



Learning Together at Fiddlehead

2023/2024 School Year

Fiddlehead Organizational Summary	4
Statement of Non-Profit Status	4
Statement of No Religious Affiliation	4
Board of Directors	4
Fiddlehead Policies	5
Accident Policy	5
Admissions Policy	5
Anti-Bullying Policy	6
Anti-Harassment Policy	6
Attendance Policy	7
Child Abuse Policy	8
Child and Staff Protection Policy	8
Child Guidance Policy	9
Confidentiality Policy	10
Consistent Care Policy	10
Disability Policy	11
Enrollment Procedure Policy	11
Field Trip/Transportation Policy	12
Gender-Inclusive Policy	14
Gender-Inclusive Procedure	14
Non-Discrimination Policy	16
Non-Violence Policy	16
Pesticide Policy	17
Pet Policy	18
Photography Policy	18
Record Keeping Policy	18
Smoke/Alcohol/Drug-Free Policy	18
Student Discipline and Expulsion Policies	19

Student Withdrawal Policy	19
Toileting Policy	19
Tuition Policy	20
Water Activity Policy	21
Fiddlehead Professional Standards and Procedures	22
What is harassment?	22
What is Bullying?	22
Reporting Child Abuse	23
Child Protective Reporting Laws	23
Confidentiality of Student Records	24
Good Relations	24
Respect for the Child	24
Diversity	25
Inclusion/Non-Discrimination Statement	25
Fiddlehead's Classroom Atmosphere	26
Overview	26
Student Support	27
Special Needs and Suspected Learning Differences	28
Request for Individualized Student Classroom Support	28
Discipline and Conflict Resolution	29
Resolving Problems	30
Conflict Resolution Procedure	30
Circumstances for Immediate Expulsion	31
Playground Rules	31
When to Involve a Board Member	32

Welcome!

This document is for Fiddlehead's staff, families, volunteers, and board. Here we share:

- Fiddlehead as an organization
- Our policies
- Our professional standards and procedures for interacting with students and families
- Information about how we facilitate the classroom atmosphere

We hope you will join us as we learn to work together for the benefit of our children.

Fiddlehead is a unique community comprised of students, families, and staff who share common values for the process of learning. Our mission at Fiddlehead is to cultivate a passion for learning, advance academic skills, and promote peace and global awareness in a nurturing community. Fiddlehead prides itself in the work that we all do to develop a classroom environment that supports the development of the whole child (physical, social, emotional, and cognitive). We do this by getting to know and celebrating the unique needs and skills of each child. Our goal is to help each child construct the adult they will become by developing their interests, talents, and skills.

Fiddlehead Organizational Summary

Fiddlehead Montessori is approved as a licensed childcare center through Washington State Department of Children, Youth and Families, and State of Washington Approval as a Private School through Office of Superintendent of Public Instruction. In order to comply with state requirements, we undergo fire inspections, maintain important records, submit enrollment information to the state (including ethnicity and immunization status), file credentials, and guarantee a minimum of 1,000 hours of instruction, for elementary students, in standard curriculum areas. Due to this status, your child's education at Fiddlehead Montessori will be accepted at any other public school in the United States.

Statement of Non-Profit Status

Fiddlehead Montessori is recognized by the IRS as a 501(c)(3) non-profit organization. Donations are tax-deductible. Our non-profit tax identification number, as granted under section 501(c)(3) of the federal tax code, is 81-3371428.

As a non-profit organization, we are eligible for grants from other non-profit agencies. If you have a grant idea or know of grant funds available to schools, please let us know.

Statement of No Religious Affiliation

Fiddlehead Montessori is not affiliated with any religious organization. Fiddlehead does not teach religious doctrine.

Board of Directors

Our board members support the vision of the school and approve policies consistent with our mission statement and core values. They plan fundraising events, oversee the budget, and set long-term goals for the school. The Director is an advisory member of the board.

Fiddlehead Policies

Accident Policy

Minor accidents at school are treated promptly by the staff according to first aid protocol and state guidelines. In cases of emergency, the school will attempt to reach a parent or other person designated by the parent on the emergency form. In severe cases, such as anaphylactic shock or breathing emergencies, the school may call 911 first, then contact the parents. There is a consent form for this in the student information packet. If necessary, the child will be taken to the Island Hospital emergency room.

All accidents beyond minor injuries require completion of an accident form, which is available from staff. Accident forms will be kept on file for the remainder of the school year.

The school carries student accident insurance which covers children on and off campus during school events, regardless of school hours. The school carries liability insurance for children or adults who are injured at school.

1. Report it to the parent the day of the incident.
2. Return the completed Accident Report form to administration within 24 hours.

In the event that someone is hurt at school and Fiddlehead will need to make an insurance claim, staff are required to complete an Accident Report Form within 24 hours and return the completed form to administration. When documenting an incident, write objectively and avoid opinions. State what you observed and describe the actions taken.

Admissions Policy

All children admitted to Fiddlehead Montessori are accepted on a trial run basis. Your child's teachers will spend two months connecting with your child, helping them become oriented to their new environment, and working with them to engage in our daily work time and scheduled activities.

