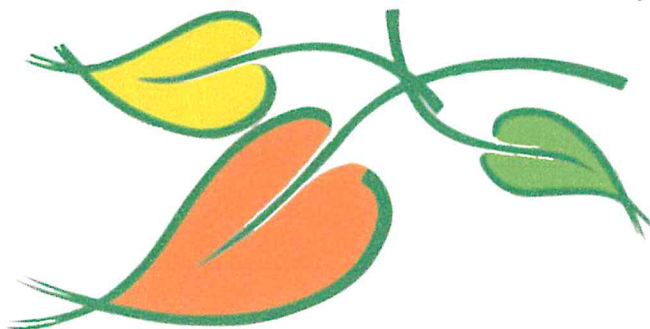


SNAKE RIVER MONTESSORI SCHOOL

PARENT

Handbook



2970 E. First St. • Ammon, ID 83406 • 524-4730

Website: <http://www.srms.org>

E-mail: office@srms.org

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The Snake River Montessori School does not discriminate on the basis of race, color, religion (creed), gender, age, national origin (ancestry), ethnic origin, sexual orientation or gender expression in hiring, promotion, or training of employees, nor in the admissions, rights, privileges, programs, and activities of its students.

A Note to Parents

This booklet was designed to be a convenient and centralized reference for the parents and/or legal guardians of all students at the Snake River Montessori School, Inc.

History and Organization

In 1984 Jill Schurman introduced Montessori education to Idaho Falls by founding The Montessori Place for kindergarten and preschool students. The School was housed in the First Congregational Church for six years. In 1995, the School moved into its own facility, built with the help of dedicated parents and other interested members of the community. Many of those parents wished to further their children's Montessori education beyond kindergarten. In order to accomplish this, The Snake River Montessori School was established in May of 1996. The Snake River Montessori School is a non-profit corporation and is dedicated to providing a Montessori education to a broad spectrum of the community in Idaho Falls. In 1998, the campus was expanded with a second building in order to house a second primary/kindergarten class and accommodate the developing elementary school. These facilities were leased. In 2000, the School, through substantial donations of dedicated parents, was able to build its own 12,000 square foot building. Showing continued dedication, in the spring of 2003 parents supported construction of an additional building to provide expanded primary and elementary classrooms, as well as a multipurpose room and library.

The Snake River Montessori School is a non-profit corporation governed by a Board of Directors and supported by a variety of committees. The current Board membership may be contacted through the School office.

The Head of School oversees all aspects of School operation and is the chief of staff.

Philosophy

The basic idea in the Montessori philosophy of education is that all children carry within themselves the person they will become. To develop physically, intellectually, and spiritually to the fullest, children must have freedom- a freedom to be achieved through order and self-discipline.

Dr. Montessori developed what she called the Prepared Environment, which already possesses an order and allows children to learn at their own speed according to their own capacities in a non-competitive atmosphere. She recognized that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning. The teacher prepares the environment, directs the activity, and offers the child stimulation, but it is the child who learns. Montessori children are free to learn because they have acquired an "inner discipline" from their exposure to both physical and mental order. This is the core of Dr. Montessori's philosophy of education. Patterns of concentration and thoroughness, established in early childhood, produce a confident, competent learner in later years. Montessori teaches children to observe, to think, and to judge. It introduces children to the joy of learning at an early age, and provides a framework in which intellectual and social discipline work hand-in-hand.

COMMUNICATION**Pg 1****Communication and Parental Involvement**

Parental involvement in the operation and growth of The Snake River Montessori School encourages and enhances your involvement in your child's education. There are many rewarding opportunities available to interact with teachers, other parents, and Board members while contributing to your child's educational experience.

Good communication with your child's teacher is an important element in your child's education. To this end, there are parent education meetings during the year; and parent-teacher conferences held twice during the year. A weekly newsletter is also sent to parents to inform them of current activities at the School.

The administration and Board will attempt to keep you informed in a timely way about activities and School plans. Communication will include the following:

- **Monthly calendar.** This is sent to the parents to inform them of current activities at the School. Please be sure to pick it up from your family folders and read it.
- **Weekly News.** This will be emailed every Wednesday.
- **Bulletin boards in the School.** These bulletin boards will contain notices, agendas, schedules, and other timely information. Please feel free to ask the staff to post any items you feel would be of interest to the parents and be sure to check it frequently.
- **Website.** www.srms.org this website provides the School calendar, handbook, supply lists and information on School events.
- **Board meetings.** These meetings are held at the School on the second Wednesday of each month, and are open to all parents. This is a good way to find out about the plans and workings of the Board.
- **Electronic Bulletins.** The School will use e-mail to communicate information or request volunteer services. The School's e-mail address is office@srms.org.

Goals and Objectives

The main objective of The Snake River Montessori School is to provide a carefully planned, stimulating environment that will help children to develop the foundational habits, attitudes, skills, and ideas that are essential for a lifetime of creative thinking and learning.

The specific goals for children who attend the School are:

1. To develop a positive attitude toward school and learning.
 2. To develop a sense of high self-esteem.
 3. To build habits of concentration for lifelong study skills.
 4. To develop and foster an abiding curiosity.
 5. To develop habits of initiative and persistence.
 6. To foster inner discipline and sense of order.
 7. To develop sensory-motor skills in order to sharpen the ability to discriminate and judge.
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FINANCIAL INFORMATION

Pg 2

Tuition

The tuition is based on an annual rate. There are no reductions for holidays, vacations, staff work days, student absences, or illness. No credit or refund will be owed if the school must close for emergency or inclement weather. For your convenience, the annual tuition is divided into nine (9) equal installments. All students are required to pay a non-refundable program deposit equal to one month's tuition. This first month's tuition is due in May, with subsequent installments due on the first of every month, starting in September with the last payment due April 1st. The School provides a discount for prepayment of tuition. You may put tuition and Extended Day payments in the drop box located near the office or mail them to the school. It is uncomfortable and costly for us to have to remind parents to pay their tuition on time, and so to avoid continually late payments, we charge a \$20.00 late fee. Your tuition payment is considered late after the 10th of each month.

