



## **Parent Handbook**

**215 S. Main Street  
Cottonwood, AZ 86326  
928-634-3288**

*A Center for Creative Education is a 501 (c) (3) non-profit organization.  
We are committed to providing an environment that is free of discrimination.*

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**VERDE VALLEY MONTESSORI**  
**215 South Main Street**  
**Cottonwood, Arizona 86326**  
**(928) 634-3288; Fax (928) 634-9781**

The information in this booklet is provided for your reference during the school year. Please keep in mind that all guidelines and rules discussed are designed to benefit and protect your child's health, comfort, safety and learning experience.

**School Hours**

Preschool	Half day	8:30 AM – 11:30 AM
	Full day	8:30 AM – 2:45 PM
	Early Dismissal	at 1:00 PM
Kindergarten	Full day	8:30 AM – 2:45PM
	Early Dismissal	1:00 PM
Elementary	Full day	8:30 AM – 3:15 PM
	Early Dismissal	1:30 PM
Middle School	Full day	8:30 AM – 3:30PM
	Early Dismissal	1:30 PM

**Office Hours** 8:00 AM – 4:00 PM

**Phone (928) 634-3288 Fax (928) 634-9781**  
**MaryAnn Green, Director**

Verde Valley Montessori Charter School admits students of any race, color, religion, or national or ethnic origin, to all rights, privileges, programs and activities available to students of the school. VVM does not discriminate on the basis of race, color, religion, or national or ethnic origin in the administration of its educational policies, admission policies, scholarships and other school-administered programs.

**Mission Statement**

The mission of the school is to create an optimum learning environment, providing a balance of intellectual, physical, social and emotional evolution and fostering the holistic development of each child through the Montessori philosophy of education.

Revised 7/25/2016

## **Administration and Organizational Structure**

Verde Valley Montessori is organized as a non-profit Charter School. It has been granted a charter by the Arizona State Board for Charter Schools. A charter school is a tuition-free public school established by a contract with the Arizona Department of Education. Charter schools must meet the general Arizona standards of accountability exactly like all other public schools.

Verde Valley Montessori is governed by a Board of Governors which consists of four individuals appointed by the charter holder, Maryann Green. The Board of Governors is responsible for developing school policies and overseeing the financial well-being of the school. The Board meets regularly and all meetings are open to the public. Any closed meetings will be called to discuss matters covered by applicable statutes. The daily operation of the school is handled by the Director, who reports directly to the Board.

### **Philosophy**

The Montessori philosophy of education is based on the belief that all children carry within themselves the person they will become. In order to develop his or her physical, intellectual, and emotional potential to the fullest, the child must have freedom – a freedom achieved through order and self-discipline. Dr. Maria Montessori developed what is called the “Prepared Environment” which possesses a certain order and allows children to learn at their own pace, according to their own capacities and in a noncompetitive atmosphere.

The Teacher (Director) prepares the environment, directs the activity and offers the child stimulation. But ideally the child is motivated through the work itself (not solely by the teacher’s personality), and learns to persist in a given task. If Montessori children are free to learn, it is 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. Patterns of concentration, persistence, responsibility, and self-motivation, established in early childhood, produce a confident, competent learner in later years. Children in a Montessori environment learn to observe and to think. Verde Valley Montessori introduces the joy of learning and provides a framework in which intellectual and social discipline goes together.

The main objectives of Verde Valley Montessori are to provide a stimulating environment and a nurturing relationship, both of which assist the child in developing independence, responsibility, initiative, self-discipline, and strong self-esteem, thereby encouraging creative thinking, fostering a love of learning and an appreciation of the diversity of the human spirit.

The specific goals which Verde Valley Montessori holds for each child who attends the program are:

- To realize his or her creative potential.
- To become aware of his or her essence.
- To cultivate a positive attitude toward learning.
- To exhibit respect for himself or herself, for others and for the natural world.
- To foster an attitude of gratitude.
- To practice developmentally appropriate independence and responsibility.
- To develop the concentration and basic skills necessary for learning.
- To work with a variety of activities in the Montessori curriculum.
- To experience success.
- To maintain socially acceptable behavior.
- To create a conscious community within the classroom.
- To develop compassion, acceptance and an open mind.
- To foster curiosity and the joy of discovery.

The Montessori classroom does not feature rows of desks with teacher's desk as a focal point. Several times a day the entire blended class may meet in "circle", sitting on the floor, to discuss upcoming activities, problems, or daily work. Much of the day, however, children work independently or in small groups. The Teacher is aware of the stage of progress of each child in the curriculum areas and reviews the child's work plan and progress toward goals with each student individually. The obvious advantage to this system of instruction is that progress is geared to the understanding of each student and no one is lost in the shuffle or held back the "one lesson fits all" philosophy of traditional school systems.

An example of this working environment is that the Lower Elementary classroom (ages 6 – 9, grades 1 -3) currently uses both the Merrill Reading Program with eight reading levels and the Open Court Program with 4 levels. A student in this classroom will be reading at his or her own level of mastery, based on unit reading and exercises. No emphasis is placed, either positively or negatively, on comparative reading levels. Instead, the student progresses at his or her own comfortable rate with progressively challenging materials and checkpoints at each stage.

## **School Procedures and Policies**

### **Attendance:**

Regular attendance is most important both for the children and for the success of the school. Since we are a charter school, absences at a level above 6% reduce our budget. In a small school such as ours, any financial reduction has a damaging impact on every aspect of the school's operation. The annual budget is based on the attendance records of the school. Any student absence needs to be reported to the school office as soon as possible.

**Please call the office at 634-3288, with notice of absences of any kind.** If no one is available to answer the call, leave a message on the machine explaining why the child is not in school. If we are not aware of the reason for a child's absence, we are required by law to contact a parent to learn the status of the child.

Reasons for excused absences include: illness, religious observation, family emergencies and appointments which cannot be scheduled outside school hours. Teachers are not required to provide assignments in advance of an unexcused absence and are not expected to take time away from other children and classroom activities to give "catch-up" instruction to a child who has missed school due to an unexcused absence. Teacher will extend every effort to assist children with excused absences and will do everything possible to meet the needs of each student.

First: give the teacher at least 2 days' notice

Second: work with the teacher before or after school hours to let them know what you need, so it does not interrupt the other students.

Arizona State law defines habitual truancy as 10 unexcused absences in a school year, or not more than 6% unexcused absences for the time that school has been in session (ARS Title 8).

Verde Valley Montessori requests the cooperation of all parents and/or guardians concerning attendance and punctuality. We ask your help in the following matters:

1. Scheduling medical and dental appointments after school hours, except in cases of emergencies.
2. Scheduling family vacations during the school's published vacation periods.