If there are any concerns about your child's developmental or social-emotional readiness to enter our program, we will reach out to schedule a conference and make a plan to address any issues. Please note that we do not discriminate based on race, national or ethnic origin, religion, sexual orientation, identification or gender expression in our hiring practices and acceptance of students. This extends to children experiencing any learning differences or handicaps. The primary goal of your child's teacher is to help each child meet their needs while serving the group as a whole. This also preserves our mission of building community, independence, self-esteem, and creativity for all of our children.

Once a plan is made, we will execute the steps in order to try to best meet the needs of your child and keep them in the program. In the event that these steps are not followed by parents, or after completing the plan your child is still experiencing difficulties, we will request your child exit our program. We will conduct an exit conference with you at this time to discuss whether or not your

child is eligible to conduct another trial run in the following school year, being placed in our wait pool.

Fiddlehead reserves the right to request withdrawal from the program in the event of non-compliance with our program rules and regulations, student or staff safety issues, or ongoing delinquency in payments beyond this trial run. Please see our *Student Dismissal and Expulsion Policy* for more information about circumstances warranting immediate exit from our program.

Anti-Bullying Policy

Everyone has the right to feel safe and secure at school. Bullying is prohibited at Fiddlehead. Any parent who believes a child has been bullied should report the situation to a teacher or the administrator as soon after the incident as possible.

With our focus on conflict resolution in the classroom and on the playground, we hope Fiddlehead children will experience very few instances of bullying. Bullying is defined for students in the Lower Elementary, and they are given strategies to cope with it. Upper Elementary students generate strategies for dealing with bullies through class council and discussions.

Fiddlehead teachers or the Director will interview the victim and the accused bully and contact both families. Behavior will be monitored, and consequences set for recurrence. If there are repeated instances, or if the teachers or Director feel unable to stop the bullying behavior, the child may be suspended or expelled permanently.

Anti-Harassment Policy

All members of the Fiddlehead community are entitled to a harassment-free environment and will have administrative and board support in reporting any type of harassment, sexual abuse, or related inappropriate behaviors. This policy applies to employees, students, volunteers, or guests, at school or wherever Fiddlehead students are present in accordance with the official school schedule.

comments or jokes; sexual remarks about a person's body, clothing, or sexual activities; patting, pinching, or other offensive touching; displays of sexually suggestive pictures or objects; or unwelcome sexual advances or passes. The intent of the harasser is not the determining factor. What counts is the perception of the recipient of the behavior. Employees who have any questions about what constitutes sexual harassment should go to the Director for clarification.

Persons experiencing or witnessing any type of harassment or inappropriate behavior should use the following procedure:

- Deal with it immediately, advising the person that the behavior is inappropriate and must stop.

- If the observer or victim prefers not to discuss the matter with the offender, or the offender fails to respect a request, report the incident to the Director within 24 hours of the incident. Reporting to a co-worker is insufficient.

Attendance Policy

Regular school attendance is important for all students and required by state law. Washington state law (RCW 28A. 225.010) states that children from 8-18 years of age need to attend school. Children that are 6 or 7 years old, who are enrolled, must also attend school. If your child is going to be absent, please contact the Director/Administration through Seesaw or call the school office at 360) 588-4699.

Excused absences include illness or health condition, family emergency, and absences due to safety concerns. After five excused absences in any month, or more than ten excused absences in the current school year Fiddlehead staff/teacher will contact the parent/guardian to schedule a conference. A conference is not required if a doctor's note has been provided and a pre-arranged academic plan has been put in place, so your child does not fall behind academically.

An unexcused absence includes a student who has not attended the majority of hours in an average school day for a reason not listed under "excused absences" or has not made a pre-arranged academic plan with Fiddlehead staff/teacher for days absent. If your child has three unexcused absences in any month or fifteen unexcused absences within the school year, a Fiddlehead staff/teacher will contact the parent/guardian to schedule a conference. If the unexcused absences are preplanned, the parent/guardian will need to contact Fiddlehead staff/teacher at least one week prior to the absences to arrange an academic plan. Academic plans will involve daily work the student will be asked to complete while they are absent and returned upon arrival.

While Fiddlehead Montessori supports friend and family connections, we ask that vacations and time away are scheduled around the offered weeks and long weekends where school is not in session. We also ask that appointments are made outside of regular school hours. Interruptions in a student's day-to-day school schedule can be challenging for both the student and teacher. We understand that at times this is unavoidable, so returning to school before or after the appointment is expected. If a student is absent for fifty percent or more of their scheduled day, unless to fulfill an IEP or academic goal, they will be marked absent. Students will be marked tardy if they arrive after the start of the school day.

Did you know?

- Attending school on-time, all day, every day will give your child the best chance of graduating from high school.
- Starting in kindergarten, missing on average just two days a month, whether excused or unexcused, makes it more likely that your child will not meet academic goals in math and reading by third grade.

- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with friendship struggles or facing some other potentially serious difficulty.

What can you do?

