

Montessori

Dancing Pines

Parent & Student

Handbook

# Welcome

To new and returning parents and students, we extend our warm welcome to the new school year. Over the course of this year our children will grow in a Montessori environment to become self-assured, vibrant students who love to learn.

As parents, you play an important role in your child’s success. The Montessori Method can benefit your child best when you understand the roles played by parents, teachers, and children. Please use this handbook to become familiar with Dancing Pines Montessori School. We look forward to another fun and productive year!

All the Best,

Kelly Severson-Kunz

Head of School

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www.dancingpinesmontessori.com

# Vision, Mission, Values, and School Rules

Our vision is to aspire to create a partnership of parents, teacher, children and community that nurtures a child’s love of learning and sense of social responsibility.

Our Mission is to use the Montessori philosophy and curriculum to develop the intellectual, physical, spiritual, artistic, and academic excellence inherent in each child.

**Our Values**

Create a safe environment for exploring the world of knowledge

Create a calm environment in which to do our exploring

Respect and honor each other everywhere

Be kind and patient with each other

Help our children find the intrinsic love of learning

**Our Rules**

Be Kind and Gentle

Respect Personal Space

Walk in our school

Speak softly

Respect the material and the classroom

Feel Safe to work

Remember good manners

# EDUCATIONAL GOALS

1. The Montessori curriculum varies at the two levels of our school, but the goals are consistent throughout the programs
	1. To enter into a partnership with parents in the education of their children
	2. To encourage the self-motivation and self-discipline that will lead to a lifelong pursuit of  knowledge
2. To lead children to mastery of precisely identified intellectual, social, and physical skills
	1. To help children develop a positive self-image as the key to the development of their full potential
	2. To foster open minds, compassion, and respect for others
	3. To balance self-reliance, independence, and responsible freedom with the skills of working  cooperatively
	4. To instill in each child a sense of duty and personal responsibility for the world in which we live
	5. To spark in our children imagination, wonder, humor, and joy

# SCHOOL OVERVIEW

School History

Kelly Severson-Kunz was inspired by the children of the Montessori schools, where she was teaching gymnastics. She taught gymnastics to a wide variety of schools, and was always impressed by the air of respect that permeated each of the Montessori classrooms. At the time, Kelly was home schooling, and these differences sparked a deep curiosity.

Kelly Severson-Kunz’s curiosity drove her to purposefully observe the Montessori classrooms she visited weekly. She observed that the children were not all working on the same assignment, and that they were working on what interested them. This was a paradigm she was not used to. This shift of purpose drove her to do more research into the Montessori Method, which for Kelly, ended with her completing her Montessori certification.

Dancing Pines Montessori started with Kelly’s own children, and 7 other children. Today Dancing Pines Montessori has 35-45 students of diverse backgrounds.

Over the past ten years, Dancing Pines Montessori has provided an educational program that makes a difference. Students who have transferred to subsequent schools have frequently been placed into gifted programs, skip grades, or test at the top of their class. This phenomenon is a true attestation to the Montessori philosophy of the three teachers: the environment, the materials, and lastly, the guide. DPM is committed to creating an environment that fosters learning respect for the child, freedom of self-expression, self-education, love of learning, and person and social responsibility.

How Montessori Came to Washington

In 1952, a special woman named Madeleine Justus started the first ever Montessori school in Washington State. Mrs. Justus was trained by a close associate of Maria Montessori while she lived in Europe. When her husband’s job brought them to Washington State, she started her Montessori school and subsequently began a training program to train Montessori teachers. She also founded the Pacific Northwest Montessori Association. Because of Mrs. Justus; we now have hundreds of Montessori schools all over Washington State.