Registration Deposits

A non-refundable registration fee of \$125.00 for primary, kindergarten and elementary students is required. A non-refundable Art and Music fee of \$50.00 is assessed for kindergarten and elementary students to help support the cost of these programs. A non-refundable material fee of \$200.00 per student is required. This is used for expendable supplies.

Enrollment Cancellation

It is agreed that enrollment as specified within the School's contract may be cancelled in writing by the parents or guardians without penalty (except forfeit of the deposit) prior to 30 days from the date of (re)enrollment. In the event that the student must be withdrawn from the School after said 30 days, parents agree to provide written notice to the School at least 30 days prior to the month of withdrawal. A student re-enrolling after such withdrawal, if space is available, will be treated as a new enrollment and will be subject to all the policies and requirements applicable to any new student. **Tuition is paid in monthly increments (except for prepayment) and is not prorated for parts of a month.**

SRMS Scholarship/Tuition Assistance Fund

Through many generous donations this fund was established to provide tuition assistance to those families that qualify for assistance. This fund is managed by the Idaho Community Foundation in a Philanthropic Gift Fund. The opportunity to apply for the Scholarship/Tuition Assistance Award will be announced in a March weekly news and shall be posted on the school website. The announcement will indicate the total scholarship/tuition assistance amount available and the process to apply.

Parent Participation -- Classroom & Committees

We work at keeping our tuition as low as possible for a Montessori School. Our policy is to try to make Montessori education available to a broad spectrum of family incomes. Therefore, we request all parents to contribute 30 hours of service to the School in various classroom or committee activities. We need help in material making and material repair, fundraising, building maintenance, classroom special projects, and sharing special interests with the children during circle time.

Fundraising

During the school year we have several fundraising events. These include, but aren't limited to, the Small Hand catalog sale, bookfairs, and a community event. These fundraising events are vital to the School's success. Tax credits and deductions are given for contributions to the School. We raise money for playground equipment, books, Montessori materials, and other learning materials. Parent involvement is required, without it we could not raise the funds that allow our programs to grow and improve.

GENERAL POLICIES AND PROCEDURES**Pg 3****Admission**

The Snake River Montessori School does not discriminate on the basis of race, color, religion (creed), gender, age, national origin (ancestry), ethnic origin, sexual orientation or gender expression in hiring, promotion, or training of employees, nor in the admissions, rights, privileges, programs and activities of its students.

However, the following requirements must be met prior to admission:

1. Prospective students must be at least 3 years old, potty- trained, and able to leave their parents.
2. All forms and contracts relating to admission must be completed and signed in full before the student begins class.
3. A deposit must be remitted to save the student's place.
4. An interview with parents and child may be needed before admission.

Primary Program

There is a great deal of planning involved in a Montessori classroom. This compels us to have a policy of non-interchangeable days. For example, a child in the four-day program who misses several days due to illness may not make them up on Fridays.

Our kindergarten program is for children five years and older, when they are ready for the kindergarten work. Children must be five on or before September 1st to enroll in kindergarten. The program is held five days a week: Monday through Friday. Pick up time is 3:15 p.m.

Children with Learning Differences

We are trained to individualize and adjust instruction for children in a variety of ways. This training allows us to successfully accommodate children with a variety of learning differences. Any testing, therapy, or tutoring above and beyond classroom time will be an additional expense to parents. Parents will be expected to arrange for the advice and assistance of professionals trained in various therapies when required for the child's success in school. This includes psychologists, speech therapists, and physical or occupational therapy. If a child's special needs will require too many adjustments to our program or detract too much from meeting the needs of the other children, we shall have to recommend another more suitable environment.

School Records

The School will maintain records on each student including personal and family background information; records of academic work and achievement; attendance and health data; and teacher observations. Student information will be held in confidence, and will not be disclosed without the written consent of a parent or guardian, with the exception of a health or safety emergency. These records are the property of the School and will be maintained in locked files in the School office. Parents may schedule an appointment with the Head of School to review their students' files in the School office, and may obtain a copy of the information if desired. Parents may request that their child's records be amended to correct inaccuracies or provide clarification.

Education Record Retention

The school will not keep records of a primary student that has withdrawn from the school. The school will keep records on a kindergarten student until records are requested from another school or up to six months whichever occurs first. The school will keep records of an elementary student until records are requested from another school or up to one year, whichever occurs first.

SAFETY AND SECURITY**Pg 4**

SRMS is a locked school. Each custodial parent/guardian will receive a key fob. Key fobs will allow parents/guardians to enter the school during school days only.

If anyone else needs to pick up your child (ren) do not give them your key fob. They can ring the doorbell and we will let them in to the building. Key fobs are for parents & guardians only. Please, do not give your child your key fob. If you have a third person who picks up a majority of the time, let us know and for a small fee we can give a family a third key fob.

Please use the front doors of the school from 8:00am to 4:00pm. If your child is in extended day you can use those doors before and after school only. This ensures we visibly see everyone coming in and out of the school. We have security cameras at the front doors and the extended day door. Do not hold the door open for someone you do not know. Do not allow your child to exit the building without a parent/guardian.

If you lose your key fob, please let the office know so we can delete it from our system and get you a new one.

Please do not leave your car running in the parking lot as this could pose a danger to students and younger siblings.

If you see something that looks off or unusual on school grounds, please let us know.

We practice Fire Drills once a month with the first fire drill being observed by the City of Ammon Fire Marshall.

We practice Lock Out or Lock Down drills once a trimester. For more information on how we facilitate these drills please see the office.

Child Seat Safety

The safety of our students at SRMS is extremely important to us, not only in school, but when students leave our campus too. We follow the Law and Department of Transportation's Recommendations for Child Restraints at our pick-up line and school sponsored field trips.

Idaho's child passenger safety law requires all children 6 years of age or younger be properly in an appropriate child safety restraint.