- Don't have your child stay home unless they are truly sick.
- Avoid appointments and travel when school is in session.
- Keep track of your child's attendance. Missing more than nine days, excused or unexcused, could put your child at risk of falling behind socially or academically.
- Set a regular bedtime and morning routine as well as finishing homework and packing school bags the night before.
- Have a back-up plan in place with family members, neighbors, or other parents for getting your child to school in case something comes up.

Child Abuse Policy

State law requires teachers to report all known and suspected incidences of child abuse or neglect to Child Protective Services. Child abuse or neglect is defined as any injury, sexual abuse, sexual exploitation, negligent treatment, or mistreatment of any child by any person such that the child's health, welfare, or safety is harmed. Hitting a child hard enough to leave a mark is considered child abuse. School policy prohibits teachers from using corporal punishment to discipline students. (See our discipline policy below.)

Fiddlehead's employee policy prohibits sexual mistreatment of students and employees. Prevention methods include fingerprint and background checks on all employees and dismissal of employees engaged in inappropriate sexual behavior. As a precaution, we allow one student at a time in the bathroom when the door is closed. This goes for adults as well. At recess time, children must first check with an adult before using the bathroom to prevent two children from using the facilities at one time. However, two children may use the bathroom to wash hands with the door open.

Education and conversations at home about your child's changing body, and establishing body boundaries about good and bad touch, are effective measures to protect your child from physical and sexual abuse. Ask your librarian for good, age-appropriate books on this topic. At school, we teach the children that no one has the right to touch another's private parts, and that includes other children, relatives, teachers, and adult friends. Children are asked to tell a trusted adult immediately if this happens to them. If you suspect your child may be engaged in sexual play or sexual harassment at school, please tell a teacher immediately.

Child and Staff Protection Policy

This policy is designed to protect children from abuse and teachers and volunteers from misunderstandings and false accusations.

In order to prevent misunderstandings:

- Physical contact with children should be in the open, never in private, and always initiated by the child.
- To minimize risk and create a safe environment for staff and students, staff should avoid situations in which they are alone with any child. When assisting children in the bathroom, keep the door open or exit the bathroom to provide the child privacy.
- Doors remain open in rooms without windows or bathrooms.
- When it is necessary to speak privately with a child, select a spot out of earshot but within sight of others.
- In the event that any adult is alone with a child, they must notify another adult.
- We never engage in sexual jokes, comments, or corporal punishment.
- We set boundaries and maintain privacy.
- We hug from the side, only when initiated by the child.
- Teachers may not engage in private electronic messages or conversations with minors.
- Employees/volunteers may initiate physical contact with a child only if it prevents a child from injury or imminent danger. Staff may initiate physical contact under these circumstances while in sight of other staff members, and will always communicate this to their supervisor and other staff.

Child Guidance Policy

Fiddlehead Montessori supports a philosophy based on mutual respect to all members of the community. It is our intention to create a safe, supportive, nurturing environment for students, parents, and staff. There are some basic expectations we have for all members of our community: Respect yourself, Respect Others and Respect the Environment.

“Freedom within limits” is the core of the philosophy regarding discipline in a Montessori environment. Montessori children enjoy considerable freedom of movement and choice; however, their freedom always exists within carefully defined limits on the range of their behavior. They are free to do anything appropriate within the ground rules of the school community, but they are redirected promptly and firmly if they cross over the line. The ground rules include respect yourself, respect others and respect the environment.

Preparation of the environment and carefully defined ground rules are key to successful discipline. When a child oversteps these boundaries and redirection does not work, a serious discussion of the situation occurs between the teacher and the student. At this time, age appropriate consequences directly relating to the situation are laid out. Should the child continue to disobey the boundaries, consequences will be enforced. For example, if a four year old is painting on the wall instead of the easel and refuses to stop when asked, she would lose the privilege of using paints for the remainder

of the day. Or if an elementary aged student continues to not listen to the playground rules/guidelines, they would be asked to sit out for a while to discuss.

If a child is endangering his or her safety or the safety of another person, an adult will intervene immediately and remove the child from the situation. If the child's body is out of control and he or she is unable to respond to redirection, discussion, or consequences the teacher may choose to have the child sit quietly with the teacher or in a calm part of the classroom to regain self control. When the child is able to return to work calmly he or she may do so, with permission from the teacher. This period of time should never last more than a few minutes for a preschool child and a bit longer for elementary aged children.

Our approach to discipline is based on empowerment, mutual respect, and trust. We work to help the child gain inner discipline through the many freedoms allowed. **Corporal punishment is prohibited in our program.** Withholding or using food, rest, or sleep as a punishment is prohibited. Methods of discipline or interactions that frighten, demean, or humiliate a child are prohibited. A teacher or staff member only, may administer discipline in the school setting.

Physical restraint must only be used if a child's safety or the safety of others is threatened and must be:

(a) Limited to holding a child as gently as possible to accomplish restraint; (b) Limited to the minimum amount of time necessary to control the situation; and (c) Developmentally appropriate.

When any student at Fiddlehead Montessori finds it difficult to meet the school's expectation of positive conduct, every effort will be made to bring the student, family, and staff together to achieve a solution.