The Montessori Method

The history of this school begins with a special person, Dr. Maria Montessori. In 1896, Maria Montessori became Italy’s first female doctor. As a physician, Maria Montessori had an opportunity to work with many different children and to observe them under a variety of circumstances. Over time, she formalized her study of children and sought to design tools to help children learn. As a result of her studies Maria Montessori concluded

* All learning is an individual and personal experience. To be effective, education must be personal and individual.
* Certain stages in a child’s development make the child receptive to different types of learning. These stages must be identified and incorporated into an effective teaching system.
* Children are naturally both able and eager to learn when provided with the appropriate guidance, tools, and environment.
* The goal of early childhood education must be to develop in each child his natural talents and to stimulate his desire to learn.  In 1911, the Montessori learning philosophy was introduced in the United States. At that time the country was not generally open to such a progressive view of children and their learning processes. In the early 1960s many social changes occurred, including a demand for alternative education, and interest in the Montessori educational philosophy was rekindled.

# CURRICULUM

1. The term Montessori embodies both a philosophy and a method of education. The programs at our school focus on the development of each child’s full potential using teachers specially trained in the Montessori Method and philosophy. Our teachers use both concrete teaching materials and a well- defined innovative curriculum tailored to each three-year cycle.
2. The three-year age range in each class provides a multitude of benefits that are immediately apparent when observing a typical Montessori classroom. Younger children in each group have an opportunity to observe and imitate the older students as they work. Older students have an opportunity to reinforce their own knowledge by explaining what they are doing and assisting younger children. The third year in the cycle is truly empowering to the children, both socially and academically. Each child can learn and develop at his own pace within a classroom that accommodates many levels of ability and complexity.
	1. The Montessori teacher is specially trained to observe each child and to design lessons based on that child’s natural curiosity and love of learning. The teacher is responsible for preparing the educational environment within each classroom and for presenting lessons in that environment. During the course of a day, the teacher will demonstrate a wide array of concrete sensorial materials and sequential activities through individual instruction. The child soon learns to associate abstract concepts with hands-on experience.
	2. FAMILY COMMITMENT Fundamental to the operation of this school is the expectation that all members participate and support the school whenever possible. Committees are organized to assist in special programs and to help the school meet long-term goals. Teachers value the assistance and participation of parents in the classroom and in adventures beyond the classroom. Both parents and students are enriched by parents’ involvement in school activities. In addition, each family is expected to contribute to the fundraising efforts of the school.
3. PRIMARY PROGRAM
	1. CURRICULUM
		1. Profound respect for each child characterizes the three- to six-year-old Primary program. This program fosters growth in independence and problem solving; the development of order, concentration, and coordination; the nurturing of oral communication skills; and the stimulation of the child’s joy in discovery learning.
		2. Practical Life is the area of development in which the child creates, controls, changes, or cares for his physical environment and his physical well-being. Practical life is the most basic and essential area of Montessori development. There are three goals of practical life that make it a foundation of the child’s future life as a whole:
			1. Through these activities the child grows to respect and love the physical work around him, both natural and manmade.
			2. The child develops techniques and skills that are basic too the areas of development.
			3. The child unites his growing body, developing intelligence, and will.

The resulting condition of human integrity is what we call freedom.

The success of our work depends upon this foundation. The child chooses what he will do. The child acts upon his decision with intelligence. The child’s use of his body within the environment is an act of work. The work process, freely chosen, done with self-discipline, using physical skills in an intelligent way, is the child’s daily product. The result is a free child, creating through his work a free adult.