If a child is out of school due to a **contagious illness**, the parent must call the school immediately. The office will send a health alert notice to all families with a list of symptoms to watch for in their children. The following diseases are considered highly contagious: impetigo, conjunctivitis, head lice, streptococcus, chicken pox, ringworm, hepatitis, and scarlet fever.

More than 8 days of absences in a school year is considered excessive and could seriously impact a child's academic progress. Situations of elementary students with more than 8 days of absence (for kindergarten, the benchmark is 12 days) in an academic year will be brought to the attention of the Director and the Board of Governors for review, evaluation, and follow-up with the child's parents/guardians if necessary. Each student will be evaluated on a case-by-case basis.



## **Administrative Withdrawal**

According to Arizona State Law, a student must be removed from school attendance records after 10 consecutive days of unexcused absences. If a situation arises that may result in an extended absence, please inform the office. As stated before, this will be dealt with on a case-by-case basis. However, it must be understood that in accordance with the Arizona laws, the student may be withdrawn from the school after 10 consecutive days of unexcused absence.

## **Tardiness**

**Classes start promptly at 8:30 a.m.** with lessons which help the children to accomplish the schedule for the day. It is very important that each child arrive on time. Children feel uncomfortable about coming into lessons late. Please make every effort to maximize your child's learning by being on time.

**Drop off time is between 8:20 a.m. and 8:40 a.m.** Please stay in your vehicle if you arrive earlier than 8:20 a.m.

**Tardiness is discouraged.** The gates will close at 8:40 a.m. However, if tardiness occurs, the parent/guardian or whoever drops off the student, must sign in at the office, and the child must take an admission slip to class.

## **Arrival Time**

The time before class convenes is designed for teacher preparation to ensure a smooth and productive day. We ask that you arrive no earlier than 8:20 a.m. Parents/Guardians/Drivers are asked to remain in their vehicles when dropping off their children in the morning. Teachers and/or staff members will escort each child to the walkway. Every effort is made to move cars quickly and safely through the driveway loop, so please say your goodbyes and have your child's seatbelt unfastened before the adult unloads your car. If a child is not ready to get out of the care when you arrive, you may be asked to park in the parking lot.

## **Special Needs Situations for Early Drop Off**

If, occasionally, you need to drop your child off at school prior to 8:20 a.m., it is necessary that you notify the office of this need and get approval. Listed below are the ground rules for Early Drop off – these ground rules must be followed or the privilege of Early Drop Off will be suspended:

1. It must be approved by the Director.
2. There is NO early drop off before 8:00 a.m.
3. If you arrive after 8:15 a.m. there is NO early drop off – remain in your vehicle & go thru the drive way.
4. ALL early drop offs are required to sign in.
5. Students who have been approved, will stay in the Library and work or talk quietly.

## **Dismissal Time**

School ends at 11:30 a.m., 2:45 p.m., 3:15 p.m., or 3:30 p.m., depending on the class. Children continue the learning process up to the end of the school day. We ask that you help your child stay connected with his or her class by coming to pick him or her up at the designated time. Teachers will have children ready to go home and will look for you as you arrive in the driveway. Parents are asked to remain in their vehicles as the children are brought to them.

At arrival and dismissal times, the teachers are responsible for the children and for the smooth and orderly arrival and dismissal of all students. Because of these responsibilities to the orderly functioning of the school as a whole, teachers cannot engage in lengthy conversation with parents at drop-off and pick-up times. If you need to deliver a message or speak with the teacher, either send a note with your child or call the office. If you have business in the office, please park in the designated parking area. **Do not leave your car unattended in the driveway.**

If at any time, you cannot pick your child up from school at the appointed time, please make arrangements with someone to do this for you. Please send a note or call the office to notify the school if there is a change in the procedure for picking up your child.

**Pick-up for Preschool/Kindergarten students is at 2:45. Pick-up for Elementary students is 3:15. Pick-up for Middle School is 3:45.** It is understood that at times unforeseen events may cause a delay in picking up your child. In such rare cases, the parent must telephone the school to inform office personnel of a delay in child pick-up. At 3:00, all remaining Preschool/Kindergarten students will be moved to the main office and the parent/guardian will be contacted by phone. This same procedure will be followed for any Elementary students remaining at 3:30 and any Middle School students remaining at 3:45. **Parents will be charged \$5.00 per half hour, or any fraction thereof, for this service of supervision. This charge will be due at the time of pick-up.** At the time of late pick-up, parents will park in the parking lot, come into the office and sign their children out. The school is not equipped or staffed for after-school child care services and cannot accept the responsibility of providing child care services beyond these times. As is required by the state guidelines, Child Protective Services will be notified if such delays are a repeated occurrence.

## **Pick-up Authorization/Car Pools**

Children will be dismissed only to those who are authorized by the parents/guardians on the VVM Authorization to Pick-Up form (which is filled out at registration), or in advance through a telephone call to the office. Students will not be released to unauthorized persons. If such an incident occurs, the teacher will fill out an At-Risk Dismissal Form.

Car pool arrangements must be sent in writing to the school on or after the first day of school. Also, be sure to return the form which lists the names of all authorized adults who may pick up your child from school. As a matter of information, this form also contains a space for you to indicate those people who MAY NOT pick-up your child.

A calm ride to school helps assure a good start to the day. Parents in car pools should meet to establish rules for conduct in the car. We suggest the following: 1. Use of seat belt or car seats 2. No loud talking or disruptive behavior.

### **Early Dismissal**

If students need to be picked up before their regular dismissal time, please send a note to the office or classroom teacher stating the time the student will be picked up or call the office with this information. The student will be released from class at the designated time to meet the parent in the school office. Parents/guardians must sign students out in the school office when leaving early.

### **Bad Weather and Emergency School Closing**

If the school will have a delayed opening or closure due to the bad weather conditions, it will be announced on the following radio stations:

KVRD – FM 105.7

KKLD – FM 98.3

KNAU – FM 88.7

Should weather or another emergency require school to close prior to normal hours, parents will be called.

### **Visitors**

As required by the State of Arizona, all school visitors must stop in at the office to identify themselves, state the purpose of their visit, and sign in. Before leaving the school, the visitors must stop at the office to sign out. Students are not allowed to bring visitors to school with them.

### **Classroom Observation**

VVM is 100% behind parent participation in their child's education and invite parents to observe their child in class under the below listed conditions:

1. All observations must be approved and scheduled thru the Director
2. Requests must be put in at least 3 days before desired observation day.
3. Parent/Guardian must not interrupt the classroom flow.

**Note:** You will be given a set of Classroom Observation Guidelines at the time of your scheduled observation that we would like you to observe.

### **Communications**

The administration and staff strive to maintain open communications with all parents/guardians in the school. Parents are encouraged to discuss their child, the school curriculum or other issues of concern with their child's teacher and/or with the Director at any time throughout the academic year.