Confidentiality Policy

All staff and board members sign a confidentiality agreement. Staff and board members may share information about students and information from student files when doing so is necessary for the instruction of the child, or if the child is involved in an incident where such information would be helpful to staff.

Consistent Care Policy

Our students will have consistent caregivers each day in their classroom. Our substitute teachers will be introduced to the students while the lead teachers are present and will be consistent for the students to build long-term, trusting relationships.

The entire school community, including administrators, teachers, students, parents, and friends are responsible for modeling appropriate behavior, helping to maintain the order and neatness of the school environment, and reporting any violations of guidelines or safety concerns to the Director.

Fiddlehead Montessori will not tolerate any irresponsible and dangerous behavior, acts of violence, threats of violence, emotional or sexual harassment or verbal abuse directed toward anyone. It is

illegal and forbidden to bring or carry a weapon to the school or on the grounds of Fiddlehead Montessori.

Disability Policy

Confidentiality is assured with all families and staff in our program. All families will be treated with dignity and with respect for their individual needs and/or differences. Children with special needs will be accepted into our program under the guidelines of the Americans with Disabilities

Act (ADA). Children with special needs will be given the opportunity to participate in the program to the fullest extent possible. To accomplish this, we may consult with our public health nurse consultant and other agencies/organizations as needed. An individual plan of care is developed for each child with a special health care need.

The plan of care includes information and instructions for daily care, potential emergency situations, and care during and after a disaster. Completed plans are requested from health care providers annually or more often as needed for changes. All staff receive general training on working with children with special needs and updated training on specific special needs that are encountered in their classrooms. Teachers, cooks, and other staff will be oriented to any special needs or diet restrictions by the child's parent/guardian.

Enrollment Procedure Policy

(Please see complete enrollment information at www.thefiddlehead.org/forms.)

To ensure personal attention for each student, we have two teachers per class. This low student-teacher ratio is optimal for elementary-aged students, when so much academic and social development takes place.

Please call us to schedule a time to observe and visit our school. We welcome 30-minute, parent/guardian observations Tuesdays, Wednesdays, or Thursdays between 9:30 - 11:00am. After your scheduled observation, Fiddlehead staff will contact you to arrange a time outside regular school hours for an interview. During this interview you can view our classrooms and find out more about classroom openings. The interview process usually takes about 45 minutes. The final enrollment process is for the child to "try out" Fiddlehead for a day. After that, the parents or guardians, student, and teacher will consider and discuss the possibility of enrollment.

Next, Fiddlehead teachers will contact the current or past school to discuss educational matters. We screen students for indicators that they will be successful and independent learners. This might take the form of discussing learning styles with former teachers, observing the student, or reviewing documentation of special needs. Children with documented or suspected special needs that may interfere with their ability to learn in the Montessori setting will be redirected to a more appropriate academic setting. Together, the teacher and Director decide if the child is a good fit for Fiddlehead and vice versa.

If it is a good match, families will be asked to submit an application for enrollment. Please submit the following:

- An application (request an email or paper application)
- \$55.00 nonrefundable application fee
- A copy of your child's most recent report card for elementary aged students.

Completed enrollment packets are held until we do our internal re-enrollment process in February. We value students from diverse environments. We allot a certain percentage of spots to children from non-Montessori backgrounds each year. As much as possible, we balance each class by gender, grade level, and need. We will sometimes suspend our priorities to achieve this. After our internal re-enrollment is complete, we contact families who have submitted all their application materials to inform them of openings. We also contact families for whom we do not have room at the time to ask if they still would like to be on the waiting list in case a family withdraws before the start of the school year.

It is not unusual for families to submit applications a year ahead of time. If you know of a family interested in Montessori school, please advise them to register early. If a family applies and cannot be accommodated in September, we do not automatically keep the application on file for the next year unless instructed to do so.

Field Trip/Transportation Policy

One component of the Montessori program is called "Going Out." Leaving the school and visiting local community venues allows us to expand our exploration and learning beyond our classrooms.

Teachers and/or family members supervise and accompany the children on each trip. We will either walk or use parent drivers for transportation. All whole-class field trips will have a minimum of two adults supervising students. Small group trips are off-campus trips with fewer than eight students and will have one adult supervisor. Fiddlehead staff who supervise students off campus will carry the following:

- First aid kit, including all student medications (Epi-pens etc.)
- Cell phone
- Parent contact (emergency) information

Families are welcome and encouraged to join us on our field trips. Please remember that this is a school-related event and not a family trip; therefore, we ask that you refrain from making any purchases such as souvenirs, and outside food or drinks.

- Transportation to and from field trips may be via car (with parent or teacher drivers) or on foot.

- Parents or guardians must sign the field trip permission/release form on the enrollment contract.
- The school will publish all whole-class field trip details in advance. Families will receive a phone call or email to inform them of all field trips.
- As field trips are school-related events, the use of alcohol, tobacco, and drugs is strictly prohibited and grounds for dismissal.
- Parent drivers are required to provide a copy of current auto insurance and driver's license.
- Student accident insurance covers students on and off-campus.
- Parent or staff drivers are required to observe and obey all Washington state driving and seat belt laws, including those quoted below.