A child must be in a rear facing seat until 2 years of age or until highest weight and height limit by the car seat manufacturer.

A child must be in a forward-facing seat until upper weight and height limits of car seat, approximately 4 years and 40-65 pounds. The top tether should be used until the child weighs 40 pounds.

A child must use a booster seat from approximately 4 to at least 8 years old or 4' 9". Use a high back or backless belt positioning booster. Lap belt only seating positions should not be used with a booster seat.

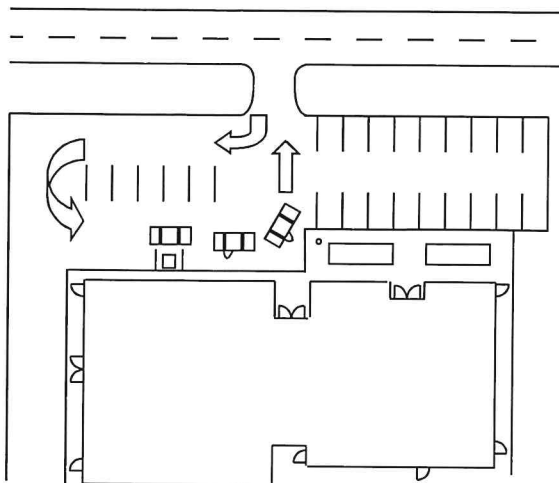
A child may use a seat belt only once 8 years or older and at least 4' 9". Lap belt lies across upper thighs and shoulder belt across chest; knees bend at seat edge.

Additional resources for Child Car Seat Safety can be found at <https://itd.idaho.gov/safety/?child=child-safety-seat>

Thank you for entrusting us with your children and helping keep our school safe.

ARRIVAL AND DEPARTURE

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| | <i>Arrival</i> | <i>Departure</i> |
|--------------|----------------|------------------|
| A.M. Primary | 8:20-8:30 AM | 11:45 AM |
| Kindergarten | 8:20-8:30 AM | 3:15 PM |
| Elementary | 8:20-8:30 AM | 3:15 PM |

Unless an authorized adult is outside greeting the arriving children, *do not* just drop your child off at the designated stop in our traffic loop. Park your vehicle and walk your child all the way to his/her classroom. *Please! Remember to never leave your engine running for any reason!*

When arriving at School, enter on the west side of the driveway, form a line as shown on the map, wait for an adult to greet your child, and then exit on the east side of the drive.

At dismissal time, for Primary/Kindergarten students, park your car in the designated areas (not in the drive) and pick up your child from the playground or the front hall. **(Check your child's cubby and family folder daily for work or School notices.)**

For elementary students, please pick up using the same loop as at drop off. Parents: please check your family folders daily for work or school notices.

Tardiness is very disruptive to the teacher and to the class, as well as to the child's routine. A child who is late often will miss a great deal. Children greet each other as they remove outer clothing and make the transition from leaving their parents to beginning their school day. This transition is easier when they can prepare themselves with others.

IMPORTANT! *If someone else is to pick up your child, please send written authorization notice to the office. We cannot release children to unauthorized persons.*

Late Pick-Up

Children who are not picked up at their scheduled time will be placed in the Extended Day program and be charged a late pick-up fee of \$5.00 per minute past pick up time. (5 minute grace period is given)

Early pick-Up

When it is necessary for a student to leave school prior to dismissal, the parents/guardian(s) shall check the student out in the office and then go to the classroom to retrieve their child.

Dismissal from the School

The following constitutes grounds for your child's dismissal from our program:

1. Inability to function in the Montessori classroom. Occasionally a child needs more help than we are equipped to give. Parents will be informed if the teacher feels a problem exists.
2. Overdue tuition. The School is constantly striving to hold our tuition costs down and to provide the best possible education to your child. We need your cooperation in making payments on time. If you are having difficulties in this area, please contact us and we will be most happy to help you work out a satisfactory solution. If parents are one month behind on their payments schedule and have not made special arrangements with us, their child will not be permitted to attend class.

GENERAL INFORMATION**Pg 6****Field Trips**

During the course of the school year, we will have occasional field trips to enrich the children's learning experience. All trips will be announced in advance. We will use a regional transportation service.

Emergencies

In the event of an accident or sudden onset of an illness, the School will not hesitate to seek proper care for a child. The child's individual emergency instructions on file in the School are consulted immediately and the parents are called. If necessary, the School will call 911 and the child will be taken to the Emergency Room. The consent statement that the parent signs will accompany the child so that treatment can be given immediately in the absence of a parent. It is **IMPERATIVE** that you keep the emergency contact information up to date.

Health Policy-Sick Days

If your child will not be attending school please call or e-mail the office by 9:00 A.M. The following is a list of symptoms to guide you in deciding whether your child should be sent to school. Your child should *not* be sent to school with any of the following symptoms: (per the Health Policy)

- A child may not attend school or extended day if the child has any of the following symptoms:
 - a) Fever and sore throat, rash, vomiting, diarrhea, earache, irritability, or confusion. Fever is defined as a temperature of 100 degrees F. or higher taken under the arm, 101 degrees F. taken orally or by ear
 - b) Diarrhea – runny, watery or bloody stools.
 - c) Vomiting – two or more times in a 24 hour period or once with other symptoms.
 - d) Sore throat with fever and swollen glands.
 - e) Severe coughing – child gets red or blue in the face or makes a high-pitched whooping sound after coughing
 - f) Eye discharge – thick mucus or pus draining from the eye, or pink eye. All pink color must be gone from the eye before the child returns to school.
 - g) Yellowish skin or eyes.
 - h) Irritability – continuous crying, or behavior requiring more attention than we can adequately provide without affecting the health and safety of others in our care.
 - i) Lice, Scabies – Children must not return to school until they are free of lice and nits (eggs). Children with scabies can be admitted after treatment.

Students may not return to school until 24 hours or a full school day after they no longer have a fever (100 degrees Fahrenheit measured by mouth) or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine.