Children are couriers of information from the school. Each Friday, your child will bring home completed or in-process classwork. In addition, early in the month, a school newsletter and monthly calendar will be emailed to each family. Please take a moment to read it; there is a lot of important information in the Newsletter.

## **Immunizations and Health Regulations**

State law requires that each child must have the following immunizations before entering school: DTaP, polio, Hib, Hepatitis B, MMR, and Varicella (chicken pox). A written request for exemption on medical or philosophical grounds will be recognized. In case of an outbreak of an immunizable disease, children with immunization exemptions will need to be excluded from school until a safe time. If this is the case, the family will be notified.

Several members of our staff are trained in emergency procedures and health and safety practices. In case of illness or injury, parents will be contacted immediately.

### **Parents should keep their child at home when they have:**

- inflamed eyes or ears
- a rash
- a temperature higher than 99 degrees (return to school is appropriate after the child is free of fever for 24 hours)
- an upset stomach or have been vomiting – last 24 hours
- any contagious bacterial infection, i.e. chicken pox

You will be notified if your child develops any of these symptoms while at school.

## **Medications**

If your child must be on/continue on medication during the school day, it must be administered by the office staff. Please bring such medication (prescribed by a physician and in the original pharmaceutical container with the doctor's orders on the label) to the office where it will be stored in a locked box. You will be asked to fill out and sign a Medication Consent Form to be a part of the child's file. Be sure the dosage and time are clearly indicated. Over-the-counter medication must also be brought to the office and administered by authorized staff. **Do not send any medication in your child's lunch box.**

## **Emergencies**

In the event of an accident or sudden onset of illness, the school will not hesitate to seek proper care for your child. If the school is unable to reach you, one of the people on your emergency contact form will be called. If necessary, your child will be transported to Verde Valley Medical Center by ambulance. The Emergency Medical Care release statement and current medical file will accompany your child, so that treatment can be given immediately, in the absence of the parent. **It is your responsibility to notify the office of any changes in work numbers or emergency contact information.**

## Miscellaneous

### Scholastic Book Orders

From time to time during the school year, we will be sending home a current brochure with available books and toys from Scholastic Books. We encourage you to order books for your children. When you order through VVM, the school receives credits which are used to purchase materials to enrich our ongoing programs.

### Miscellaneous Fund-Raising Programs

We benefit from various local and national programs designed to reward schools for patronizing their businesses. We will let you know more about such programs as they become available.

### Social Media Policy

VVM's interest in the use of social media (Facebook, Twitter, etc.) is solely school-related and for the protection of its employees, students, and the school will not be used any other way. This policy applies to all current parents and students of VVM.

#### “Friend” Requests:

- Employees and families of VVM are prohibited from “friending” due to the inherent conflicts of interest that may arise.
- Do not initiate social media “friend” requests of VVM staff.

### Cell Phones

Cell phones must be turned off and kept in a back pack during the school day. Cell phones may not be used at any time during the school day. If a cell phone is found in use it will be confiscated and **returned to a parent/guardian only, at the end of the day.**

### Lunches from Acme

As an alternative option to bringing a lunch to school, students may order from Acme Pizzeria. This option is available for however you choose to use it. You can order as many times a week or month as you like.

The order forms are sent out each Friday by the teachers at afternoon pick-up and need to be returned on the following Monday. We also keep some in the office. Orders are put in each week, on Monday, for that whole week. We do not call in orders after Monday. You can only order the items on the order form, and we **do not do any special orders!** Students who have special dietary needs can work directly with Acme on their orders & the monies involved. They will deliver the food along with all the other students. Please send in exact change and no checks, we do not do change in the office and the teachers at drop do not have change.

If a student has ordered on a day they end up being absent, we will move the credit over to the following week. We do not do refunds.

## **Lunch**

All full day students should bring a well-balanced, nutritional meal, with beverage, to be eaten at school. **Please do not include: candy, gum, soda, chocolate and other highly sugared foods.** These products dull concentration and alertness and should be saved for non-school hours. Please make sure your child's name is clearly marked on the outside of the lunch box. Elementary aged children should be encouraged to pack their own nutritionally balanced lunch. Trading and sharing of food is definitely not allowed. The staff will encourage children to return uneaten items to their lunchboxes, so that parents will know the child's preferences and appetite levels.

Some lunch box suggestions:

- When packing lunch for your child, please consider that too many choices of food to eat and too much food, while intended to stimulate the appetite, often have the opposite effect. We frequently see that too much food or too many items to choose from causes the child to eat very little.
- Check the lunchbox when your child gets home to see what was not eaten. Many children need to eat only half a sandwich. Other children prefer finger food—**celery, carrots, cheese, fruit or meat chunks.**
- Include only items from the four main food groups (protein, fruits and vegetables, milk, soy or rice drinks, grains). Encourage fruit for dessert and do not send desserts that include: pudding, cookies, cake, “Twinkie” types of items, pie, sugary fruit rollups, granola bars with chocolate and/or marshmallows, or carbonated beverages. **A treat in the lunch could be raisins, popcorn, sunflower seeds or fruit-sweetened yogurt.**
- If lunch contains perishable items, needing refrigeration, please include a small ice pack in the container.
- If the lunch contains items which need to be kept warm, please send them in a thermos container specifically made for these items.
- Please supply your child with any needed eating utensils and a napkin.

Our policy is to maintain a relaxing atmosphere when eating and to consistently practice our best, acceptable manners.

Current nutritional guidelines indicate that the more balanced the diet of a child, the better he or she is able to concentrate and learn. It is important to start your child's day off with a breakfast containing protein to help support mental alertness for learning and time-released energy in the form of complex carbohydrates (whole grains, brown rice, etc.) to insure a steadier, happier mood.

All of the following foods, subject, of course, to your child's preferences, are nutritionally sound: **cucumbers, pickles, salad, prunes, pears, apples, assorted berries, grapes, oranges, melon, raisins, dried fruit, kiwi, popcorn, stone ground crackers, cheese, cream cheese, peanut butter, tortillas, graham crackers, frozen juice popsicles, raw vegetables, dips, avocados, leftovers from meals, water, milk, soy or rice milk products, all natural fruit juice mixed with spring water (3 to 1 dilution).**

Preschool & Kinder students have a specific food items list allowed under our Quality First Grant!

This list is given to the families in the registration packet.