Washington State Law RCW 46.61.687 states:

- 1) Whenever a child who is less than sixteen years of age is being transported in a motor vehicle that is in operation and that is required by RCW 46.37.510 to be equipped with a safety belt system in a passenger seating position, or is being transported in a neighborhood electric vehicle or medium-speed electric vehicle that is in operation, the driver of the vehicle shall keep the child properly restrained as follows:
 - a) Children ages 3-6 years old should use a forward-facing car seat with a harness when they have outgrown the rear-facing seat (check maximums of car seat's rear-facing height or weight). Children should use a forward-facing car seat with a harness for as long as possible. Keep child in the car seat with the harness up to the highest weight or height allowed by the manufacturer of the car seat.
 - b) Booster seats are for older children who have outgrown the forward-facing car seat (check car seat's height or weight maximums). A belt-positioning booster seat is used until the vehicle's lap-and-shoulder seat belt fits properly. Booster seats must be used with a lap AND shoulder belt. If your child climbs out of the booster seat or will not sit upright for an entire trip, it is not safe and too soon to switch. Find a car seat with the harness that will fit his/her height and weight.
 - c) Children are large enough to use the vehicle seat belt without a booster seat when they reach 4'9" tall.
 - d) The driver of a vehicle transporting a child who is under thirteen years old shall transport the child in the back seat positions in the vehicle where it is practical to do so.
<https://apps.leg.wa.gov/Rcw/default.aspx?cite=46.61.687>

Fiddlehead will only allow students ages 9-12 in the front seat when all these are true:

- There are not enough seats for students to ride in the back.
- We have written permission from a parent/guardian that their child may ride in the front seat of a vehicle.
- We are making a short trip through town to get to our destination and no freeway driving is involved.

Fiddlehead will only allow students ages 8 or older to ride in a car without a booster if we have written permission from a parent/guardian of that child to do so.

Gender-Inclusive Policy

Fiddlehead Montessori believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression. We recognize the importance of an inclusive approach toward transgender and gender-expansive students. To meet this need, Fiddlehead maintains gender-free restrooms and dress code expectations. We will also educate students and staff about the diverse experiences of people around them, so they can be respectful to others and use correct terminology. In addition, chosen names and pronouns will be honored within the classroom as well as in student records. Our goal is to provide all students with an equal opportunity for learning and achievement.

Legal References: RCW 28A.642 Discrimination Prohibition

Gender-Inclusive Procedure

If a currently enrolled student changes their gender expression or identity, the Director, administrator, or teacher is encouraged to request a meeting with that student. Similar meetings will also be held for enrolling students. The goal of this meeting is to ensure that we are supporting the child's needs as best we can. We hope to also include parents in this process; however, Fiddlehead Montessori is required by law to honor the child's preferences, except in the case of medical emergencies where the child's sex determines appropriate treatment.

The goals of the meeting are to:

- Develop understanding of the student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that Fiddlehead will provide according to this Gender-Inclusive Policy and in accordance with state and federal law.
- Develop a shared understanding of the student's day-to-day routine in order to foster a positive relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

Key Definitions/Terms

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.

- **Gender Expression:** How a person expresses their gender, often through behavior, emotional expression, mannerisms, dress, grooming, interests, and activities.
- **Gender Identity:** Refers to one's deeply felt internal sense of being female, or male, or both, or neither, regardless of their gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, is different from that traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

A Fiddlehead teacher will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence with home, and at conferences with the student's parent/guardian. That information will be included in the student's confidential file for teacher reference. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of preferred names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

Before communicating with parents of transgender or gender expansive students, school employees will ask the student how they should refer to the student when communicating with their parents and guardians. Mental health is important at Fiddlehead Montessori and we strive for school to be a safe place for all students. Fiddlehead Montessori will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

Dress Code

Fiddlehead Montessori's dress code intentionally does not include any gender-based language. Students are encouraged to wear whatever uniform pieces are most comfortable for them. The school dress codes will not restrict a student's clothing choices on the basis of sex or gender.

Other School Activities

In any school activity or other circumstance segregated by sex or gender (e.g. class discussions, field trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than sex or gender where practical.

Training and Professional Development

The Director will be the primary contact regarding our policy and procedures relating to transgender or gender expansive students. The Director will participate in at least one relevant training opportunity each year. When possible, Fiddlehead will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify, and respond to harassment and discrimination.

Classroom Teaching and Discussion

Fiddlehead Montessori teachers will work to support the needs and requests of all students and families (regardless of sex or gender) both in the classroom, on the playground, and at school events. In all classrooms, books on gender and gender identification will be made accessible to students. Social Emotional Learning (SEL) curricula will be taught at all levels, from Early Childhood to Upper Elementary. SEL is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. In our mission to educate the whole child, their social and emotional development must be considered as a part of overall instruction.

Fiddlehead Montessori will provide age-appropriate health education that follows Washington State provided standards. Instruction will include a focus on helping students understand and respect personal boundaries, develop healthy friendships, and gain a basic understanding of human growth and development.