Students may not return to school until 24 hours or a full school day after they no longer have diarrhea, vomiting, body rash with fever, sore throat with fever and swollen glands, or pink eye.

Regarding the dispensing of medicine to your children at school: (per the Health Policy)

- The parent/guardian must fill out the permission to give medicine form in order for the school to dispense medication. The entire form needs to be filled out including reason(s) for medication, the dosage, time to begin medicine etc.
- Medication must be in the original pharmacy-dispensed container with the proper label and directions.

GENERAL INFORMATION CONT.**Pg 7****Communicable Diseases**

Please review and become familiar with symptoms of the following common communicable diseases.

Two examples include:

Chicken Pox: Incubation period 13-17 days.

First symptoms: slight fever and rash. Period of "communicability": not more than one (1) day before, or six (6) days after the appearance of rash.

Scarlet Fever: Incubation period 1-5 days.

Symptoms: vomiting, fever and sore throat: evenly diffused bright red rash usually appears on the second or third day. The tongue may develop a strawberry like appearance. Period of "communicability": 24-48 hours after treatment.

Telephone Calls and Messages

Any phone calls or messages must be made through the main office number (524-4730). Teachers and aides are not available to speak on the phone during class time.

Family Folder

Each family will be assigned a "family folder" that will be kept in file cabinets located in the main hallway of the School. Important documents are placed there regularly for take-home, including newsletters, tuition bills, and student projects. *Please check your family folder regularly!*

Calendar and Weekly News

The School sends out a calendar monthly and weekly news every Wednesday to inform parents of the current topics of study, pertinent notices, board meeting information, etc. This enables parents to follow-up on school studies at home through books, trips and general discussion.

"No School" Announcements

We follow School District 93 for school closing due to inclement weather. The local news channels all announce school closings. If the weather is severe, please check the local news, local news social media pages, SRMS Facebook page, as well as, your email. *(Please note that "No School" announcements also cancel Extended Day.)*

Student Led Open House

In the spring, an evening is set aside when children may bring their parents to School. The teachers, although ready and available, are in the background on this night.

Parent-Teacher Conferences

The School has two formal parent-teacher conferences per year, and we are always available if you want to talk with us about your child. We do ask that you not discuss your children with us in front of them. Children listen and act upon what they hear, often in ways we do not want.

School Meetings

We will have an orientation meeting for parents before the start of the school year.

Teacher Preparation Days

The Montessori Classroom is a living and growing environment. To keep this learning environment fresh and exciting, the staff needs to change and renew the classroom from time to time. Please be assured your child will greatly benefit from this. No school will be held on teacher workdays.

THE MONTESSORI CURRICULUM**Pg 8 - 11****PRIMARY AND KINDERGARTEN GOALS**

A teacher's job in the classroom is to watch each child carefully to see where there is interest, and then to guide and stimulate that interest. Children become interested in a wide variety of areas, but they do it on their own schedule, so we accommodate ourselves to their schedules. We see that the children are introduced to and are aware of all parts of the curriculum.

Although our classroom environment seems very academically oriented, our real goals for the children are not primarily academic. Instead, we hope to have them leave us with confidence in themselves; with an independence of thought and action that permits them to make decisions on their own; and with the understanding that they are responsible not only for their actions, but also for their own learning. We also hope that they leave the class with increased curiosity about the world around them and with a sense of their obligation to help others. We work toward these goals through indirect means, helping them acquire skills and knowledge that lead to the real goals.

Some of the skills that even the youngest children start acquiring include:

- Keeping track of one's belongings: Each child has a place to store possessions and the responsibility to do so.
- Understanding order: Each child learns to put things away in the proper place, to take turns, and to follow the intrinsic order of the materials.
- Doing things for oneself: Zipping, buttoning, etc. are skills which will come out of the necessity of taking care of oneself in the classroom setting. The children develop an interest in these skills when they see older children doing them.
- Sharing an adult: The children realize that they cannot have the undivided attention of an adult.
- Developing self-control: The children learn to observe the limits of the environment and the community because they want to belong.
- Acquiring more language skills: Children's new feelings and experiences will eventually broaden their range of expression.

Continuity

Children stay in primary classes two, three or four successive years, which means that teachers, parents, and children develop more intimate relationships than one usually finds in preschools. Because we know the children so well, we are better able to recognize what stage a child is in. Children go through periods of intense intellectual growth and interest, during which time they need a lot of our attention and many lessons. They go through other periods when all their attention seems focused on social relations.

During this stage they often fail to profit from academic lessons, but may benefit greatly from help and suggestions on how to get along with friends and foes.

Repetition

Lessons introduce children to materials, how to handle them, and what to do with them, but repetition on the part of the child is the key to coordination and integrated development. We want the children to repeat work because the materials are designed to lead the child deeper into understanding. An exercise that has no deeper value than to be done once and finished is not worthy of space on our shelves. You can help your child by emphasizing the value of practicing and by encouraging repetition. Very seldom does a child repeat for the wrong reasons; should this happen, we will definitely step in, but generally, you should rejoice to find your child repeating work.

Record-keeping

Because we work with each child on such an individual basis, we keep track of how often each child is asking for lessons. New children soon realize that the way to learn about something in the classroom is to ask for a lesson on it. By keeping this type of record, we avoid the problem of overlooking a quiet

child and over-teaching a demanding child. Secondly, we keep detailed notes on each child's individual lessons and about the progress we see in his/her social and emotional development. Third, we write summary reports twice a year for parent conferences.

Freedom and Discipline in the Classroom

Good discipline, in the sense that it is usually understood, is not a problem for us in the classroom. We have two basic rules at the School:

***No one may hurt or abuse people or things.
No one may disturb or interfere with another's work.***

Helping children develop inner discipline is a much more difficult task. Those children who are very self-disciplined and can exercise responsibility for themselves have a tremendous amount of freedom in the classroom. They choose what they want to do, when they want to do it, and how. Teachers are merely friendly sources of information for choice in the classroom. As children develop increasingly greater control over themselves, they have an increasingly greater degree of freedom in the class. How much external control we impose thus varies from individual to individual and changes as the child changes. Please refer to the discipline policy for further specification.