### **Birthday Celebrations**

We recognize birthdays with a song, and a look at the child's personal time line together. The birthday time line, ideally, contains a photograph representing each year of the child's life. If you are able to provide these photographs, we would appreciate it. This is not a requirement, though it contributes to your child's enjoyment and understanding of the significance of his or her birthday. In the Pre-School, Kindergarten and Lower Elementary classes, the child also walks around our model sun once for each year of his or her life. Please do not send special food to celebrate your child's birthday. In fairness to all the children, we do not pass out party invitations in the classroom, unless **all** children in the class group are invited. Parents are encouraged to give party invitations to school personnel during arrival or dismissal times if only a few students are invited, and they will hand them to the parents directly.

### **Holiday Celebrations**

VVM is a non-sectarian school and religious holiday celebrations are not held at the school. Holidays are discussed in the context of cultural and seasonal celebrations.

### **Field Trips/Special Events**

During the year, your child's class may take trips off school premises. Only the children with signed permission slips will be allowed to participate. A Nominal Fee may be required for your student to participate in a field trip/special event. The cost will not exceed the amount of \$1.00 per child. Parents may be asked to volunteer to drive a group of students for these special events. In all cases, you will receive plenty of notice for these planned events. If you volunteer in such a situation, you will be asked to provide a copy of your driver's license and current proof of insurance for our records. The office staff will be happy to make these copies for you.

### **Toys**

Please do not allow children to bring any toys or stuffed animals to school. Game and trading cards are not permitted at school or on field trips.

We do, however, encourage children to bring in interesting objects of educational value, such as objects from nature, a favorite book, or items from foreign countries for occasional monthly 'Show and Tell' sessions. It is helpful to include basic information, such as origin or chronology. The child will be given the opportunity to share the item with the class. Please do not send anything of great value.

## **School Dress**

Children may dress to suit their own tastes, but we strongly recommend casual, sturdy, comfortable, clean clothing designed to permit comfortable activity outside or inside. Clothing for all grades should adequately cover the body, and not attract undue attention.

**Elementary children (grades 1-6) are asked not to wear tank or midriff tops or undershirt tank tops as their only apparel.** Short shorts are inappropriate for school. The hem of shorts should reach the child's fingertips when arms are held straight down at sides. Girl's dresses and skirts must be of such length to enable sitting cross-legged on the floor. Shorts are fine under these skirts. Hats are for outside wear only. Please mark items of clothing with your child's name, especially coats, hats, slippers and shoes.

We ask that each child wear appropriate shoes. We emphasize that, from clear unpleasant experience, flip-flops and other loose-fitting sandals as well as cowboy boots (because of the slippery soles) are inappropriate and dangerous for playground equipment and playground activities.

**For outside:** It is important that each child have a pair of shoes that remain on the feet such as sneakers or close-fitting (not cowboy) boots while running or climbing.

**For inside:** You may provide a pair of inside shoes, such as form-fitting slippers or other quiet-soled shoes.

**\*Note:** Any student's dress or personal appearance which interferes with the normal learning process is unacceptable. The decision as to whether or not such a condition exists, and the course of action to be taken, shall be left to the reasonable discretion of the Teacher with the input of the Director.

## **Personal Care**

Beginning the first day of school, we also request that all **pre-school** and **kindergarten** children bring **a complete set of extra clothes (including underwear and socks) to school in a Ziploc plastic bag, clearly labeled with the child's name.** We will return soiled clothing to you in a plastic bag at pick-up. When we return soiled clothing to you after an accident, please provide another set of clothing to the school the following day. Even though your child knows how to use the toilet, children can soil their clothing in other ways during class activities, during lunch or outside at play. It is most embarrassing for a child not to have his or her own clothes to change into and we strive to avoid that embarrassment.

Children should be able to manage themselves and their clothing when using bathroom facilities. Children should know how to flush the toilet and wash and dry their hands after each use of the toilet facilities. Please be sure your child knows not to flush excessive paper or inappropriate objects down the toilet.



### **Lost and Found**

Each year many items are turned into the office when they are found. It is very important that **all clothing, water bottles and lunch containers be clearly marked with your child's name**. Please be sure to check the Lost and Found basket in the office as soon as you notice your child is missing an item. Any unclaimed items left beyond the end of the school year, will be donated to Goodwill.

### **Child Care by Staff**

It is the policy of the school that no member of the VVM staff is permitted to perform child care for families in the school. With the permission of the Director, staff members may tutor students.

### **Classroom Materials Assistance**

Montessori teachers are continually creating new activities and lessons for their students. It is a great help to the teachers to have laminated materials cut after they are laminated in large sheets. If you are able to cut material at home, please call the office and volunteer.

### **Parent Education Programs**

Parent Education Programs are planned at least twice a year. Topics are based on Montessori principles and questions and discussion are encouraged.

### **Student Demonstration Programs**

Student demonstration night is in the fall of each school year. This is an opportunity for your child to demonstrate to you how he or she uses the materials in the classroom.

### **Library Policies**

The school has a library, the Melyssa Griffin and Ross Bluestone Memorial Library, from which students may borrow books to take home and read. However, failure to return a borrowed book will result in a charge to the student or the student's parents for the replacement of the book.

### **Reference Books used for Homework**

At times, children may borrow school library books or reference volumes to complete a homework assignment. The student is responsible for returning books to the VVM office for placement in the re-shelving bin near the library entrance. Failure to return borrowed books will result in a charge to the student or family for the cost of replacing the book(s).

## ACADEMIC POLICIES

### Parent-Teacher Conferences/Student Evaluations

Parent/Teacher Conferences are scheduled in October, February and May on specific early dismissal days, noted on the annual school calendar and communicated to parents well in advance. The office will develop a sign-up form approximately two weeks prior to conferences. Those parents who sign up early usually have the choice of the most convenient times for appointments.

Optional additional conferences may be scheduled at the request of the teacher or parent after school hours at any time during the school year.

### Discipline Policy

VVM fosters an environment in which learning is a rewarding experience, where independence thrives and where children are safe.

The development of self-discipline in a child is always the goal of a Montessori learning environment. Teachers and staff are committed to modeling positive behavior patterns of respect, honesty and fairness. When a child is disciplined at school, it is usually for an infraction of a ground rule which the child knows and one which has been discussed, encouraged and enforced throughout the academic year. Unacceptable behavior is handled with respect and gentleness, following the concept of natural and logical consequences. The school prohibits any form of corporal punishment. Threats, ridicule, and humiliations are never used to manage behavior.

Each child is responsible for his/her own choices and actions. **No student has the right to interfere with the learning or rights of others.** In order for the goal of self-discipline to be a success, we ask for cooperation and support from parents and guardians. We will communicate with parents about their child's behavior. One way this is done is through the Montessori Standards Report. If a child should choose not to honor his or her agreement to the code of behavior, a report will be sent home. The purpose of this report is to communicate and inform rather than to be critical of the child or of the parents. If there is a recurring discipline problem, the parent will be contacted to arrange a conference with the Teacher and Director. Together they will develop a plan of action, taking into account the school's academic and disciplinary standards and the specific situation. After the conference, the planned action will be implemented for a period of time, generally 2 to 4 weeks. At the conclusion of the trial period, the parent will once again meet with the Teacher and Director. If the problem is not resolved, the Director, after an executive session with the Board of Governors, will recommend appropriate action to best meet the needs of the child, the classroom atmosphere and the school.

