child, and which ones by an adult
- The children's ability to concentrate and to be fully absorbed
- Social interactions between the children
- The children's ability to communicate their needs/resolve conflicts
- How the environment/atmosphere feels to you as a visitor

Moving on to a Children's House Classroom

When Can a Child Transfer into the Children's House

There are a few minimal requirements for children entering the Children's House. They must be at least two and a half and using the toilet independently. We also consider the child's emotional readiness.

When there is a space available in one of our three Children's House classrooms, toddlers may graduate when they are ready, otherwise, they will transition into their new classroom in the summer or fall, whichever is deemed best for the child.

We encourage parents to observe in one or all of the Children's House classrooms. In the Children's House classrooms, ideally there is a balance of boys and girls at various age levels—3, 4, 5 year olds. Graduating toddlers are placed in their Children's House classroom based on this. Staff will have ongoing communication with parents about the child's readiness to transfer.

Transitioning into the Children's House

Many opportunities are taken to help prepare your child indirectly and directly for transitioning into their new classroom. These include:

- Watching classroom activities through observation windows
- Children's House teacher visiting in child's classroom
- Visits with teacher in Children's House classroom
- Independent visits with teacher in Children's House classroom
- Visits in the Sweet Pea Child Care Room
- Visits to the Children's Park
- Visits to Children's House bathroom(s)
- Transferring their clothing to their new classroom

What Parents Can Do to Aid the Transition Process

- Do not tell your child they are graduating and moving to a new classroom. The children feel very confident and comfortable in their classroom. When they are told they will be moving to a new classroom—where they have no experience or bonds with teachers or peers yet, they very often become anxious, which in turn can adversely affect their transition into their new classroom.
- When walking to or from their current classroom, pause and allow your child to observe the Children’s House classroom he/she will soon be entering.
- Classroom teacher will initiate a conversation if they are available.
- If the classroom is unoccupied, please feel welcome to “peek” in. Pause and allow your child to explore with their eyes. If your child will stay with you and not disturb classroom items, you may walk through the classroom.
- Visit the hallway bathroom daily before and/or after school.
- Let your child visit the Children’s Park. (Check with outdoor staff first). Please wait in the Parent’s area of the Park.

The Children’s House Three-Year Program

The Montessori Children’s House is a three-year sequentially designed program based on the developmental laws of children.

The first year the child begins the adaptation to the prepared environment. The child will be presented lessons developing skills in concentration, sequencing, attention span, memory skills, auditory and visual discrimination, coordination, language and socialization. The first year lays a strong foundation for all academic skills presented in years two and three.

The second year the child begins working more in depth with letters and numbers and begins the writing process. The passageway to abstraction begins to unfold.

The third year brings fruition from the first two. The child develops reading and writing skills. The child becomes confident and conscious of his/her own knowledge. This is the year s/he knows what s/he knows.

VMS Behavior Management and Guidance Policy

Parents consistently ask about discipline and what forms are implemented here at VMS when they are researching and visiting our school for the first time. Understanding that one definition of “Discipline” is “To train by instruction and exercise”, we see that it is not something punitive, but something which aids in development and personal growth.

At VMS, we always tell a child what he or she CAN do. Using positive statements helps the child focus on the positive or desired behavior. For instance, “We walk inside our school” is more effective than “Don’t run”. Words like “Stop”, “No” and “Don’t” are only used in a situation calling for urgency.

Other guidance techniques employed by VMS staff are:

- Giving choices to the child. It is important that both choices have acceptable outcomes for the adult/group, but the child feels empowered to control his actions.
- Having an orderly environment and consistent routines helps the child know what to expect and to feel safe.
- Giving the child advance notice of an expectation along with enough time to carry it out or make a choice.
- Letting the child know that we ALWAYS use our words to make our will known or to solve a problem and then give them the words they can use.
- Speaking to the child in a quiet, calm voice at his or her eye level and making eye contact.
- Modeling the graceful way to speak and act within the classroom community.

The following are NOT used at VMS:

- *Any form of corporal punishment is against the law (ie. Hitting, slapping, spanking, shaking, etc.) and will never be used.*
- Shaming, humiliating or labeling
- Time-outs are not used. Children may be asked to stay with an adult for a short time in order to calm themselves and observe others interacting safely.

- Rewards (such as stickers or smiley faces) and punishments. Children learn to demonstrate appropriate behavior because it feels right and benefits others not because they may get something out of it.