* + 1. Sensorial exercises are done with an extensive set of materials, each of which isolates one sensorial property and expands upon it: e.g., shape, weight, texture, or pitch is matched, graded, or contrasted. The sensorial work allows the child to develop his sensory awareness and organize his perceptions to form concepts and abstractions. The purpose of this work is threefold:
			1. The satisfaction of the work with the materials.
			2. The ability to perceive one’s environment with sensitivity and intelligence.
			3. The appreciation of the natural order that intelligent awareness cultivates in one’s life
		2. Cognitive work in math and language develops from concrete sensorial materials that the child manipulates, forming the foundation for the use of symbols. The child will first have the experience before he or she uses the symbols that represent it. With the symbols, the child begins to communicate what he or she knows and does. Thus, a child’s school life is not divorced from reality and does not become something apart from life, but rather is a natural development of his personal being.
		3. Arithmetic, geography, reading and writing, grammar and syntax, music, art, science, algebra, and geometry are developed in gradual stages from the concrete sensorial to the abstract conceptual through sequential materials and exercises and repetition of these exercises. Each child works from his own choice at his own pace, successfully completing self-correcting materials.
1. ELEMENTARY PROGRAM
	1. CHARACTERISTICS OF THE ELEMENTARY PROGRAM
		1. The basic Montessori philosophy continues with an increase in the growth of independence and problem solving. It encourages a mature sense of justice and fairness; reinforces oral communication and written communication; provides for repetitive experiences in all academic skills; fosters development of imagination and creativity; and provides the impetus for meeting the requirements of Washington state as well as those of the Montessori curriculum. The basic components of a Montessori Elementary program are:
			1. **Individualized Instruction -** Learning starts with the child. The Montessori teacher observes the child’s interests and abilities and creates an environment in which these can flourish. An integral part of the Montessori curriculum is that the teacher must respect and follow the child. The teacher’s ability to be effective in this role is enhanced by the extended three-year relationship.
			2. **The Prepared Environment -** In a Montessori classroom; the children are surrounded by concrete materials that enhance and explain what they are studying. In effect, the curriculum is always on display and the children are free to explore their interests in depth. The teachers’ carefully prepared lessons facilitate the child’s use of the materials.
			3. **Multi-Age Groupings -** Every child works at his or her own level. Younger children learn through the observation of older children. Older children reinforce their own learning by helping younger children. Older children also have opportunities to develop leadership skills while serving as role models for the younger children. Cooperation and social responsibility are encouraged and a strong community develops.
			4. **Integrated Curriculum -** The Montessori Elementary curriculum expands the sense of order that was nourished in the Primary environment to study the order of the Universe. Life is everywhere interrelated. Timelines are used to make connections between disciplines. The Montessori interdisciplinary approach to elementary education permits children to view the world around them with a continued sense of wonder.
		2. Testing: As per the Montessori philosophy, we do not do standardized testing at our school.

# ADMISSIONS

1. DPM admits students of any sex, race, color, creed, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. DPM does not discriminate on the basis of gender, race, color, sexual orientation, creed, national or ethnic origin in the administration of its educational policies, or admissions policies.
2. DPM offers one class for ages 3- to 6 (Primary), and one class for 6- to 9-year-old classes (Lower Elementary.
3. Your child must be within the relevant age parameters to be enrolled in DPM.
4. DPM requires children be toilet-trained prior to entrance.
5. Enrollment preference will be given to families with *a firm commitment to Montessori philosophy and who intend to keep their child in the classroom for the full three-year cycle and beyond.*
6. Preference is also given to children that are three- to four-years of age, to siblings of past or present students, and to students who transfer from other Montessori schools. Classes are multi-age, and the school will make every reasonable effort to balance each class with respect to age and gender.

# THE ADMISSIONS PROCESS

1. **Observation -** DPM encourages parents to observe classrooms in session, tour the school, and speak with the Head of School. Following observation, the parents will meet with the Head of School.
2. **Application -** Interested families are encouraged to tour the school and meet the teachers and head of school. If the school is a good fit for your family, you may enroll by submitting the annual[[1]](#footnote-0)\* registration fee along with the registration paperwork.
3. Parent and Student Interview –
	1. The interview session is an informal way for prospective parents and the school representative to become acquainted with each other and to share pertinent information. This can take place during the tour and is informal.
	2. Primary children will explore the Montessori classroom materials with the guidance of a certified teacher. Elementary children will visit a classroom for a half-day. The student will receive lessons and choose work from familiar materials.
	3. All prospective students will be informally assessed by an appropriate teacher and prior school records will be evaluated.
4. **Enrollment -** DPM makes admission decisions in mid- to late-February, or later if space is available. Placement decisions are entirely within the discretion of the Head of School. Once a child is accepted, it will be necessary to complete the enrollment contract and submit any health information required by state law. Acceptance of placement in the program is confirmed by the submission of a signed enrollment contract, payment of the annual registration fee, and payment of the yearly supply fee[[2]](#footnote-1)◊. No student is considered enrolled in the school until the funds are received.