## **Anti-Bullying Policy and Pledge**

In recognition of the age-old and recurring problem of bullying behaviors among children, we have developed an Anti-Bullying Pledge which is attached to this handbook as an addendum. We request that you review this one-page document and discuss it with your child. After you and your child sign the Pledge, please turn it in so that we may keep a copy in your child's file. If you would like a copy for your records, the office will be glad to make a copy and see that you have it.

## **Students' Standard Conditions**

The baseline standard toward which we strive is that each student:

1. is equipped with the necessary supplies to complete assignments.
2. begins work promptly.
3. completes assignments on time.
4. accepts responsibility for accomplishing individual goals and workplans.
5. participates in group lessons in a mannerly way.
6. listens carefully and respectfully to the teacher and to other students.
7. takes personal pride in his or her work.
8. uses class time effectively.
9. handles Montessori materials responsibly.
10. shows respect for teachers and staff.
11. shows respect for classmates.
12. works in an organized manner.
13. accepts correction when warranted.
14. moves quietly in the classroom and on school grounds.
15. displays appropriate behavior and manners during lunch.
16. cooperates in special classes.
17. represents the school positively when participating in VVM activities away from the school campus.

## **Classroom Procedures**

1. The Teacher indirectly disciplines his or her students through his or her presence. He or She is the facilitator and role model for the care and protection of the children, the environment and the materials.
2. The Teacher presents appropriate learning tasks to each child to capture his or her attention and interest.
3. The Teacher utilizes positive reinforcement to develop self-discipline within the child.
4. The Teacher enforces rules with an attitude of dignity and respect for the child.
5. The discipline solution is based on natural or logical consequences. Logical consequences must be related, respectful and reasonable. Natural consequences are applied when the events that follow a behavioral occurrence are directly related to the student's behavior. If a student breaks or destroys a lesson or piece of material, then it can no longer be used and the student (or the parent) may have to replace or pay for it. When natural consequences are not appropriate, then logical consequences are used. Examples include loss of privileges, such as not going outside for recess or inschool suspension.
6. The Teacher may isolate the child from the group if misbehavior continues; he child may be asked to be in Time-out, or become the Teacher's "shadow." The Teacher may set a specific time or allow the child to decide if he or she is ready to return to class activities. No staff member will require a child to remain silent or inactive for an inappropriately long period of time for the child's age.
7. When problems occur between children in the class, the Teacher may bring those involved together for "peer problem solving". The children discuss the issue or problem and express their feelings. They work together, without blame, to come to a solution. The solution is whatever the children agree is fair and will work for them. In all instances the Teacher is a facilitator in the process, and must also approve the decided solution.
8. Teachers in the elementary & middle school classes also use group meetings as a method of handling class problems. This approach is from the book, Positive Discipline, by Jane Nelsen. The Teacher allows the child to give reasons for misbehavior and to discuss his or her ideas to refrain from the problem activity. Children in the class may also participate in the discussion and offer solutions. The

class may vote on the action or they may accept the child's solution.

9. The Teacher may need to complete the Montessori Standards Report and (described in the Discipline Policy section) and request a conference with the parents in an attempt to solve serious misbehavior. Should this be necessary, the VVM Discipline Policy Procedure will be followed.

### **Ground Rules**

The Teacher is the protector of the child, of the environment and of the ground rules. Above all, there must be respect and understanding.

1. A child is **free** to work with materials in the environment as long as he or she treats them and the environment with care and respect. A child may not work on materials in a way that disturbs the activities of others. Children are asked to concentrate on their own work, unless they are sharing materials or working in a group.
2. Students are expected to speak respectfully to adults and to other students, using both appropriate words and a pleasant tone of voice.
3. Students & Staff members together, are responsible for keeping a clean and orderly classroom. Students are taught to clean up after themselves by making sure that materials are returned to the appropriate shelves in a neat and orderly fashion, so they are ready for the next student!

### **Competition-Free Environment**

In keeping with traditional Montessori philosophy, VVM maintains an environment which emphasizes individual performance and satisfaction without comparison and evaluation against other students' achievements. We do not have an "honor roll" or any other typical grading system, believing that there is more than enough competition in many other aspects of a child's life. Therefore, we always emphasize the individual child's progress and mastery without reference to any other child.

## **Homework – Elementary Grades**

The purpose of homework is to:

- teach responsibility;
- teach the necessity of follow-through outside of school;
- reinforce memorization when needed for appropriate skill development

The Teacher insures that the homework assigned does not normally exceed 30 minutes per day. The following overall guidelines have been established:

- 1) Weekly spelling homework.
- 2) Occasional research homework as an extension of in-class studies.
- 3) Book report(s).
- 4) Math homework, as needed, for reinforcement of skills.
- 5) Recreational reading.

## **Testing**

Each spring, beginning with the third graders, the AZ Merit test will be administered to students. These tests are required by the State of Arizona and prior to the testing period, classroom time is devoted to preparation for and familiarization with the testing experience.

## **Tutoring**

Faculty may tutor VVM students, with the prior permission of the Director. It should be understood that any tutoring that is arranged is through an individual agreement between the Teacher and the child's parents, and does not involve the school. Parents must arrange payment for tutoring with the individual teacher.

## **Child Find**

VVM will identify, locate and evaluate all children with disabilities within our population served who are in need of special education and related services. (See for more info.)

## **Public Awareness**

VVM shall inform the general public and all parents in our school community of the availability Of special educations services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth – 2 years.

## **State Mandate to Report Suspected Child Abuse**

The State of Arizona requires that all schools, including Verde Valley Montessori, report suspected incidents of child abuse and neglect to Arizona Child Protective Services (CPS). School staff members who suspect incidents of child abuse or neglect must immediately report them to the Director, who will contact CPS.

Under the law, a neglected child is defined as any child under 18 years of age, whose “parent or guardian inflicts, or allows to be inflicted, upon the child, physical injury (through other than accidental means) which results, or potentially could result, in a substantial risk of death, a serious or prolonged disfigurement or impairment or loss of the function of any bodily organ; whose physical, mental, or emotional condition has been impaired or risks being impaired because of the failure of his/her parent or guardian to provide adequate care and supervision and/or to supply adequate food, clothing, shelter, education, medical or surgical care; against whom a sex act has been committed by a person responsible for his or her care, or by someone else permitted to commit such an act by the person responsible for the child’s care, or who has been willfully abandoned by his/her parent or guardian.”