If a child is unable to respond to redirection and/or is consistently unable to maintain control of his or her body, then the teacher will contact the parents, after school, to discuss their observations, the forms of discipline utilized at home, and agree on a plan of action.

The physical and emotional safety of all children in the classroom is of utmost importance. Therefore, if unsafe or hurtful behavior threatens that, parents will be called to come pick their child up immediately. Repeated uncontrolled behavior may lead to the need for the child to be withdrawn from VMS.

At VMS, we respect parents as the primary teacher of the child and expect a relationship of mutual care and concern to exist between parents and the child's teacher for their benefit now and in the future.

Safety at VMS

Disaster Preparedness Plan

“Prepare, React, Respond”

VMS Address: 10316 NE 14th St Vancouver, WA 98664

VMS Phone: (360) 256-0872

Cross Street: NE 104th Ave

Evacuation Site Address: Cascadia School
10606 NE 14th St.

Evacuation Phone: (360) 944-8096

The VMS disaster preparedness plan has been designed to identify and address possible disaster and emergency situations. The plan will be read, reviewed and signed annually by administration and staff. The plan is included in the VMS parent handbook to be read, reviewed and signed by parents upon enrollment. Classroom staff is always directly responsible for children in their class and office staff is ultimately responsible for the entire group.

Prepare

By designing and maintaining a plan, training staff, informing families, keeping well stocked with supplies (72 hour emergency kits), keeping accurate attendance records and requiring up-to-date contact information from parents. The emergency contact list will be kept in the office alcove along with the following disaster plan.

React

By evaluating the nature of the disaster and following our training.

Respond

By accounting for all staff and children and keeping them safe, deciding if shelter in place or evacuation outside or to the evacuation location (Cascadia School is one block east of VMS) is necessary, and contacting parents.

Fire

“Prepare for Exit” drills are done once a month, utilizing each of the ten pull stations, at various times, and documented on the form in the hallway. Evacuation routes and plan are posted in the hallway and inside each classroom. The Knox Box for emergency responders is located outside the front door on the post. The nearest hydrant is on the east corner of 104th Ave.

- If fire or smoke is observed, then that staff member will pull one of the alarms located at each outside exit door which alerts the fire department.
- All children line up in pre-designated classroom spot at the sound of the alarm.
- Office staff checks kitchen, bathrooms, etc, takes cell phone, emergency list and first aid kit from adult bathroom—exits behind classes.
- Teacher & assistant set the tone—quickly & calmly! Do not stop for or get coats.
- Teacher turns off light, and takes the emergency backpack with parent phone list, attendance chart and crackers, and exits the building to the pre-designated spot.
- Take roll and wait for further instructions from administration or fire department.
- Office staff accounts for each person, contacts parents and completes written incident report.

Earthquake

Disaster drills (such as the following) are done once a quarter at various times and documented on the form in the hallway.

- Classroom teacher announces “Earthquake-Drop, Cover, Hold” loudly and firmly.
- Help children find shelter under tables or other appropriate spaces.
- Wait 60 seconds or for shaking to stop and check for any injuries.
- Line up and proceed with evacuation procedure if it is necessary to exit- taking attendance chart and necessary medication.
- If evacuation is necessary, office staff takes cell phone, emergency list and first aid kit from adult bathroom.

- If children are outside, they are to crouch in the tunnel or under play structure.
- Office staff checks the building for damage and contacts parents, if necessary.

Lockdown

If outside and staff observe police activity or are notified of imminent or perceived threat in the area, children will immediately be lined up at the sound of the triangle signal, and taken inside. If classes are in session inside, each classroom will be alerted verbally for the need to assume lockdown procedure. Administration will call 911.

All staff must:

- Remain calm and aware.
- Close & lock any necessary doors & windows.
- Close down all shades & turn off lights.
- Teachers and Assistants will take attendance and remain inside the classroom with the children—NO LEAVING FOR ANY REASON.
- Administration will give verbal direction to resume normal activities.
- Depending on instructions from police, administration contacts parents and completes written report.

During a lockdown, NO ONE may enter or exit the building.

Severe Weather/ Power Outage

If we observe or are notified of severe weather (high winds, heavy snow or ice, etc.), children will be kept or taken inside and administration will contact parents to come pick up children promptly.

If the school loses power for more than 2 hours, parents will be notified to pick their child up.

