

Thank you for choosing our school. This hand book is a reference and its contents are a guide to the functions of our school. If you have any questions, comments or concerns please do not hesitate to let us know.

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At the core of our school is the child~

Children, teachers, families and schools each have their developmental stages based in needs, and their outcomes of growth due to successful implementation of Montessori education. Holding true to the service of the child, the Montessori school becomes the beacon for the future as the community comes together to collectively honor the needs of the child. The principles that support the development of the child provide teachers, parents and administrators with a set of core values from which to make decisions. ~*N.A.M.T.A*

Our goals and objectives:

- Empower each child to respect themselves, each other and their environment.
- Understand our role as the building block and first step into a life time of learning, self awareness and development.
- Facilitate the transition from home to Edmonds Montessori and forward as a natural progression, an introduction to a cohesive community setting, and the foundation for life long learning.
- Understanding education is the natural process spontaneously carried out by the human individual. Our tasks as teachers becomes that of preparing a series of motives of cultural activity, spread over a specially prepared environment, and then refraining from obtrusive interference.

The “Prepared Environment”

Children learn best and become confident individuals in an environment (home or school) where appropriate activities are available, where they can choose their own activities, and where they can progress at their own pace using self correcting materials. Montessori tells us to “follow the child.”

At Edmonds Montessori, we encourage our students to explore their environment. We guide each child, providing consistency and a sense of order that allows them to work at their own pace. As teachers, we are kind, gentle, patient and repetitious. We give group and individual lessons. We do not rush or overwhelm them. We strive to know the children as individuals; nurturing their social, emotional and developmental characters into life long learners. The children “work” in the prepared environment with a sense of purpose-giving no definition or separation to “work” verses “play”, only an understanding to feel fulfilled within each task.

“ I don’t need to teach anything to children: it is they who, placed in a favorable environment teach me.”

~Dr. Maria Montessori

Edmonds Montessori's Web Site

As a resource and for more information about our school, forms, updates, as well as more about Maria Montessori and her method of teaching, please visit our web site at www.edmondsmontessori.com

Non-Discriminatory policy

Edmonds Montessori does not discriminate on the basis of race, ethnicity, gender, religious affiliation, sexual orientation or physical able-ness.

Maria Montessori's method of education has been used successfully with "average" children as well as the gifted, the academically challenged, the emotionally sensitive, and the physically handicapped. Montessori is a method of education used world wide by both public and private schools. It is not religion based but does seek to inspire in the child a love of the universe and a respect for life.

Admission

- Students must be 3 years old by September 1st (possible exceptions made on a case by case basis)
- Students must have efficient self-toileting skills.

Students are admitted considering these criteria on a priority basis:

- families currently enrolled
- siblings of families currently enrolled
- families with a child who previously attended
- families new to Edmonds Montessori

We will close admission when full or the Friday before school starts in September, whichever comes first and in January if space is available, when we return from winter break. This decision is based on the needs of the children currently enrolled at Edmonds Montessori.

Enrollment/Fall Registration

Registration: Each year registration for the upcoming school year begins in February. For currently enrolled families, completed registration forms will need to be returned by the last day of February to ensure your child's class option for the next school year.

Enrollment Packet: Each child must have a completed enrollment packet returned before the start of the school year, this includes:

- Tuition Payment Agreement Form
- Emergency Contact form
- Completed Emergency Kit

Tuition

Tuition is 10 payments paid September through June. Payments can be made monthly or prepaid before September 1st at a discounted rate. Monthly payments are due by the first of the month. A \$40.00 late fee will be billed if payment is not received by the 5th. We do not have make-up days or give refunds for absences, weather related closures, illnesses, holidays, vacations or extended leave.

Withdrawal

If your child will not be able to complete a full school year, we require thirty (30) days written notice prior to withdrawal and one monthly payment upon your child's actual withdrawal. Withdrawals after April 1st, require May and June payments.

Attendance

Students are encouraged to attend all school days and to be in class, naturally striving to meet their full potential socially and academically. If you have a planned absence please let your child's teacher know. As a courtesy you can call the school if your child is unable to be in class or email the teacher.

Tardiness

We encourage timeliness; we do however understand the trials and tribulations of establishing a routine. Entering the classroom late can be disruptive to the learning of other students as well as frustrating for the tardy student. If you arrive late to class, please have your child enter the room with minimal disruption to the environment.