## **Sexual Harassment**

Verde Valley Montessori has in place an employment policy regarding sexual harassment. The Hartford Insurance Company, our insurer, requires that Verde Valley Montessori (VVM) have in place the following:

1. At least two (2) people in positions of trust (teachers, deans, principal, etc.) to whom those concerned about sexual harassment can speak.
2. Those two (2) people must be unrelated.
3. The names of the two (2) persons in these positions of trust must be publicized to the student body and parents as the contacts for any allegations or concerns.
4. The two (2) persons in the positions of trust must document each conversation.
5. All employees must be aware of the appropriate final authority within VVM with whom to discuss such concerns.

## **CURRICULUM**

Verde Valley Montessori presents a traditional Montessori curriculum which is correlated with Arizona Academic Standards. VVM curriculum meets or surpasses the Arizona Academic Standards in all instances.

### **Classroom Environment and Attitudes:**

The environment in the classroom is designed to provide\*:

- A sense of order – providing security in a child’s younger years. As the child develops, he or she becomes freer to explore and catalog information so that outer order becomes internalized order.
- Independence – there is a natural sensitivity and drive to become independent. The important question is: “How can I help this child to perform this activity independently?”
- Self-motivation – It is important to set up the environment for the child to succeed. Success insures that the child will repeat and try to improve mastery of the activity.
- Concentration – The child must be allowed to complete the cycle of activity. This takes observation and respect for his or her age and individual personality.
- Respect and dignity -- Underlying all Montessori principles, we endeavor to act with respect toward each child, always according the child his or her own dignity. Our best success toward this standard is to try to understand the child’s growth and development in an environment which meets his or her needs.
- Importance of time – Allowing each child to act at his or her own speed allows the child the freedom to improve and perfect his or her actions.
- Fundamental lesson framework – Montessori teachers show rather than tell.
- Importance of the Adult – Children absorb the attitudes, characteristics, personality traits and mannerisms of the adults who relate to them.
- Freedom of movement – Movement is an essential characteristic of life and a very important aspect of development in the child’s early years.

\* Adapted from materials from The Princeton Center for Teachers’ Education



## **Intro:**

We underwent an initial evaluation to participate in Quality first, which is a statewide initiative for continuous improvement of Preschool and Kindergarten programs at our school. We have interwoven the Arizona Early Learning Standards with Montessori methods and both are included in instruction on a daily basis.

## **Preschool and Kindergarten Curriculum**

Montessori curriculum activities are organized in five areas:

**Practical Life:** The purpose is to develop basic personal and social skills used in daily living, such as dressing oneself, cleaning things, and interacting in a polite manner.

**Sensorial Activities:** The purpose is to enhance and enlarge the child's sense of perception of the world.

**Language Activities:** These lessons prepare the child to start reading and writing.

**Mathematics Activities:** These lessons Introduce counting and arithmetic.

**Cultural Activities:** These lessons expose the child to Physical Science, History, Geography, and Biology.

## **Sharing Curriculum with Families**

Our Preschool and Kindergarten curriculum is shared with our families in various ways:

- The curriculum is outlined in our Parent Handbook
- The monthly newsletter includes regular updates that go over what area of curriculum is being taught.
- Input from parents about their Preschool and Kindergarten children is requested on Form ASQ3, required by First Things First, and offered twice each school year. This parental input assists teachers in planning instruction at specific age levels and gives parents an objective look at their child/children. It also gives the teacher good suggestions of age appropriate activities.
- Parent informational meetings are conducted that include comprehensive explanations of Montessori, as well as Arizona Early Learning Standards.
- Individual parent conferences are held 3 times a year
- Contracted consultants in Special Education and Speech and Language for observation and screening of behavior or academics.

## **Elementary Curriculum**

Within the learning environment, each child progresses at his or her own pace, choosing materials that coincide with individual interests, and which meet all Arizona Academic Standards, in order to develop appropriate skills and knowledge. The Montessori curriculum is integrated through the various subject areas and allows the teacher the flexibility to introduce new subject matter whenever the student's interest and ability indicate. The Montessori model of "spiral curriculum" is to introduce topics at the basic level and then to reintroduce the same topics several times through the years, each time with increasing detail and complexity.

### **Areas of Study**

**Language:** Basic reading skills are developed through the use of Montessori materials, the SRA skills series of independent booklets, Primary Phonics storybooks, and a structured reading series for expanding knowledge.

**1st Level --** Spelling, beginning level of creative writing, library skills, dictionary skills, initial study of basic parts of speech, reading short stories, introduction to punctuation, capitalization, word study and book reports.

**2nd Level --** Cursive writing, spelling, reading, continuation of punctuation, word study, grammar boxes, research skills and book reports.

**3rd Level --** Cursive writing, spelling, grammar boxes, sentence analysis, current events, summaries, and detailed book and research reports.

**Upper Elementary – (Ages 9-12)** – Development of research skills, the writing process, and current events, summaries, advanced levels of grammar, spelling with special emphasis on word etymology and letter-writing.

### **Mathematics:**

**1st Level** -- Concrete materials are used to teach the concepts of the four basic arithmetic functions (addition, subtraction, multiplication and division), memorization, games, abstraction of plus and minus operations, and memorization of these facts by the end of 1st level.

**2nd Level** – The concept of fractions, abstraction of multiplication operation, and memorization of facts by end of 2nd level. Introduction of Roman numerals.

**3rd Level** – The concept of equivalence and basic operations with fractions. Abstraction of division, operation and memorization of facts by the end of 3rd level. Multiples and factors.

Included in the study of mathematics are the concepts of squaring, square roots, algebra, decimals, time, measurements and money.

**Upper Elementary & Middle School** – Use of the computer for technology, literacy, and Preparation for High School, College, and the future.

**Upper Elementary – Age 9-12** – Introduction to area and perimeter, including derivation of formulas for perimeter and area for a triangle, a circle and a trapezoid. Volume formula derivation and abstraction for all geometric solids.

### **Geometry:**

**1st Level** – Geometry cabinet to abstraction. Constructive triangles. Begin study of lines and geometry nomenclature.

**2nd Level** – Geometry nomenclature continues, concept of angles, beginning concepts of congruency, similarity and equivalence.

**3rd Level** – Continued concepts of congruency, similarity and equivalence and geometry nomenclature.

In addition to the basic language and mathematics foundations, we introduce the following subject areas, first very basically and, later, in increasing depth and complexity:

### **Biology:**

Knowledge of the animal kingdom, external parts of the vertebrates, zoological classification chart, animal stories, internal parts of vertebrates. Botany classification chart and botany nomenclature. Research projects.