Patience

One of the most difficult tasks teachers have is to develop patience. Many people think that it takes a lot of patience to deal with young children because they ask a lot of questions and need a lot of help. That kind of patience is easy to come by. The patience that is hard to develop is the kind that allows one to wait and not give help too soon. It takes patience to listen to a squabble and not interfere, but to let children settle it alone. This willingness to wait, although hard to develop, seems to be very important for the growth of confidence in a child.

The Social Environment

One of the many misconceptions about a Montessori classroom is that social relations are not of primary importance to the teacher, and that the class is not a very sociable environment. Actually, a good Montessori classroom is a very friendly place where children talk to one another freely and group/regroup at will. A traditional classroom, in which the teacher directs the whole show, has a very limited opportunity for the children's spontaneous social interaction.

PRIMARY PROGRAM CURRICULUM: THREE TO SIX YEARS

The Primary Program curriculum for the School is an individualized program which helps each child develop physically, emotionally, and cognitively at their own pace. The curriculum helps each child gain self-esteem, independence, physical development, and academic achievement.

Practical Life

Children learn how to function successfully in their own environment. They acquire independence, both physically and mentally. Coordination, balance and muscular control, and order are by-products of the materials and philosophy employed. Children learn work habits, concentration, perseverance, and respect for others. Specific practical life activities include:

- Fundamental exercises involving mat, chair, door, tray, grain, water, funnel, sponge and folding.
 - Care of self, including washing hands, grooming, sewing and dressing frames.
 - Care of inside environment, including dusting, sweeping, polishing, furniture washing, mopping, folding, and flower arranging.
 - Food preparation, including setting a table, preparing fruit and vegetables, and pouring.
 - Care of outside environment, including sweeping, pulling weeds and collecting leaves.
 - Grace and courtesy skills, including greetings, shaking hands, excusing oneself, interrupting, introductions, and saying please and thank you.
-

Sensorial

The main objective of the sensorial area is to refine and develop the five senses. The classification, contrasting and comparison of color, shape, smell, feel, temperature, weights, and textures are explored. All of this broadens the child's ability to proceed to a higher level of activity. Specific sensorial activities include:

- Language and games involving solid cylinders, pink tower, broad stair, red rods, color tablets and geometric solids.
- Exercises involving the geometric cabinet (circles, rectangles, irregular figures, triangles, and polygons), constructive triangles, superimposed geometric figures, binomial cube, trinomial cube, knobless cube (graduation and comparison), stereognostic senses (rough and smooth boards and fabrics), discrimination exercises (mystery bag, smelling bottles, etc.) and square of Pythagoras.

Mathematics

The primary purpose is to lay a sound number and geometry foundation. We are interested in numbers, quantities and the decimal system. We teach the basic operations of addition, multiplication, subtraction and place value. We also teach fractions and measurements. Specific mathematics activities include the following:

- Numbers one to ten.
- Decimal system.
- Teens and tens.
- Short and long chains.
- Memory work on addition, subtraction, division and multiplication.
- Fractions, including replacement exercises.

Language

All pre-reading and pre-writing skills are emphasized in a sensorial manner. Vocabulary, drama, and diction are an integral part of our curriculum. When a child is ready to read and write, we use various readers and workbooks. We encourage the child to write creatively. Specific activities include:

- Enrichment of vocabulary and concepts involving questioning games, conversation, naming materials, storytelling, classified cards and poetry.
- Sandpaper letters and moveable alphabet.
- Phonetic object game and reading cards.
- Key phonograms used in making words, sentences and stories.
- Reading comprehension.
- Chalkboard, pencil and paper, capitals, creative writing, puzzles and environment labels.
- Function of words, including: article, adjective, noun, logical adjective, conjunction, preposition, verb, adverb, logical adverb and word studies.

Science

We study living and nonliving things, plants and their parts, animals and their parts, life cycles, metamorphosis and the physical sciences. Seasons and temperature are also part of this study. Specific science activities include:

- Living things, including plants, animals, vertebrates and invertebrates.
 - Nonliving things, including natural and manmade things.
 - Botany cards, language and extensions.
 - Zoology, including vertebrates, general characteristics of birds, fish, reptiles, and amphibians and invertebrates.
 - Parts of mammals, birds, fish, reptiles, amphibians, and arthropods.
-

- Science involving atmosphere, gravity, floating/sinking, magnetism, shadows, magnifying glasses, sound and the solar system.

Social Studies

Geography, history, calendar, time, holidays, maps and cultures make up part of this section of the curriculum.

- Geology
- Geography including a sandpaper globe, painted globe, map of the world (continents and oceans), maps of the continents and USA, continent folders, needs of man, land and water forms (island/lake, cape/bay, gulf/peninsula, isthmus/strait, systems of lakes/archipelago), and definitions.
- Time, including days of the week, months of the year, calendar, and clock.

Art

The child must develop skills before being able to create pictures. The child is also introduced to all forms of art expression. This introduction includes studies of pictures by famous artists. Specific activities include:

- Developmental skills including cutting, use of brushes, gluing, drawing and coloring.
- Exposure to the works of famous artists.

Music

This part of the curriculum includes development of skills and appreciation for music. Specific activities include:

- Bell exercises to help develop perceptions of high-low, matching, and scale.
 - Exposure to different types of music.
 - Singing.
-

SPECIAL PRIMARY PROGRAM INFORMATION**Pg 12- 13****Attendance**

Good attendance is an extremely important aspect of each student's education and has many carry-over implications for later life. Tardiness disrupts the children already at work and disorients the child who is late. The Primary program begins promptly at 8:30 a.m. with each child ready for the day's work. If your child is absent or tardy, please contact the School by 9:00 a.m. If you find it necessary to take a student out of school for a period of time, we request a written note for the absence to be submitted to the office in advance.