Arrival and Departure

As we are preparing the environment the children may arrive no more than 5 minutes early, before class begins, and should be picked up no more than 5 minutes after the end of class. We understand conflicts in a time schedule occasionally occur; however, habitual lateness may effect

your child's perception of entering and departing class. This disruption in routine also does not allow the teachers to prepare for classes. With these considerations a 5-minute grace period starts at the half hour for pick-up. After the 5-minute grace period, you will be called and at the time of pick up may be asked to sign our "late pick up log" as our way to bill the assessed late fee of a \$1.00 a minute. Leaving a message notifying us you will be late does not eliminate the 5 minute grace period policy. The teachers have limited time for lunch and preparation for the next class period. Your understanding is greatly appreciated.

Vacation

Edmonds Montessori follows the Edmonds School District calendar. For closure days, please see our current school year calendar. For families who choose to vacation at other times, please let your teacher know. Depending on the age of the child we may make a "journal" for the child to take on your trip considering the days the child is not in class. Then when you return please bring the "journal" back to share with the class.

Open House

This is an excellent opportunity to have your child show you around their classroom and gain understanding of our school environment. Siblings are welcome; however, please keep in mind our environment is prepared for children 3-6 years old. Younger children will need to be supervised carefully. We have small parts that can be easily lost or are unsafe for babies and toddlers. During class the children have been introduced how to care for their environment and we need

your help to carry this same respect during open house. As the children use the materials, we ask they use them properly on a rug on the floor or at a table, and putting away your work after you are finished is part of our work cycle.

Parent/Teacher conferences

Please do not bring your child to school at this time!

Attendance at parent-teacher conferences is recommended. Schedule sheets will be posted on the class bulletin boards outside your child's classroom to sign up for a conference time. The purpose of each conference is for you to ask questions and open dialogues between teachers and parents for the benefit of the child. If you bring your child with you to the conference, we may request that you reschedule your conference. This is based upon our deep respect for the feelings and privacy of the child. Although we schedule parent-teacher conferences, special conferences may be arranged during the year. Please contact your child's teachers to make an appointment.

As we are sensitive to yours and others privacy, please avoid questioning your child's teacher about your child before or after class, especially in the presence of your child. At these times, the teacher is obligated to focus attention on saying hello and goodbye to all the children. Please feel free at any time however to relay to the teachers any helpful information concerning your child's health, behavior changes, etc.

Student Evaluations

Written evaluations of student's progress will be handed out at the end of every school year. The evaluation is specific to your child's experience in our multi-age environment with consideration taken for age and overall skill level. This information is specific to our lesson planning and curriculum as well as to your child's progress and development.

Referrals and Recommendations

Our teachers can fill out necessary forms for admittance to the school of your choice that will proceed Edmonds Montessori. Please provide the form, address and contact information for the school they will be attending to your child's teacher as well as any date it may be due. To sustain the integrity of the original document and confidentiality of our students these forms will be completed by the requested date and mailed directly to the requesting school. Each school has independent requirements and all schools may not have a specific form. It is our policy to not write a "letter of reference". However we can provide a copy of our evaluation process and or speak personally with administration or teachers of another school with prior approval from the student's parents. We consider your child's age, emotional, social and academic levels during any evaluation process and as these change frequently, we want to provide the most accurate and factual information for your child's next teacher and administration to meet their individual needs.

Classroom Behavior and Management

Edmonds Montessori will focus on providing a warm and pleasant environment where children are encouraged to explore, test their own ideas, and learn through trial and error. Developmentally appropriate strategies will be used to ensure children also learn to respect each other, the environment and materials. Children will be treated with respect. When behavior must be corrected, it will be in a kind and gentle manner consistent with the circumstances and the child's cognitive development. Redirection is our form of behavior management. A key concept in Montessori education is respect of each child as an individual. Words, as well as actions, convey this respect. Our teachers practice the art of "active listening" and "I-statements" to help children get in touch with their own feelings. Each student at Edmonds Montessori has the right to learn in a nurturing and safe environment without fear of physical or emotional harm inflicted by others. At all ages, we work with our students to solve problems with words, not by hitting, biting, or running away. The goal of our intervention in student conflicts is to build social skills and self awareness. Unfortunately learning is not always a pain-free process. Sometimes children get hurt. Recognizing bad judgment, taking responsibility for it, and finding alternative ways of handling situations are part of the learning process. As guides to understanding how to make good decisions and choices we can help children develop positive feelings about themselves, other people, and the world.