### **Zoology:**

Progressive understanding of the characteristics of living things, the diversity of life and how organisms change over time in terms of biological adaptation and genetics. We discover the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environments.

### **Natural Science:**

Botany and Zoology spring from the Time Line of Life into an in-depth and focused study, including environmental concerns. Observation, classification and research skills are used to develop an understanding of these subjects, as well as to foster an appreciation and respect for nature. Whenever possible, first-hand knowledge is stressed and enabled.

### **Functional Geography:**

Students understand and use the processes of scientific investigation and scientific ways of knowing, the nature of scientific ways of thinking and the impact of science on human activity and the environment. Students are aware of the uses of technology as they relate to science. They are able to design, conduct, describe and evaluate these investigations, understand and apply concepts that unify scientific disciplines and understand that scientific investigation grows from the contributions of many people.

**Physics:**

Students understand the nature of matter and energy, including their forms, the changes they undergo and their interactions.

**Earth Science:**

Students understand the composition, formative processes and history of the earth, the solar system and the universe and are introduced to the concepts of longitude and latitude, rocks, minerals and fossils, plate tectonics, erosion, weather and seasons.

**Chemistry:**

Students understand the nature of matter and energy including their forms, the changes they undergo and their interactions as they relate to matter, forces, gases, changes, solutions and heat.

**Geography:**

Students are introduced to landforms (lakes, islands, gulfs, peninsulas, straits, isthmuses, bays, capes, lake systems and archipelagos).

**History and Social Studies:**

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

**Political Geography:**

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the ways in which people and societies live and interact with each other and their environments.

**Comprehensive Health Education Standards:**

Students comprehend concepts related to the promotion of health and disease prevention, demonstrate the ability to access accurate health information and to practice health enhancing behaviors and reduce health risks, analyze the influence of culture, media, technology and other factors on health, demonstrate the ability to use interpersonal skills to enhance health and to use goal setting and decision-making skills to enhance health and to advocate for personal, family and community health.

### **Physical Activity Standards:**

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills, and comprehend basic physical activity principles and concepts that

- enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers,
- exhibit a physically active lifestyle,
- achieve and maintain a health-enhancing level of physical fitness,
- develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings,
- demonstrate understanding and respect for differences among people in physical activity settings and
- develop behavioral skills, and (self-management skills) essential to maintaining a physically active lifestyle.

### **Communications and Community Skills:**

Students use principles of effective oral, written and listening communication skills to:

- make decisions and solve problems,
- apply computation skills and data analysis techniques to make decisions and solve problems,
- apply critical and creative thinking skills to make decisions and solve problems,
- work individually and collaboratively within team settings to accomplish objectives,
- apply principles of resource management and
- develop skills that promote personal and group well-being and success.

### **History and Geography Projects:**

Personal timelines, preparation of time lines, the clock of eras, evolution time lines of life, use of globes and maps, fundamental needs of man, man's interdependence, states and capitals, landforms of the world, study of other countries and cultures. We also introduce the use of geographic charts and experiments and research and personal history projects. History covers history of the universe, the needs of man, and the concept of time. Geography covers use of globes, continent recognition, geography puzzle maps, study of the planet Earth, the study of geology, landforms of the world, and ecology.

### **Physical Science Projects:**

After "discovery" of the Scientific Method and how it is applied to the study of Natural Science, the four basic concepts of Physical Science (volume, mass, time and energy) are explored through demonstrations, experiments and discussions. Using this general knowledge, Chemistry, Physics, Geology and Astronomy are then studied by small groups of students and their results are shared with the class.

### **Social Studies, History and Geography Projects:**

These areas are studied using the Needs of Man approach, how these needs are met, and what influences geography imposes upon these needs. Included are studies of specific periods of American history, ancient civilizations, and epochs of the Time Line of Man. Work in these Cultural Studies areas consists of written projects, illustrations and displays which are shared within our classes, as well as with other classes and with parents. The reports and presentations serve as the assessment tool for the student's acquired knowledge and understanding of the various topics.

### **Foreign Language:**

Spanish will be introduced to the children and integrated into the curriculum.

### **Music and Art Appreciation:**

**Music** – Various composers' works and their biographies will be studied during the year. The students will take part in group singing.

**Art** – Specific artists' work and their biographies will be studied during the year. There will be presentations and "hands-on" workshops, in different media by various artists.

### **Computer Studies**

Computers are available in each class for skill development. Older children may have access to the Internet, but they must have a specific permission slip filled out and signed by a parent. (See separate packet.) In accordance with the technology skills requirements designated by the State of Arizona Educational Standards, Teacher-guided computer skills lessons will also be integrated into the curriculum for elementary students.

The Middle School/ 7<sup>th</sup> & 8<sup>th</sup> grade instructional program is individualized, with multi-model and integrated projects across the curriculum.

**Language Arts** – includes the Six Traits of Writing, Literature, and Technical readings as well as vocabulary, grammar and mechanics studies. We seek for students to read and write in a variety of genres for multiple purposes. Vocabulary and etymology occurs across curriculum, and grammar is incorporated in the context of literature and writing. Research work is student initiated and included into a portfolio of individual projects. Current events are discussed weekly and active participation leads to formal presentations, both oral and written.

**Math** can be taught individually with quizzes for feedback and proceed through Pre-Algebra, Algebra 1/11, and Geometry.

**Science** instruction includes Physical Science, Biology, and Life Science.

**Social Studies** content is inclusive of both Geography and History. Research and inquiry is based on multiple historical perspectives. We are focused on asking questions and finding patterns in history, then integrating it into all disciplines.

**Fine Arts** are integrated throughout the curriculum in cycles. Art projects, video, and discussion with brainstorming preceding each project.

**Spanish** includes participation in learning to speak, read, and write. Students participate in computer lab activities to obtain regular practice.

**PE** is done 4 mornings per week with a focus on conditioning, aerobics, and sports activities. All students are included. Students also participate in cooperative games.

Middle School field trips are scheduled, related to classroom studies, multiple times during the school year.



## **Verde Valley Montessori** **Pledge to Prevent Bullying**

When one person believes that he or she has power over another person, this sometimes can develop into bullying. Bullying leaves an individual or group in fear and it limits their options for action because of the tremendous power a bully has over the less powerful. It is not helpful to target a single person, but a plan of action must be put in place to stamp out bullying and to create a place where all are safe.

The Rights of Everyone:

- We all have the right to learn in a safe and supportive school environment that values diversity and an environment free from bullying, harassment, discrimination, and violence.
- We all have the right to be treated with fairness, dignity, and respect.
- We all have a responsibility to keep others safe and to treat them in the same way – with fairness, dignity and respect.