Upper elementary students will receive instruction including the following topics of instruction:

- HIV/STD prevention (required annually starting no later than grade 5)
- Terms used to describe gender identity and sexual orientation
- Puberty, body changes, and pregnancy

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited at Fiddlehead Montessori. It is the responsibility of each Fiddlehead staff member to ensure that all students, including transgender and gender non-conforming students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the Director.

Non-Discrimination Policy

We do not discriminate on the basis of race, national or ethnic origin, religion, or sexual orientation in hiring practices or acceptance of students.

Non-Violence Policy

Fiddlehead strives to maintain a campus free of intimidating, threatening, or violent behavior, including but not limited to verbal and/or physical aggression, attack, threats, harassment, intimidation, or other behavior in any form or by any media that causes or would cause a reasonable person to fear physical harm to his/her person and/or property. Fiddlehead makes a reasonable effort to create a safe workplace and learning environment at our school. However, it cannot guarantee the protection or safety of everyone under every circumstance.

Fiddlehead will not tolerate violent behavior or threats of violent behavior directed at an employee, student, parent, guardian, affiliate, or visitor on Fiddlehead's grounds or during a school-sponsored activity. Such behavior is strictly prohibited and may result in corrective or disciplinary action, criminal charges when appropriate, or both. For any student who breaks this policy, the parent(s) or guardian will be required to come to school (or the place where the incident occurred, if off campus) and remove the student.

Any person who engages in behavior prohibited by this policy may be subject to exclusion from our school, arrest, prosecution, termination of his or her business relationship with Fiddlehead, or any other appropriate action. Students or adults who violate this policy during an off-campus activity may be terminated from participation in that activity and future activities.

Reasonableness of a particular behavior will be determined by the Director or staff member in charge of supervision at the time of the incident.

Decisions of the Director under this policy may be reviewed by the board if brought to the board's attention within 14 calendar days.

Violent behavior is defined as any threat or act of physical aggression, or of destruction or abuse of property. Threats include veiled, conditional, or direct verbal or written threats intended to harass, endanger, or harm the safety of another, which would cause a reasonable person to fear physical harm to his/her person and/or property. Such behavior includes, but is not limited to:

1. Intimidating behavior, which includes language or actions that unreasonably disrupts the work or learning environment, unreasonably causes undue emotional distress to another, or creates a reasonable fear of injury to persons or property;
2. Threatening behavior, which includes physical action without physical contact or injury, and implied threats to people or property; or
3. Any behavior which involves any physical assault with or without weapons, throwing objects, damaging or destroying property, and specific or expressed threats to inflict harm to people or to destroy property, including vandalism.
4. Individuals who witness or have been subjected to any behavior prohibited by this policy, or who witness the possession, display, or use of any weapon, should immediately report the incident to one of the following:
 - Emergency or life-threatening situations: Call 911
 - Non-emergency situations: Fiddlehead Director

Pesticide Policy

When and if pesticides are utilized at Fiddlehead Montessori parents will be notified in writing 48 hours in advance of the application of pesticides. The pesticide applicator will provide a copy of the records required within twenty-four hours of when the pesticide is applied. The notification to parents

will include a heading stating "Notice: Pesticide Application" along with product name of the pesticide being used, intended date and time of application, location where the pesticide will be applied, pest to be controlled and name and number of a contact person at the facility.

At the primary point of entry to our facility we will post a marker that is: A minimum of four inches by five inches, printed in colors contrasting to the background and left in place for at least twenty-four hours following the pesticide application or longer if a longer restricted period is stated on the label.

We will place a marker at each primary point of entry to the center grounds. With a headline that states, "This landscape has recently been sprayed or treated with pesticides." Along with who has treated the landscape and who to call for more information.

Pet Policy

Pets or animals that have contact with children in the classroom will have all required vaccinations and must not show signs of illness, disease, worms, or parasites. If these symptoms appear, the pet or animal must be removed until appropriately treated for the condition. The animal must be non-aggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed.

Photography Policy

We do not upload photos to the Internet without written family approval. By checking "Yes" and signing our Photo Release form, a parent allows Fiddlehead Montessori to use photos taken of students for use only in school-related publications, including our website, school newsletter, and brochures. This permission does not authorize use on Facebook, other social media, or websites other than our own.

Please do not post pictures taken at school events on the web or on social media.

Record Keeping Policy

Student's records are kept on site for 5 years per state policy. Please update the school if there are ever any changes that are relevant to your child's file. All records will be kept confidential from anyone other than Fiddlehead teaching/administrative staff and the parents/guardians on the students registration form.

Smoke/Alcohol/Drug-Free Policy

Fiddlehead Montessori is a tobacco- and drug-free campus. Drugs, alcohol and tobacco (cigarettes, e- cigarettes, cigars, pipes, snuff, chew, etc.) are not permitted anywhere on the property, indoors or outdoors. The illegal possession, use, or distribution of drugs or alcohol by students, family members, and employees is a violation of this policy. Use of tobacco, alcohol, or drugs at school or at any

school-related function in which children are present, including field trips, is grounds for dismissal for employees and enrolled families. We want to promote good health and be good role models to our students and members of our parent and general community.