Birthdays

Birthdays are special! In that spirit, we ask you to join us at your child's school celebration. Please bring photos of your child to include: a birth photo, six months, and then one for each year. Help us to tell the story of your child's life. We suggest that you provide individually wrapped snacks for your child's celebration. Please send low crumb snacks (no cupcakes). Cookies, muffins and sweet breads are favorites and cleanups are easier. If you are planning a home birthday party for your child, *please do not hand out invitations directly to students at school*. You may place invitations in family folders. This helps avoid those who are not invited, having hurt feelings.

Toys

Children should not bring toys to the classroom. Books or other educational materials that might be of interest to all children are welcome. Be sure that the children's names are clearly marked on all books.

Show and Tell/Sharing Table

The Primary classrooms allow one day a week that students can bring in an item from home to share with their class. Teachers will let students know what day it will be at the beginning of the school year.

Clothing

Play clothes are encouraged (i.e.: simple, washable, sturdy and easy-to-manage). In cold weather, layering is best. Please have your child's name on all sweaters, shirts, jackets, boots, hats and gloves so we can help identify their clothing. Snowsuits, boots, scarves and warm waterproof mittens are a must for our snowy, windy winters.

Each child needs a pair of hard (rubber) soled indoor shoes. (Crocs work best.) Your child needs to have a complete change of clothing including underwear and socks. The clothing should be packed in a large zip-lock bag with the child's name on it, brought to school the first day, and checked frequently for completeness and weather appropriateness.

Outside Play

Children need sunlight and fresh air, so outside play is an important part of our program. Weather permitting; we play outside for at least 15 to 20 minutes every day. Please be sure your child is dressed appropriately. Children need windbreakers with hoods for our Idaho autumn and spring. It is up to the Head of School's discretion if the weather does not allow for outside play or if it is negative 10 degrees with or without the wind chill factor.

Geography

Each month we will be studying a different area of the world. This helps the young child understand geography a little better. We like to have different foods, artifacts, clothing, music, etc. from each region. We will note in each month the area that the children will be studying, and ask if we might borrow any relevant items you may have from these places. Our children are taught to be very careful.

Observation

Our class is open for observation after the first 6 weeks of school. If you wish to observe sooner, you may use the observation windows.

Holidays

As we work globally, the celebrations of holidays are kept very simple with a stress on culture and tradition. The celebrations are also child-directed and activities may be tied to service projects.

As each holiday approaches, more information will be given to parents.

Please note:

- No costumes
- No candy or gift bags
- No Valentine's brought in

Snack Time

Children in the primary/kindergarten classes are provided a small, nutritious snack during the work period. We ask families to take turns providing the snack once or twice during the school year for your child's classroom only. A weekly schedule will be distributed during the first week of school. Families are asked to provide crackers, oranges for juice squeezing, and apples for the week. Food that is wholesome and does not contain a lot of salt, sugar, or chemical additives is best for the children. Because we have children with extreme nut allergies, we ask that you **NOT** provide snacks with nuts or any trace amount of nuts – please check ingredients very carefully.

Example for snack:

- One bag of oranges or one bag of apples
- One bouquet of flowers
- One carb (a box of crackers)
- One vegetable
- One fruit

Occasionally, on birthdays or around holidays, families like to provide a special snack. Please let the teacher know when you are planning to do this.

Thank you for providing snacks to the children. We appreciate your efforts.

Primary Lunch

Please pack a nutritious lunch! We discuss balanced diets with the children and the need for protein, fruits, vegetables, carbohydrates, fiber and dairy products. Too much sugar causes sugar rushes and then depressions. Something sweet is fine but in moderation. Sending a young child with an adult-size candy bar is not appropriate. Many children like having several small items in their lunch. For example, a sandwich, small fruit, drinks (no carbonated beverages or juice), small container of veggies, raisins or nuts. How much of each depends on your child's appetite.

IMPORTANT! Your child needs to be able to manage their lunch independently. We can reheat, a prepared dish, in the microwave provided it takes no longer than 1 minute. No preparation other than reheating is your guideline. No Gogurts, taco/pizza Lunchables, juice or carbonated soda will be allowed in children's lunches.

ELEMENTARY CURRICULUM: Six to Twelve Years**Pg 14 - 15**

The elementary curriculum for the School is an individualized program that helps each child develop physically, emotionally and cognitively at their own pace. The curriculum helps each child gain self-esteem, independence, physical development and academic achievement.

Practical Life

Continue the development of coordination, concentration, perseverance, and daily living skills through exercises and housekeeping jobs in the classroom. The children learn to self-govern through their specific jobs, including "peacekeeper."

Mathematics

The math program is designed to promote a thorough understanding of mathematical principles. The Montessori materials provide an experimental, manipulative, hands-on approach. Students will learn linear counting, basic operations, rounding, geometric shapes, measurement of length, bar and line graphs, algebra, fraction operations, money and time. Specific mathematics activities include:

- Numeration including teens, tens, greater than, less than, quality and quantity, conservation of numbers, long chains, and hierarchy material.
- Games, memorization, static and dynamic abstraction, and story problems addressing addition, subtraction, multiplication and division.
- Time and money skills.
- Fractions including equivalence, same denomination, whole number, reduction to lowest terms, different denomination, improper fractions, and story problems.
- Number and multiples activities include binomials, trinomials, introduction to prime number, and factors.
- Measurement activities include length, weight, and capacity.
- The study of geometry includes the geometry cabinet (triangles, quadrilaterals, and polygons), point to solid, lines, angles, triangles, quadrilaterals, circles, and polygons), and study of equal/similar/equivalent.
- Algebra using material that demonstrates the mechanism for finding the square root.