# SCHOOL POLICIES

1. PRIMARY PHASE-IN
	1. Phase-in is the term used in Montessori schools for the initial orientation phase of the new school year. Briefly, we know that a positive Phase-in experience is one of the most important influences in a process that will guide each child to a happy and successful learning year. Summer camps are the perfect time to phase-in prior to a new school year, however if the child is enrolling mid-year, this will take place during that time.
	2. In this carefully planned Phase-in period, a peaceful and welcoming learning environment is created. The new children get an overview of how things work in the classroom, and the returning children receive reinforcement of the previous year’s ground rules. Phase-in is a stabilizing period, in which the children and teachers get to know one another well. During this transition, we foster security and comfort in a smaller group before the whole class meets.
	3. The new children are eager and excited about the year ahead and they can learn new skills quickly. Their environment throughout the year will be stimulating and exciting, where independence, freedom, and choice of materials are the rule. The children must learn how to handle this choice and freedom while respecting the materials and each other. They will learn how to care for their classrooms!
	4. During the beginning of the school year’s phase-in period, new children become acclimated by short work cycles that become increasingly longer as the weeks progress.
	5. We begin the year with a few core materials on the shelves that focus on specific skills and on the completion of a work cycle (taking a task from its beginning to completion). These materials introduce the child to the classrooms and allow older children to re-establish good work habits.
	6. Montessori schools all over the world have Phase-in. Important reasons include:
		1. Children need short increments of time to establish and re-establish procedures and ground rules. They familiarize themselves with classroom materials and physical space (e.g., bathroom location, cubbies, etc).
		2. In smaller groups, the teacher can establish or re-establish a relationship with each child individually, by moving slowly, creating an atmosphere of security and emotional comfort.
		3. The gradual Phase-in allows the child to absorb and digest new concepts and ideas without becoming confused from too much information.
		4. Phase-in sets the tone of the classroom of respect and caring for each other and the environment. It sets the stage for making choices and independent learning.
2. SCHOOL HOURS
	1. Mon - 9:00am to 3:30pm
	2. Tues - 9:00am to 3:30pm
	3. Wed - 9:00am to 3:30pm
	4. Thurs - 9:00am to 3:30pm
	5. Fri - 9:00am to 3:30pm
3. Attendance
	1. Parents should notify the school by 9 a.m. if a child is unable to attend school. You can do this by text.
	2. We do not require a doctor’s note for any form of illness. We trust our parents.
4. Arrival
	1. DPM has arranged arrival and dismissal procedures to help facilitate smooth transitions for children and convenience for parents. The following procedures should be followed for the comfort and safety of all.
		1. Automobiles
			1. When arriving at our school, parents should pull up in front of the school. Parents should remain in the car. The staff will escort children from the first few vehicles in line. After the children leave the vehicles, those first few cars will pull out and then all cars in line will move up to reposition themselves for drop-off. During car line times, please do not pull in front of any vehicle in line, do not make U-turns, and do not double-park, unless directed to do so by a staff member. Do not park in the cul-de-sac. This prevents other cars from exiting easily. Do not park except in designated parking spots. Do not park in front of the bank of mailboxes across the street. This prohibits neighbors from pulling up to their mailboxes.
5. Late Arrival
	1. Please arrive to school by 8:55 a.m. if you are in Elementary School. Primary school children may arrive between 9am and 9:07. An adult will be there to help them out of the car between those times. A child who arrives past 9:10 a.m. must be escorted to their classroom by an adult.
6. DISMISSAL
	1. Dismissal time for a.m. primary students is at 12:00. The procedure for picking up is the same as it is for drop-off. Please do not park and get out to pick up your child. This creates a traffic problem.