Discipline within the classroom

The rules at school are simple in nature. A student is free to remain a part of the classroom environment as long as his or her actions don't interfere with the work process of the teacher or any other person. If a student has difficulty following the rules of the environment, the response will be age-appropriate. Personal attention, distraction, substitution and or removal from the situation are typical approaches. Many instances resolve themselves as the student, within the bounds of a safe environment engage common sense and experience the logical consequences of his/her actions. (i.e. repairing or replacing an activity that has been misused) If the student disregards the rules of the classroom environment, the teacher seeks the underlying causes in order to help the student understand the inappropriateness of his/her actions and to find a constructive alternative. Discipline problems are handled on an individual basis by the teachers in the classroom. The teacher will talk with the student to clarify expectations and consider other acceptable behaviors. If patterns of inappropriate behavior or repetitions of the same offense occur, a phone call home and conference with the parents may need to be scheduled.

“The first idea that the child must acquire, in order to be actively disciplined, is that of the difference between good and evil; and the task of the educator lies in seeing that the child does not confound good with immobility, and evil with activity.”

~Maria Montessori

Our Classrooms

In a true Montessori classroom, the child's dignity and independence are of paramount importance. The teachers in a Montessori school should be calm and unhurried moving around the room discreetly and quietly. They should be responsive to the needs of the children. Children should not have to wait until they become bored or upset before they get attention.

Montessori is a joyous way of teaching. There is no need for shouting or anger. The teachers are pleasant and polite when communicating with the children. All children are shown respect and never humiliated or laughed at. Individual lessons allow the teachers to learn more about each child's individuality, pace, academic and social/emotional levels through this method.

Groups are also formed to help children follow directions and to participate. Although some children will work in small groups, or with a teacher, you will see many children working alone on classroom materials. Maria Montessori believed that two and a half to three hours were necessary for the child's "work cycle". Between the ages of three to six, it is a period of self directed activity, when concentration is at its peak. This is why we have chosen a 3 hour session in our school rather than an all day program or daycare. There should be a general atmosphere of children doing things for themselves, carefully, and competently. The most important quality of a good Montessori school is that it is a place where your child feels stimulated, safe, and at peace.

“The first aim of the prepared environment is, as far as it is possible, to render the growing child independent of the adult.”

~Dr. Maria Montessori

In our classrooms the environment provides each child the introduction to the following areas:

Practical Life: The skills of daily living

There are four distinct groups of practical life exercises:

- Care of Person
- Care of Environment
- Development of Social Relations
- Movement

Practical life in our classroom gives the children the freedom to care for themselves and their environment. They practice dressing skills on frames, which allow them to try zippers, buttons, bows, buckles, and Velcro. They use pitchers filled with grains or water to practice pouring. The children spoon, scoop, or use droppers, tweezers and chopsticks to transfer objects from one bowl to another. The materials are specifically placed in order of difficulty from left to right on the shelves and within them selves the water and object is transferred from left to right simulating beginning reading and writing skills. Small working tools are used (brooms, mops, dustpans, etc.) for cleaning. Setting the table, polishing mirrors, plant watering and cleaning, folding

clothes, etc. are among the purposeful activities the children enjoy. This area in the classroom naturally builds with the child his/her confidence and competence. It becomes what Dr. Montessori called “help for life”. The added purpose is that children, who work on real tasks involving the hand and mind, develop a great capacity for concentration which is the best preparation for intellectual work to come.

Sensorial: Exploring the World

On the sensorial shelves, there are specially designed materials to encourage development of the senses such as a tower of pink blocks, sets of cylinders graduated in size, and cylinders with knobs that have to be fitted into the right holes in a block, rough and smooth boards, smelling bottles, fabrics to sort by touch. Binomial and trinomial cubes provide initial interest and later turn into a physical illustration of mathematical formulas. Geometric forms called “Geometric Solids” allow children to explore with their hands without looking. There are many other activities that enhance the senses. These are presented to the child in an exact way to aid their development. The sensorial materials are also used to prepare the child for reading and writing. Some materials like the cylinders or geometric insets are held by little knobs, which prepare the muscles of the hand for writing. Others prepare the ear for learning differences in sounds and distinguishing between letter sounds (phonics). If each step is taught by itself, one step at a time, the child will gradually, almost effortlessly, emerge into a competent reader and writer. This happens easily and joyfully through the active manipulation of these wonderful materials.