Student Discipline and Expulsion Policies

Our staff works with each child to fulfill the needs of that child, and every effort will be made to provide a positive learning experience. Special needs will be accommodated when possible.

Fiddlehead Montessori reserves the right to ask parents or guardians to make alternative arrangements for schooling if, after several conferences, it is determined that a child's needs cannot be met. In the event that behavior becomes disruptive in the classroom or becomes a problem that poses an unsafe situation for the child or other children in the class, the school may dismiss a student.

If families fail to pay tuition on time, fail to follow any state or county regulations, fail to complete and return forms, or fail to follow any of Fiddlehead Montessori's policies or procedures, their child may be dismissed.

Student Withdrawal Policy

There is a financial hardship to the school when a family withdraws mid-year. The time and resources spent with the withdrawing family, and then inviting and orienting a new family, taxes school resources. The board initiated a "transition fee" to help us with these situations.

Enrollment may be canceled by a parent or guardian with thirty days written notice. In addition to tuition for the current month, the family will be responsible for the payment of a transition fee equal to one month's tuition.

If the teacher believes that addressing the student's needs will be detrimental to the class as a whole, or if the student poses a threat to others or themselves, the Director may request the family to withdraw the student immediately. In this case, tuition will be refunded for days not attended, with no transition fee.

Toileting Policy

As parents of young children, teaching your child how to use the bathroom can feel like a daunting task. Rather than potty training, which can feel forceful and stressful for both parents and children alike, we adopt an approach called toilet learning.

Toilet learning is a gradual approach that occurs when a child is exposed to others using the toilet and given opportunities to use the toilet from a young age. How can you do this at home?

- Allow your child to join you in the bathroom.
- Narrate bathroom trips.
- Give proper names for body parts and bodily functions.

- Put out a potty chair or potty chairs in the bathroom for children to sit on.
- Provide clothing that children can take on and off on their own.
- Set out a basket with wipes and underwear at the child's level.
- Change wet clothing.
- Narrate body cues, "You are wiggling. Your body is telling you to use the toilet."
- Use encouragement rather than praise or punishment, "We are going to the toilet now."
- Let your child wipe their body, flush the toilet, and wash their hands.

We can feel pressured to prepare our children for independence as they start school or daycare. Remember that bodily processes like eating, sleep and toileting can only be supported, but can never be forced. Every child is different and they will learn how to use the toilet in their own time and in their own ways. If you ever have concerns, please reach out to your child's pediatrician and speak with your child's teachers.

When you are toilet learning at home, you can support your own family rhythms during toilet learning as follows:

- Know that big changes like attending school, moving or a new baby can lead to accidents or changes in toileting habits.
- Use diapers or pull ups at night and during naps if your child sleeps deeply.
- Use mattress protectors and have a set of sheets and blankets handy for nighttime and naptime accidents.
- When traveling, bring a travel toilet and put a diaper wrap over your child's underwear. This way they can still feel the wetness, but will not get exterior surfaces wet.
- Use the toilet before leaving the house and upon reaching your destination.
- Give yourself grace. Toilet learning is an important journey in your household.

At school, children will use the bathroom one at a time and be given privacy. Just seeing their peers use the toilet can influence children to be more curious and want to try it on their own. Our fixtures are child-sized and close to the ground. The teachers in the classroom will give bathroom reminders to children throughout the day.

- Remove the diaper with two hands, keeping the urine or bowel movement contained.
- Allow the child to wipe their body from front to back, using a fresh wipe each time.
- Assist the child with wiping their body, especially if they have a bowel movement.
- When the child is clean, place a clean diaper on their body.
- Throw away the soiled materials.
- Wash your hands together after the diaper change is finished.

If you have any questions or concerns about the diapering and toileting processes, please reach out to your child's teachers.

Tuition Policy

Tuition is based on the complete 10-month school year, which starts in September and ends in June. Tuition is paid through our online platform called Tuio which can be: paid in full, which earns a \$100 discount; three months at a time; or monthly. Tuition cost does not represent the number of hours that your child is at school but represents the costs of your child's education divided into 10 months.

If paid monthly, tuition is due the first calendar day of each month. A late fee of \$25.00 will be invoiced for payments received or post-dated after the 10th at 3:30pm.

If tuition is not paid on time, the Director will contact families to arrange a meeting, at which time a payment plan will be devised and signed by all guardians. If tuition is in arrears of two months, families will be asked to remove their child until the tuition is paid in full, at which time the student will be welcome to return.

Tuition is not discounted for school or family vacations, illnesses, or holidays. By signing the agreement, you are agreeing to pay monthly or annually until the tuition is paid in full.

There is a transition fee of one month's tuition for each student for all withdrawals. An unpaid tuition balance will prevent Fiddlehead from relinquishing academic files, re-enrolling, or continuing services to your child.