	2. If you want to speak to teachers, please arrive at 11:30, which is during our recess time, and come to the back playground. Teachers will be able to informally chat while observing students on the playground. *However, be prepared to be out of the way of the car-lane by 11:55am.*
	3. Dismissal time for older children being picked up by parents is 3:30pm
	4. The procedure for picking up students is the same as for drop off. Parents should remain in the car. Your child will be brought to you. Children sometimes will want to stay longer, however teachers need to get back to the classroom to finish cleaning and to prepare for the next day. Parking makes it difficult for other parents to gain access to the car lane.
7. SNACK:
	1. Your family will be responsible for one week out of the year PER CHILD. Your snack week will entail you bringing enough food for the entire school for the entire week. This includes food prep. It will cost at least $125.00, but you only have to do it once per child enrolled. The snack list has listed all the food necessary to bring in at the beginning of the week.
8. LUNCH
	1. All children who stay for lunch should bring their lunch every day. Please make sure your child has a nutritious lunch — fresh fruits and vegetables are healthy alternatives to candies and cookies. During warm weather, please include a freezable ice pack or a frozen juice box in your child’s lunch box.
	2. Your child’s name should appear on the outside of the lunch box. A napkin and a placemat should be included in your child’s lunch box each day. Microwaving is available to warm up lunch items, but *please limit warm-ups* (no more than two minutes) to once per week. Please include any necessary utensils. Do not include gum, candy, soda, or *glass* bottles in the lunch. To encourage trash-free lunches, DPM encourages the use of recyclable items to pack lunches. Students will be bringing home trash and non-reusable recyclables in the lunch boxes.
9. CLOTHING
	1. Dress should allow children freedom to engage in a wide range of activities. Please help your child select clothing and shoes that allow freedom of movement. All DPM children have outdoor playtime and/or physical education every day and should dress accordingly. Children should wear clothing that is free of violent or vulgar images. Clothing must cover midriffs, chests, and undergarments.
	2. Younger children should wear clothing that enables them to dress themselves *easily*. Rubber-soled sneakers, preferably with Velcro closures, are recommended. Children will be asked to put on their own shoes, so if they are not able to tie their shoes, please do not put them in shoes with shoelaces. Flip flops, jelly shoes, high-heeled or platform shoes, long skirts, and long dresses are not permitted for safety reasons. Outerwear should be appropriate to the weather. When there is snow or mud, boots are required. When it is very cold, snow pants, mittens, and hats are required. Names must be in ALL clothing. *We are not able to keep track of 30 pairs of mittens. Mittens should be on a string and strung inside a child’s coat to prevent loss. Hats should have names written inside.*
	3. To avoid confusion and prevent the loss of clothing, *all garments should be marked with the child’s name*. DPM cannot be responsible for unmarked items. Check the “Lost & Found” for missing items.
10. PERSONAL POSSESSIONS
	1. Books or other educational materials that might be of interest to other children are welcome in the classroom*. Be sure that your child’s name is clearly marked on these items*. Children are also encouraged to bring in items from nature to share with the class. Sharing these items with other children in the class will become a part of the classroom learning experience.
	2. Please do NOT allow your child to bring toys and playthings into the classroom. If a child brings non-educational playthings into the classroom, they will be stored in your child’s cubby until dismissal.
11. Tuition:
	1. Tuition is a yearly amount. This school runs on a 10-month school schedule. Your tuition is due either in one payment, two payments or in 10 equal payments.
	2. There is no reduction of tuition for months that have holidays.
	3. Tuition is for your child’s **spot** within the school, not for the time that your child is **at** school. Your child is taking a spot that another child could have had, therefore if you choose to go on vacation during the school year, you are still responsible for paying your monthly tuition even though your child is not at school.
	4. Tuition will increase periodically to ensure that DPM is able to give teachers periodical raises.