Cultural Subjects

Children begin with globes and then study maps using puzzles. They can trace and color the shapes of the continents and also place them in the right area on the puzzles. They go on to name continent shapes and put them into blank maps of the world and also recognize and make flags. Looking at countries individually, they will use picture cards of mothers and babies, families and daily lives, and handle and examine things from other countries. For example, a fan from Japan, an African drum, or ethnic dolls. The landforms teach geographical features. Children may make trees, leaves, flowers and label their parts. There are classification cards for naming, matching or identifying leaf shapes, etc.

Multicultural Activities

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

Math: From Concrete to Abstract

Children gain a physical impression of size and quantity long before they begin to manipulate numbers by handling number rods, counting beads, counting spindles into boxes, and arranging colored counters in patterns (odd and even numbers). Numbers are built using glass beads and a variety of counters. Sandpaper symbols are traced with the fingers. The children gain an understanding of quantities, sequences,

and the symbols of mathematics. They are introduced to measuring volume (teaspoon, table spoon, $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, 1 cup, quart and gallon). Recognizing numerals from 1 to 100, counting backwards, and simple addition using objects are also introduced. Starting a number roll and the fair exchange game helps children learn how to carry over using the Golden Beads – base 10 system (units, tens, hundreds and thousands).

Language: From Spoken to Written

Writing often comes before reading in a Montessori classroom. Writing skills are learned by coloring intricate shapes with metal insets, and sandpaper letters are experienced by touch as well as by sight and sound. Children are able to use pencils, crayons, and markers in a variety of activities. The reading program progresses through three levels; pink, blue, and green. Reading materials are color-coded for each level. For example, inside a small pink box, a child finds a tiny toy dog. She takes the dog out, says the word, listens to the sounds in the word, and then seeks out the letters that make those sounds to build the word. Children learn to read and write phrases, sentences and stories. Books are always available for the children to look at, read, and even make.

Edmonds Montessori provides Japanese as a foreign language. This is directed by Michie Onoyama and is offered one day a week for one half hour session during regular class time. Additional information is available on our website as well as a monthly newsletter from Michie.

Art and Music: Integrated into the Prepared Environment

Pasting, cutting, drawing, and painting are available freely in our classrooms. Occasionally group craft activities planned by the teacher will occur. It is rare to see the whole class doing a project at the same time. Throughout the year, music is introduced during circle time. The teachers often sing songs that involve eye/hand coordination. An introduction to rhythm sticks, maracas, triangles, castanets, cow bell and others are also presented. Occasionally, background music from composers is played.

Social Skills

In class the teachers demonstrate how to move quietly and carefully around the classroom. The children learn how to tuck in a chair, how to roll up their floor rugs, how to wait patiently before politely gaining someone's attention, and are reminded how important it is to allow others to work undisturbed. These ground rules in the classroom build confidence and establish a sense of belonging to our group. Children also learn to notice if somebody needs help and that nobody is too small to be useful. We call these "grace and courtesy" exercises.

"Solicitous care of living things affords satisfaction to one of the most lively instincts of the child's mind."

~Maria Montessori

Classroom Snack

Snack is provided weekly by Edmonds Montessori families. Snack is self serve and will be available during class time. For the first week of classes, snack will be provided by Edmonds Montessori. Following the first week of class each child will be assigned a week where it is their opportunity to bring/share snack with the class. We recommend the snack be from two different food groups. Some examples would be sliced fruit, crackers, yogurt, fresh vegetables, muffins, cheese sticks, graham crackers, snack bars or a favorite snack item of your child. **Please make sure that the snack being provided is not all sugar items.** Along with the daily snack please bring one week supply of cups, 3oz size (these are the bathroom size) approximately 100 napkins and a ½ gallon beverage of choice. A picture of your child is placed above the snack serving area during his/her week. This allows the children to know and thank the child who provided their snack.

Birthday Celebration

Our celebration of life is unique to Montessori and a wonderful experience in our classrooms. Please start by completing the “birthday celebration form” available from your teacher or on our website. Then on the actual birth date or closest school day to it, please bring the form and a picture of your child for each year he/she is old. During our circle time, we represent the earth with a small glass sphere with the continents painted in great detail. We represent the sun with a size comparison to the earth. We begin at birth as the child walks around the circle showing his/her picture as an infant while the teacher reads the brief description you

provide. Once the child shows the picture, the teacher gently places the glass sphere in the child's hand representing the earth then the teacher and children sing "the earth goes around the sun" until the child makes one trip around the sun (circle) signifying one year. This process repeats until we have reached the child's current age. We present a one of a kind hand made (usually by the child) "crown".