Language

Reading is the central focus of the primary program and continues to be the cornerstone of all future learning. The curriculum will emphasize vocabulary, decoding, and comprehension. Specific activities include:

- Reading activities include basic sounds, phonograms, phonetic reading, non-phonetic reading, puzzle words, interpretive reading, fluency, reading commands, and comprehension skills.
- Calligraphy skills include cursive (lower case, upper case, joining and words), neatness, style, the study of writing and the study of language.
- Creative writing activities include development of research skills (alphabetizing, use of dictionary, paragraphing, and imagination).
- Language arts activities include compound word, homonyms, synonyms, antonyms, suffixes, prefixes, word families, contractions, singular/plural, masculine/feminine, verb tense, personal pronouns, positive/comparative/superlatives, vocabulary enrichment, and spelling.
- Grammar activities include articles/nouns, adjectives, verbs, prepositions, adverbs, pronouns, conjunctions, interjections, and analysis.
- Sentence analysis includes subject, predicate, direct object, indirect object, and logical analysis.

Science

Our goal is to increase observational skills, natural curiosity, knowledge, and understanding through readings, experiments, explorations, and field trips. Topics include the characteristics, functions, and

habitats of animals and plants; differences of night and day; common weather conditions and climate; properties of water and air; and forms and sources of energy. Children learn to classify, graph, predict and draw conclusions from their observations from field trips and experiments. The entire program provides a healthy balance between methodology and data, and also between the biological and physical sciences. Specific activities include:

- Zoology studies including living/nonliving, animal/plant, and vertebrate/invertebrate, classes of vertebrates, internal and external vertebrates (fish, amphibian, reptile, bird, and mammal), invertebrate phyla, invertebrates (protozoa, porifera, coelenterate, annelida, arthropoda, mollusca, and echinodermata), animal stories, animal classification, vertebrate chart and invertebrate chart.
- Botany studies include parts of a plant (root, leaf, and flower).
- Biology studies include parts of the body (external and internal) and skeleton.
- Physics and chemistry such as the structure of atoms and molecules. The difference between elements and compounds, the chemical composition of familiar compounds. The three states of matter and chemical and physical change. Students also do research about the elements and receive a first exposure to Mendeleev's Table of the Elements.

Social Studies

The program includes the study of the calendar and reading time down to seconds; geological maps; American customs through patriotic songs, legends, folk tales, and holiday celebrations; landform identification; and continent studies. Civics instruction encourages good character through stories about moral problems and their solutions; identifies familiar American symbols and briefly describes the Constitution and the Bill of Rights. History will be taught through the use of time line of Botany and Zoology and the Needs of Man. Specific activities include the following:

- Physical geography studies include land and water forms, isolation maps (oceans/seas, inlands/lakes, cape/bay, gulf/peninsula, isthmus/strait, systems of lakes/archipelago), mountains, deserts, rivers, volcanoes, and planets. Other studies address cycles, geology, and weather.
- Political studies countries of continents (North America, South America, Europe, Asia and Africa), states of the United States of America, capitals of North America, and flags of countries of continents (North America, South America, Europe, Asia and Africa).
- Social studies focus on zones of earth, needs of man (material and spiritual), map reading, and parts of flags.
- History studies include the concept of time (understanding a day, week, month, year, decade, century, lifetime, B.C./A.D.), pre-history (clock of eras, geological time line, time line of life, time line of man, and fossils), and history (pledge of allegiance and national anthem).

Art

Art activities and opportunities to view and learn about great works of art foster the development of the student's aesthetic awareness. The goal is for all students to gain confidence in their creative abilities to handle a variety of media. The program is often correlated with other areas of study.

Physical Education

Children are encouraged to learn and become proficient in sports skills and physical activities. The emphasis is on learning the joy and importance of exercise and lifetime physical fitness, and being familiar with various sports skills. Activities focus on cooperation, coordination, strength, and stamina.

Music

Children are encouraged to experience the joy of performance. Understanding and interpretation of printed musical symbols are stressed, as is the understanding of rhythm. Recorders, other instruments, and singing are vital to the program.

SPECIAL ELEMENTARY INFORMATION**Pg 16 - 17****Attendance**

Good attendance at the elementary level is an extremely important aspect of each student's education and has many carry-over implications for later life. Tardiness disrupts the children already at work and disorients the child who is late. The elementary class begins promptly at 8:30 a.m. with each child ready for the day's work. If your child is absent or tardy, please contact the School by 9:00 a.m. so that special arrangements can be made if needed. If you find it necessary to take a student out of school for a period of time, we request a written note for the absence to be submitted to the teacher in advance. We recognize the 90% attendance recommendation from the State.

Supplies

The supplies your child needs for School have been carefully evaluated for quality and quantity. Please purchase the brands recommended; they will provide your child with the highest quality for their most important work.

Classroom Conflict Resolution Process

As part of the Montessori Curriculum, a practical life skill is for the children to use their words and work out conflicts with their peers in a respectful manner. We, as a School, will help the students to facilitate this process in the following steps when two or more children are involved in a conflict:

1. They will be directed to work it out verbally. This may be done independently or with a teacher, if requested.
 - a. If emotions are high, students may first be asked to take a break to calm down before communicating the "issues" that have led to a conflict.
2. If a conflict cannot be resolved independently, the adult assisting the students through this process facilitates them by asking appropriate questions and making appropriate statements.
 - a. Examples of adult directing: "What happened?" Using reflective listening, the adult may say "You must have felt ignored" or "It seems your feelings are hurt."
3. After steps 1 or 2 are completed, students may be asked to fill out a "Think Sheet" or a "My Side of the Story" sheet. These sheets go home at the end of the day and are kept on file.
4. If conflicts cannot be resolved using the tools and techniques in the classroom, they will be directed to the Head of School to help resolve the conflict.
 - a. At this point parents will be notified of the conflict involving their child. However, if a conflict is physical at any point, parents will be notified immediately.

Birthdays

A birthday is a time for recognition and celebration. Information will be sent home with your child regarding how your child's classroom will celebrate birthdays during the school year. When providing birthday snacks, please no cupcakes.