# Health & Safety

Health and safety are always on our minds here at DPM. We do our best to keep everyone healthy and happy, and our classroom safe.

1. Illness
	1. DPM must protect all children attending classes. Any ill child should be kept at home. Children should be kept at home for 24 hours after being sent home with a fever, diarrhea, or vomiting. They should not return to school the following day.
	2. Swine Flu Alert: Swine flu is a serious respiratory disease that lasts about seven days and includes fever and cough, often along with sore throat, body aches, stomachache or diarrhea. The flu is spread from human to human, and spreads quickly. Flu viruses do not live more than four hours on cold surfaces. DPM is taking special precautions to curb or prevent the flu from spreading at school. Students with suspected flu symptoms will be taken to an enclosed office away from other students; they will be given a surgical mask, along with the teacher or staff who will stay with the child until the parent or guardian picks the child up. Children may not come back to school until they are fever free for 24 hours or for 7 days after onset. According to the CDC the flu can be contagious one day before and up to seven days after symptoms appear. DPM may be forced to close for a short period of time to ensure the health of the students and staff. In this case, preparations will be made by DPM to help elementary students work on their school work. **Parents should make contingency preparations in the case of a school closing.**
	3. General Illness: Children should be segregated from the other children and staff members for the following reasons:
		1. Contagious or communicable disease
		2. Fever
		3. Cold or flu symptoms, e.g., sore-throat, persistent cough, or sneezing.
		4. Rash or discharge from the nose or eyes
		5. Child “not well enough to go outside”
		6. Head lice

In general, children not well enough to go outside should stay home. Please do not send a child to school and then ask us to keep him or her inside during recess because they are sick.

1. Allergies and Asthma
	1. Parents are directed to fill out the emergency information card presented with other enrollment documents at the start of each new school year. This form must be returned to school prior to the first day of class.
	2. If allergies are life-threatening or severe, parents must fill out an Allergy Action Plan.
	3. We are very sensitive to allergy issues. This said, we do not declare our school to be completely allergen free. We like to be able to provide for our students as needed.
		1. If we have a student body without nut or any other allergies we will provide works and/or snacks that include those items.
		2. If any student has nut or any other allergies, we will not offer works or snacks with those kinds of nuts or allergens.
	4. This policy is designed to minimize the risk of severe allergic reactions, to prepare faculty and staff to deal with allergy emergencies, and to minimize anxiety on the part of all students, faculty, and staff around the issue of food allergies. Children are instructed not to share food.
	5. Hand-washing before and after meals and snacks is part of the daily routine.
	6. Tables will be washed after snacks and meals. This is the students’ and teachers' responsibility in classrooms or any other area where food is eaten.
	7. Parents of children with life-threatening allergies must provide the school with a written medical treatment protocol for their child, as well as any medication prescribed by the doctor. Parents of children with severe allergies are made aware of policies and protocols.
	8. This food allergy policy does not guarantee that a student will never experience an allergy-related event at school. We believe, however, that these measures significantly decrease the risk to allergic children, and that they reflect the strong value that our school places on respect for individual differences.
2. Medication Administration
	1. DPM policy is that the administration of medication is the ultimate responsibility of the parent and not the staff. A parent may come to school to administer medication at any time.
	2. DPM will cooperate with the family and the physician in overseeing the administration of medication during school hours if the following requirements are met:
		1. DPM is provided with a written statement from the physician indicating the name of the medication, the times and the amount of each dose, the side effects, and the time period within which the medication is to be taken in school.
		2. DPM will not administer any injectable medication except Epipen. Parents may come to the school to administer injectable medication at any time. If your child might require the use of Epipen, please contact the office for administration. **Students with Epipens must have an allergy action plan filled out and on file in the office.**
3. SNOW DAYS & WEATHER EMERGENCIES
	1. In the event of a snowstorm, ice storm, or other extreme weather conditions, please tune in to television channels 4, 5, 7, or 13 or radio stations KIRO. As a general rule, if the Kent School District schools are closed, DPM will also close (unless it is for power outage and we have power). If you live a great distance from the school, you may text the Head of School at 6:15 a.m. (Head of School, Kelly Severson-Kunz, 206-769-1331. After 7 a.m. you may phone in and listen to the school’s voice mail; the message will be changed to announce a closing.
4. Safety Protocols
	1. Earthquake
		1. All shelving is affixed to walls as per earthquake guidelines.
		2. Emergency supplies are stored at the school
		3. An emergency landline is available in the event that cell service is unavailable
		4. Children are held here until families are available to retrieve them.
	2. Storms
		1. Emergency supplies are stored at the school
		2. An emergency landline is available in the event that cell service is unavailable
		3. Children are held here until families are available to retrieve them.
5. Playground Rules
	1. Children under 5 may not use the monkey bars
	2. No stick or finger guns
	3. No running with sticks
	4. No standing on tables
	5. No pushing empty swings
	6. No climbing on play houses
	7. No hitting with hands or any other objects
	8. No throwing anything except things meant to be thrown.
	9. No adults on the childrens’ bikes, scooter, wagons, or trikes.
	10. Do have fun!
6. School Rules
	1. Be Kind and Gentle
	2. Respect Personal Space
	3. Walk in our school
	4. Speak softly
	5. Respect the material and the classroom
	6. Feel Safe to work
	7. Remember good manners
7. Other Rules
	1. We expect parents, family, and friends to observe our grace and courtesy rules of conduct while at the school (see above or P.3)