VMS follows weather-related closure decisions from the Evergreen School District. We strongly encourage parents to sign up for **FlashAlert** at www.evergreenps.org to receive weather-related or other emergency alerts from the Evergreen School District. The **Evergreen School District Hotline can also be accessed at 604-3637**. Our “Out-of-Area” Contact is Children’s House Montessori in Spokane, WA. Parents can call them at 1- (509)-533-6363 to get information if VMS cannot be reached.

Missing or Kidnapped Child

If, after checking the attendance chart to make sure that the child is indeed missing classroom staff would report to administration who makes a thorough search of the building and grounds and calls 911. We would provide emergency response with child's name, age, physical description, medical status, time, location and with whom the child was last seen. Administration will contact parents and CPS and complete a written incident report.

Gas Leak or Hazardous Material

If gas odor is detected, staff DOES NOT activate alarms or other electrical equipment. If staff observes or is notified of any potentially harmful chemical spill or gas leak, administration will determine (depending on the source) whether shelter in place or evacuation is the safest course.

If evacuation is deemed necessary, "Prepare for Exit" procedure will be followed and 911 will be called. If remaining in the building is safer, emergency kits with particle masks will be accessed. The ventilation system will be shut down and children confined to the smallest classroom space possible. Windows vents and doors will be sealed off until it is confirmed that the situation is resolved.

Administration will contact parents when it is safe to come retrieve their child.

Tornado

If outside, staff will sound the triangle and immediately take children inside the building. Everyone will gather in the main hallway—away from windows.

Everyone should crouch low, covering head and neck with arms. Office staff checks the building for damage and contacts parents.

We will shelter in place if safe to do so. If not, we will evacuate to Cascadia School just to the east at 10606 NE 14th St.

Volcanic Activity

If volcanic ash is present all staff and children remain inside. If outside, staff will gather the children and immediately take them inside.

VMS will follow Evergreen School District's lead as to dismissal or closure. Office staff will check the building for damage and contact parents

We will shelter in place, accessing emergency supplies, as needed.

Emergency Phone Numbers

Out of Area Contact (509) 533-6363

Poison Control 1-800-222-1222

Child Abuse Reporting 1-866-ENDHARM

Evergreen School District Hotline (360) 604-3637

Vancouver Montessori School Pest Control Policy

It is the policy of this facility to implement and practice Integrated Pest Management to control pests and minimize pesticide exposure. This includes methods such as exclusion, sanitation, habitat modification and maintenance. Routinely scheduled pesticide applications, indoors or out, are not permitted under IPM.

State law requires licensed child care facilities to practice IPM and to notify parents and staff, in writing, of any necessary pesticide application at least two days prior to such application.

Whenever possible, non-chemical tactics, such as traps, glue boards and such will be employed. When pesticide application is deemed necessary, it will not be in the presence of children or items handled by children.

The IPM program at this facility includes the following:

- Regular monitoring to identify pest problems
- Preventative actions to reduce further pest problems
- Preference for the use of non-chemical control methods
- When necessary, the use of least-hazardous chemical controls
- Training for staff when needed

Bugaboo Pest Control is the preferred, licensed contractor for VMS and understands the needs of pest control as it applies to childcare facilities.

Lawn and Order is the preferred, licensed grounds maintenance contractor for VMS.

The outdoors will not be regularly treated with weed killers or insecticides, but dealt with manually. If any application is deemed necessary, notification signs will be placed at the location of the application or at each entry point to the area being treated. These signs will be a minimum of 4 x 5 inches and be placed at least 12" from the ground. Signs will remain in place for 24 hours or more, if needed.

2017-2018 Toddler Community

Honeysuckle Classroom

Guide: Fran Gilliland
frang@vancouvermontessori.com

Assistants: Lindsey Hanson
Grace Cook

Jasmine Classroom

Guide: Kira Pierce
kirap@vancouvermontessori.com

Assistants: Ashley Eggleston
Bri Baker

School Support

Administrative Director: Lisa Morse
lisam@vancouvermontessori.com

Administrative Assistant: Meghan Callaghan

After-Care Coordinator: Rahela Herman

Hallway Ambassador: Anita Orange

Kitchen: Mary Ann Ard



**VANCOUVER
MONTESSORI
SCHOOL**

I have read and understand the Vancouver Montessori Staff Handbook 2017- 2018.

Signature _____

Name Printed _____

Date _____