Parents may bring simple treats that are easy for children to manage. Birthday snacks are set out in our daily routine with the child's picture to acknowledge who provided snack for our class. Usually cookies, mini-cup cakes or muffins are a good treat. Ice cream, sticky candy and icing are not recommended. Parents are welcome and encouraged to attend your child's birthday circle.

The Adventures of a Montessori friend-

Through out the school year our students are given the opportunity to share in the adventures of "Monte". Monte is a stuffed friend from our classrooms. The students will be using him/her to make a classroom journal. Each child will place his/her name in a small container. On Wednesday of each week at circle the child who had Monte will "draw" the name of the next child. During your week, please have Monte do something with your family. Have your child draw a picture of the event or photograph it. You may help your child write a story or a few sentences about Monte's adventure with your family. He will come home in a tote bag and with a journal. Please be sure to return Monte on Tuesday.

Monty will also rotate along with the 3 year curriculum.

Year 1: Monte will be a Moose

Year 2: Monte will be a Monkey

Year 3: Monte will be a Meerkat

At Edmonds Montessori our curriculum is on a 3 year rotation. The following is an outline of topics, subjects and areas we will study however not limited to the list. We will experience in the classroom Christmas trees, Valentines exchange, and Halloween costumes. We also participate in a food and toy drive each year for local families.

Year 1

September and
October

-Care of self, others & the environment
-Our 5 senses

November and
December

-Literature; genre- authors & illustrators

January and
February

-North America
-United States of America

March and
April

-Washington State
-Life cycle of plants and animals

May and
June

-Asia
-Life cycle of Ladybugs

“Education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment.”

~Maria Montessori

Year 2

September and
October

-Care of self, others & the environment
-Human skeleton

November and
December

-Europe

January and
February

-Impressionists Artists

March and
April

-Life cycle of plants and animals
-Nutrition & Gardening

May and
June

-South America
-Life cycle of Frogs

“The activity of the child has always been looked upon as an expression of his vitality. But his activity is really the work he performs in building up the man he is to become. It is the incarnation of the human spirit.”
~Maria Montessori

Year 3

September and October	-Care of self, others & the environment -Recycling
November and December	-Solar System
January and February	-Africa -Seasons, Holidays & Timelines
March and April	-Antarctica -Life cycle of plants and animals
May and June	-Australia -Life cycle of Butterflies

Each continent study includes:

Geography- The earth, its continents, different cultures, oceans, land forms, ecology, weather, the water cycle, general mapping skills. The basic needs of human beings, safety, community helper's, transportation, some basic history past, present and future, our calendar holidays and their origins.

Zoology- What is living and not living, vertebrates and invertebrates, mammals, bird's, fish, reptile's, amphibian's, mollusks and other sea life, insects, arachnids, life cycles of animals, and food chains.

Botany- Parts of a plant, tree, leaf, seed, flower, needs of plants, life cycle of plants, plant care, gardening, and harvesting.

Physical Science- Matter, solids, liquids, gasses, velocity and magnets. Science materials give opportunities to experiment with light, magnetic/nonmagnetic, sink/float, big/little.

Sounds of letters used in Montessori Phonetic Program

We study each sound throughout the year. During the week, one day is set for your child to bring in an item to share that "says" the sound. We save these items in a box provided outside each classroom until circle time. The sound of the week schedule will be sent home, posted outside of the classrooms, and is available on the website.

Parents: Please refrain from referring to the letters of the alphabet as “a,b,c,d,etc.” You may complement our reading program by calling the letters by the sound it generally makes as listed below.

Group 1

m as in mat
c as in cat
a as in ant
b as in bat
p as in pan
r as in rat

Group 2

t as in top
s as in sun
f as in fan
z as in zip
g as in gas
o as in off

Group 3

n as in nut
d as in dog
h as in hat
j as in jug
u as in up
i as in itch

Group 4

y as in yo-yo
v as in van
l as in leg
w as in wet
e as in egg
x as in box

Emergency Contact

To help ensure your child's safety at school, you must provide current information on the student's emergency form of home, parent's work numbers, parent's cell phone numbers and alternate emergency numbers. If your child becomes ill or injured and requires medical attention, every attempt will be made to contact the parents or alternate emergency person.

Disaster, Earthquake, Fire or Lock down

Our classrooms are in public city building. In each situation the safety of the children is our priority. We will follow each procedure, and as necessary the children will evacuate the classrooms to the field or be taken to a safe area of the building designated by emergency personnel. The school maintains emergency provisions for students and staff on site. Under these circumstances, we will access the students Emergency Kits that were turned in at the beginning of the school year. Children will be released to their parents or authorized adult at the checkout point designated by emergency personal. Edmonds Montessori children will be wearing bright orange mesh vests. We will return to our classrooms as soon as buildings are determined to be safe.