Sharing

The elementary class has no organized "show and tell." At this level the children bring in things that pertain to what we are studying and share favorite books on their own. They have a very large variety of opportunities to share with their peers; stories and adventures as well as making more formal presentations to the class.

Clothing

For your child's health and safety, **ALL CLOTHING MUST BE:**

1. Labeled with your child's name.
2. Appropriate for the weather and any activity that might go on in the classroom. Warm, washable, fits appropriately, easy to manage and with workable parts. Shorts under girls' dresses. Belts for pants that are big.

Shoes:

1. Slippers in the classroom (no large distracting silly slippers).
2. Snow boots for snow.
3. Shoes appropriate for PE activities.

Outside Wear:

We will be going outside every day unless the weather is unsafe. If your child does not have appropriate snow gear, they will not join the class activities. A coat that closes, snow pants, boots, warm and waterproof gloves or mittens and a hat are essential. Layering is a good idea – they can always take off, but not always put on what they do not have. It is up to the Head of School's discretion if the weather does not allow for outside play or if it is negative 10 degrees with or without the wind chill factor.

CAUTION: In Idaho the weather can change rapidly, especially in the spring and fall. Please send a jacket with a hood for those times.

Holidays

As we work globally, the celebrations of holidays are kept very simple with a stress on culture and tradition. The celebrations are also child-directed and activities may be tied to service projects.

Lunches

Your child should be responsible for their lunch and snack making, packing, transporting and cleaning. Please provide them with choices for a well-balanced diet.

Example 1:

Lunchmeat sandwich
 Piece of fruit
 Carrot sticks
 Granola bar
 Milk

Example 2:

Yogurt
 Small salad
 Chips
 Raisins

IMPORTANT! Your child needs to be able to manage their lunch independently. We can reheat, a prepared dish, in the microwave provided it takes no longer than 1 minute. No preparation other than reheating is your guideline. No Gogurts, taco/pizza Lunchables, juice or carbonated soda will be allowed in children's lunches.

Snacks

The elementary child is very intense in his/her learning. Students should bring their own snack that is low in refined sugar, fat and salt. Suggestions include fruit, vegetables, dairy products, complex breads and cereals, and legumes.

Visits & Observation

Visits and observations are two different ways parents may spend time in the classroom. Visits involve spending one-on-one time with your child such as lunch or playing outside together. Visits last about an hour. Observations are for silently watching the goings on of the classroom. The parent does not engage in the activities of the children; instead, the parent watches as the children go about their daily routine. Parents are encouraged to take notes so questions may be asked later. Our class is open for visitation or observation at any time after the first six weeks of school. We do request advance notice so that we do not have conflicts in schedules or too many observers at one time, as this is very disruptive to the class.

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| EXTENDED DAY PROGRAM | Pg 18 - 19 |
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The Extended Day Program was created to provide families enrolled in the Snake River Montessori School with convenient childcare consistent with the Montessori philosophy.

Hours

Extended Day is available from 7:30 AM to 6:00 PM, Monday through Friday, if you are late in picking up your child, you will be charged \$5.00/minute after the first five minutes. We realize true emergencies arise. Please call if you are going to be late. We will try to work with you. (Extended care will be available during scheduled School holidays: parent/teacher conferences, spring break, etc.)

Morning Drop Off Only

If you need your child at school before 8:20am, you can sign up for morning only extended day. This is a monthly rate of \$20.00.

Fees

Costs associated with the Extended Day program are calculated and paid monthly according to the payment type chosen. Payments are due by the 15th of the month. Payment should be made to the Snake River Montessori School. Please indicate in the memo area that it is for Extended Day. Drop your payment in the payment box at the School or mail it to the School. A receipt for payment is available. The rates charged are based on the hours used. A number of access plans are available through the office.

Registration Fees from September to May (All Access)

| | |
|--------------------|----------|
| Individual Student | \$100.00 |
| Family Rate | \$160.00 |

Late Charges

It is uncomfortable for us to remind parents to pay their extended care bill on time. Payments are due the 15th of the month. Therefore, we charge a \$20.00 late fee on the 25th of the month.

Important Closure Dates

In order to give our staff some time off, we have scheduled some days that Extended Day will not be open during the school year. We will remind you of these closure dates throughout the year. See school calendar.

- **Labor Day**
- **Thanksgiving Break**
- **Winter Break**
- **President's Day**
- **Spring Break**

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| PLEASE NOTE: If the School closes due to severe weather Extended Day will also be closed! |
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Attendance

Parents must check their children in/out with a member of the Extended Day Staff. Only those people specified on the registration form will be allowed to pick up the child unless written or verbal permission is given. The person picking up the child will need to provide identification.

Illness

Children who are too ill to attend school may NOT attend Extended Day. Please refer to our Health Policy.

Snack

Your registration will pay for a nutritious afternoon snack. As well as snacks on non-school days.

Lunch

Please provide a nutritious lunch for your child. Please include fruits, vegetables, dairy products, lunchmeat sandwiches, etc. No carbonated beverages, no Gogurts (tend to be messy), no juice, or adult-sized candy bars.

Extra-Curricular Activities

Extra-curricular activities may be held after school. Those who choose to participate will be charged an extra fee by the activity's instructor.

Activities

Program activities are planned to ensure a fun and nurturing environment, while extending the Montessori philosophy into the "after school" hours. These activities may include indoor and outdoor play; dress up, gardening, igloo making, ice sculptures, manipulatives, puppet theater, music, dance, art, etc. A rest time will also be provided. Elementary students will have time to do homework if they would like to.

Rest Time: All children who are in the primary extended day program from 12:00 pm until 3:15 p.m. will take a mid-day rest. Please bring a blanket and pillow. (Sleeping cots will be provided). Children may bring one, small sleeping buddy (stuffed animal). Please label all of the children's belongings. For health purposes, the pillows and blankets must be taken home at the end of each week to wash and be returned the following week.

THANK YOU
FOR CHOOSING

**The Snake River
Montessori School**

We look forward to growing as a school as your child grows as a person