Bullying:

- may be physical, such as hitting, kicking, pushing, pinching
- may be verbal, such as name-calling or teasing
- may be psychological, such as gestures or coming too close physically
- may be motivated by fear, jealousy, distrust, or misunderstanding
- has an element of threat
- can continue over time
- is often hidden from adults
- will continue if adults and/or peers do not take action.

I, \_\_\_\_\_, a student at Verde Valley Montessori, do pledge that I will not bully another student and that I will treat all others with fairness, dignity and respect.

\_\_\_\_\_  
(Student signature)

As a parent or guardian of \_\_\_\_\_, a student Verde Valley Montessori, I will promote peaceful behavior in my child, so that all students can attend school where the school environment is safe and supportive of all.

\_\_\_\_\_  
(Parent/guardian signature) (date)

We, the faculty and staff at Verde Valley Montessori, do hereby promise that we will treat our students and each other with fairness, dignity and respect by providing a safe and supportive school environment, free from bullying.

The Staff of Verde Valley Montessori



## Sun Safety Policy

Verde Valley Montessori can provide parents, upon request, with the sun safety checklist for clothing, hats, sunglasses, and sunscreen.

Parents will provide sun protective clothing for children. Light colored, loose-fitting, lightweight cotton clothing is best for sun protection. Tightly woven fabrics give more protection from the sun. To determine the weave of clothing hold it to the light and assess the amount of sunlight that can pass through, less light is a tighter weave. Verde Valley Montessori (VVM) will provide parents with additional information on sun safe clothing upon request.

Parents will provide a hat for each child. The hat should have at least a 3 inch brim, and provide protection from the sun for the child's face, nose, neck and ears. Parents must clearly mark the child's first and last name on the hat. Parents must take the hat home weekly to clean. VVM will provide children a place to store their hat and will remind children to wear their hat when going outside. VVM encourages children to wear sunglasses while outdoors. Sunglasses should be shatterproof to protect the eyes in case of breakage. Look for sunglasses with the label "meets ANSI Z80.3 General Purpose requirements" or meets ANSI Z80.3 Special Purpose requirements", to assure that they can block UVA and UVB rays. Parents must clearly mark sunglasses with the child's first and last name (fingernail polish or permanent marker works best). Parents and children should bring the child's sunglasses with them and take them home each day. VVM will provide a place to store their sunglasses when they are not using them.

Children will wear sunscreen and a lip balm containing sunscreen each day. The first application of the sunscreen and lip balm shall be administered by the parent **before** the child arrives at school. VVM staff shall administer additional applications only when the parent or legal guardian has completed and signed the sunscreen permission form. The additional application of sunscreen and lip balm will be provided by VVM staff.

VVM will schedule limited outdoor time between the hours of 10:00 am - 3:00 pm. When activities are scheduled outdoors between 10:00 am - 3:00 pm, shade will be made available for all children, and children will be reminded to wear their hats, sunglasses, sunscreen, lip balm, and protective clothing. Please detach and return the permission slip to the school office.

✂ Detach here ✂

### Sunscreen Permission Form



Date \_\_\_\_\_

Name of Child \_\_\_\_\_ Age \_\_\_\_\_

Name of sunscreen product and SPF \_\_\_\_\_

Allergies or reactions to sunscreen products? (circle one) Yes No

If yes, name of product \_\_\_\_\_

A sunscreen product of SPF 15 or higher will be applied to bare skin surfaces, including but not limited to; the face, tops of the ears, nose and bare shoulders, when outdoor activities, in direct sunlight, are scheduled. **Please label the product with your child's full name and age.**

Parent Signature \_\_\_\_\_

**Verde Valley Montessori  
215 South Main Street  
Post Office Box 2678  
Cottonwood, AZ. 86326  
(928) 634-3288**

In order for all of the families to be aware of our school policies, we ask that all parents read the handbook and then sign and return this acknowledgement page to the Verde Valley Montessori school office.

I acknowledge that I have received the Verde Valley Montessori Parent Handbook and I have read, understand, and will comply with its contents.

Signature of Parent: \_\_\_\_\_

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

Name(s) of Child(ren):

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## **Addendum: Verde Valley Montessori Statement of Child Care Services**

Verde Valley Montessori Charter School operates a pre-school under a Full-Day Care License as issued by the Office of Child Care Licensing of the Arizona Department of Health, 150 N. 18<sup>th</sup> Ave. Suite 400 Phoenix, AZ 85007, 602-364-2539, which establishes, regulates, and enforces the appropriate rules pertaining to the operation of the pre-school.

### **THE MONTESSORI PHILOSOPHY**

Montessori education is both a philosophy of child development and a rationale for guiding such development. A basic understanding of the philosophy is, therefore, essential before one can appreciate the operational strategies teachers use in working with young children in a Montessori preschool.

There are five primary elements of the Montessori methods:

1. Auto-Education
2. Didactic Materials
3. Individualized Education
4. A Prepared Environment
5. Teacher as a Guide

**Location and Schedule:** Verde Valley Montessori is located at 215 S Main Street in Cottonwood AZ. Our Phone number is: 928-634-3288. The hours of operation are 8:30 AM until 2:45 PM, Monday through Friday. A school calendar showing the school schedule is available in the administration office and a copy shall be distributed to the parents of each child attending the pre-school

**Eligibility:** For a child to be eligible for enrollment at the school, the child must:

- Be three years of age.
- Be “toilet trained.”
- Have the required immunizations mandated by Arizona State Law.

**Enrollment:** A completed school registration form, a birth certificate, and a record of immunization shall be turned in for each child enrolling in the school.

1. **Disenrollment:** The school requires a signed written notification from the child’s parent(s) informing the school’s administration of the intention to withdraw the child.
2. **Preschool Tuition:** The tuition is based on the assumption that the child is enrolled for the full academic year (mid-Aug. through late-May). Tuition

## **PRESCHOOL & KINDERGARTEN CURRICULUM**

Montessori curriculum activities are organized in five areas:

**Practical Life:** The purpose is to develop basic personal and social skills used in daily living, such as dressing oneself, cleaning things, and interacting in a polite manner.

**Sensorial Activities:** The purpose is to enhance and enlarge the child's sense of perception of the world.

**Language Activities:** These lessons prepare the child to start reading and writing.

**Mathematics Activities:** These lessons introduce counting and arithmetic.

**Cultural Activities:** These lessons expose the child to Physical Science, History, Geography, and Biology

## **PRESCHOOL & KINDERGARTEN FIELD TRIPS**

Preschoolers and Kindergarteners do not take field trips

## **PESTICIDE INFORMATION**

Verde Valley Montessori uses Alternative Pest Control for all our pesticide needs. We contract with them to use only Natural products. Notice of Pesticide Applications is posted on the Bulletin Board in the office and in the Pre-K Classroom