Volunteering

1. Volunteering at DPM
	1. 15 hours is required per student, and attending one of our two Clean-up/Fix-up events for half a day(about 3 hrs).
	2. Volunteering enables us to provide a richer experience for our students throughout the school year.
	3. We have many opportunities for volunteering.
		1. Events
			1. Pancake Breakfast
			2. International Day
			3. Science Fair
			4. Spaghetti Dinner
			5. Garage Sale
			6. Carnival
			7. Scrapbooking
			8. Drop-Off Coordinators
			9. Laundry
			10. In-classroom assistance
			11. Gardening
			12. Morning Drop-off

Volunteers help out so much with so many things from our yearly scrapbooks to, gardening, helping with chickens, laundry, cleaning, organizing, recess supervision, car-lane drop-offs and pick-ups, repairs, building, helping plan and implement community events, and a myriad of other things. Volunteers help our school run smoothly and efficiently

Volunteers help with giving the teachers a bit more time to focus on planning and education related tasks. They all appreciate this!

# Summer Camps

Our summer camps are a fun great way to ease new students into each school year. Each summer we offer a wide variety of camps.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dinosaur  | Music | Art | Drama | Sports | Gymnastics |
| Reading | Math | Science | Spy | History | Nature |

New students are required to attend 3 or more summer camps to ensure that they are able to integrate into the Montessori classroom smoothly when they begin school in the Fall. The summer camps have a tendency to have smaller numbers than during the academic year. The new students are introduced to the other students in smaller numbers. This allows them to make friends more quickly. All of this gives them the ability to start school having friends, knowing where things are, and to know what is expected . In turn, this relieves some of their tension and apprehension related to starting a new school.

# Tuition & Fee List

|  |  |  |
| --- | --- | --- |
| Half-Days | MTWTF | $5250 (per year) |
| Half-Days | MTWT | $4500(per year) |
| All-Day | MTWTF | $8500(per year) |
| Yearly Registration Fee | $150 |
| Supply Fee |  | $115 |
| Snack Fee |  | $150 |

1. \* Registration fee is listed on the last page of this document [↑](#footnote-ref-0)
2. ◊ Supply fee is listed on the last page of this document [↑](#footnote-ref-1)