Snow and Weather conditions

If the weather is bad in your part of town, please stay home until you feel safe to drive. If weather conditions worsen significantly while school is in session, please take the initiative to pick up your child early if necessary. We will follow the Edmonds School District decisions. If the district has a morning delay, we will cancel morning classes but still have afternoon classes. If the district is closed, we will be closed. For further clarification, please call the school and we will provide additional information on our voice mail. We will also update the website as needed. Every effort will be made to have this information available as early as possible.

Illness Prevention

"Hand washing is the single most important means of preventing the spread of infection."

-U.S. Center for Disease Control

We follow this advice and encourage our students and staff to thoroughly and frequently wash their hands during the school day.

Hand washing

To control infection at our school, we encourage all children to their hands with soap and water upon arrival to the classroom. We require hand washing after toileting, blowing nose, and before snack. Teachers also follow the same guidelines, as well as washing their hands before food preparation. When the teacher has students participate in food preparation during a lesson, students are required to

wash their hands. Proper hand washing procedures are posted near each sink as well as in the bathrooms.

Bathroom procedure

We escort children to a designated boys or girls restroom provided and maintained by the Frances Anderson center. Keep in mind, we are in a public building. We ask that no adults enter with or without children during school hours; this is for the safety and comfort of our children.

Students must have self toileting skills. They can get in the stall and onto the seat (with a step stool if necessary), pull up and down own pants (we can help with tricky snaps or zippers) and wash hands. We cannot change your child if he/she has an accident. If the child has a bowel movement, we will call home and need someone to come change them, then return the child to class. Returning to class is important, no matter what time it is during our class session, as we do not want a child to get the impression that if he/she has an accident they are “removed”. However we can support a wet accident if needed, coaching the child through the process just inside the door. At no time shall we be inside a closed stall with a child.

Staying Healthy and Feeling Sick Policy

- Each child is observed daily for signs of illness.
- Children who are contagious *must* stay at home. All parents of children at the school, as well as the Health Department, will be notified of communicable diseases so that you can take appropriate action to protect your child and to protect the other children.

- If a child should become ill during the day, you will be notified immediately and will be expected to pick up your child within one hour. Symptoms for which a child will be sent home are: uncontrollable coughing, greenish nose discharge, lethargic behavior, rash and fever.
- A child with a fever and or vomiting must stay home 24 hours after the fever or vomiting has subsided.
- Children with contagious diseases, such as chicken pox, mumps, measles, etc., must stay home long enough to ensure a complete recovery.

If your child shows any of the following symptoms, they may not come to school:

- *Diarrhea*: Three or more watery stools in a 24-hour period, especially if the child acts or looks ill.
- *Vomiting*: Vomiting on two or more occasions within the past 24 hours.
- *Rash*: Body rash not associated with diapering, heat or allergic reactions, especially with fever or itching.
- *Eyes*: Mucus or pus draining from the eye, or pink eye.
- *Appearance/Behavior*: Fatigue that prevents participation in regular activities, unusually tired, pale, lack of appetite, difficult to wake, confused or irritable.
- *Sore throat*: Especially if associated with fever or swollen glands in the neck.
- *Fever*: Temperature of 101 degrees F or higher and sore throat, rash, vomiting, diarrhea, ear ache, irritability or confusion.
- *Lice*: Children who have lice may not return to school until they are free of nits and lice.

Bringing a child into our school with any of the symptoms listed puts other children and our teachers at risk of getting sick. If all parents keep their sick children at home we will have stronger, healthier and happier children.

Child Abuse/Neglect

It is understood that, in the event of suspected child abuse or neglect by a parent or other person, the school will notify Child Protective Services without consulting or notifying the parent as required by Washington State Law.

Personal information

Personal information, such as parents' work phone numbers are not given out, other than to our teachers. Authorized students/parents addresses, phone numbers, and email are listed in the school directory.

Solicitation/ Doing business at school

Parents, students, and all staff members may not sell items for personal gain at Edmonds Montessori. The intended purpose of this policy is to support the mission of the school and not to represent any specific enterprise or group. Addresses and e-mails in the directory are not to be used as mailing lists for personal gain or even charitable contributions.

Thank you for sharing your child with us!