Water Activity Policy

Water play will be conducted in a manner where children are being actively supervised at all times. Inside the classroom, water work will be introduced to a child in a one-on-one lesson with the teacher. That child will wash their hands, use the material and wash their hands again once they have finished with the work. Teachers will wash, rinse and sanitize the material before it is returned to the shelf to be accessed by another child. Children will never drink from the water work materials and will always have access to their personal water bottles and drinking glasses. Water work will be done in one area of the classroom that can easily be wiped up, mopped or closed off in the event of larger spills. At the end of each day, all materials will be washed, rinsed and sanitized.

When engaging in outdoor water play, we use clean, potable water that we fill into our outdoor closed container on a daily basis that is attached to a spigot. No children will drink from the water play area, and will have access to their personal water bottles during our outdoor time. The water play basin and materials will be washed, rinsed and sanitized at the end of the day and between groups of children. Children will wash their hands before engaging in water activities. We may also use separate bins for individual water play that will allow for individually focused water play. Outdoor water play will be performed over our mulch play area where there is adequate drainage for running water. Water used in the outdoor water play will be recycled for watering the yard and gardens.

Fiddlehead Professional Standards and Procedures

What is harassment?

Harassment is verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual's or group's work performance, or that creates an intimidating, hostile, or offensive work environment. The basis for harassment includes but is not limited to age, color, disability, national origin, race, religion, gender, or sexual orientation.

Sexual harassment includes any unwanted or unwelcome attention or action of a sexual nature when submission to such conduct is made a term or condition of employment; or when submission to or rejection of such conduct by the recipient is used as the basis of employment decisions affecting the recipient; or when the conduct unreasonably interferes with an employee's job performance; or when the conduct creates an intimidating, hostile, or offensive work environment.

Sexual harassment is prohibited whether committed by supervisors/administration, co-workers, or non-employees on school grounds. Sexually harassing conduct might include use of sexual

What is Bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself. Victims often have less status and may be different in some way from the bullies themselves. Differences can include race, learning differences, physical abilities, etc. This definition includes three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Individuals who have information about violations of this harassment policy but do not provide this information to Fiddlehead Montessori, or do not cooperate in any investigation, are subject to disciplinary action.

Fiddlehead Montessori will promptly investigate all reported incidents and take any appropriate corrective or disciplinary action, up to and including termination and/or calling the Anacortes Police Department. Information will be revealed only on a need-to-know basis. Fiddlehead will not condone behavior seen as retaliation against any employee who reports possible harassment or inappropriate behavior, or who assists with an investigation.

Additionally, though a person's behavior might not be covered by the above definitions, it nevertheless might not be professional behavior or consistent with a good working environment. An employee whose conduct is perceived as inappropriate will receive a verbal warning with an explanation of why the behavior was offensive. An agreement will be documented and revisited by the Director. If the inappropriate behavior continues, or if a specific incident is severe, disciplinary action will be taken. In an extreme case, the employee will be terminated immediately.

Reporting Child Abuse

The child's wellbeing is Fiddlehead staff's top priority. We operate under the belief that all parents want to be the best parents possible and that no one truly wants to hurt their children. The policy exists, however, to try to help children and their families who may be having problems in this area. A call to Child Protective Services from the Center will never be made lightly, but always with the best interests of a child at heart.

Generally, our staff procedure is as follows:

Any staff person with a concern must tell the Director who is then, by law, obligated to call Child Protective Services (CPS) with the information. Any staff that has a concern and does not feel the Director is handling it adequately has an obligation, by law, to make a call to CPS personally. The Director and/or staff person will document all calls and any subsequent action Child Protective Services takes. It is never the responsibility of Center staff to judge whether to call, but rather up to CPS to decide whether or not to respond.

Should CPS respond and visit the Center to interview a child, a staff member will always be present during the interview. Center staff must cooperate with CPS during an investigation. Parents will be notified of the report accordingly at Child Protective Services discretion and involved accordingly at that time. If, at any time, someone becomes suspicious of a staff member who might be abusive, a report needs to be made to the Director immediately. The Director must follow the same procedure, notifying Child Protective Services that a concern or a complaint involving an employee has been made. Any employee in question will be placed on leave pending the outcome of the investigation. Cooperation with Child Protective Services is mandatory.

CPS INTAKE: 1866-829-2153. If your child has sustained any physical injury at home (bruises, cuts, burns, etc.) parents are asked to please bring this to the teacher's or Director's attention. Likewise, teachers are also required by Washington State Law to report any incidence of physical or emotional injury or neglect that appears to have been inflicted by persons responsible for the care of a child. The law states that those required to report must do so: those who knowingly fail to make a report or cause a report to be made shall be guilty of a misdemeanor.

Child Protective Reporting Laws

As professional school personnel, the Center staff and the director fall under this mandatory requirement. We are required to report suspicions to the intake unit of DCYF when it appears that there is reasonable cause to believe that a child has been “nonaccidentally physically or mentally injured, negligently treated or maltreated, or sexually abused by the person who is responsible for the child’s welfare.” The law states that any person who in good faith makes a report or gives testimony in regard to possible nonaccidental injury or neglect is immune to possible civil or criminal suit. Since each case is unique, the action that could be taken by DCYF will vary according to their caseworker’s interpretation of the situation. Actions taken by DCYF might include: recording the information, observing the child, simply talking with the parent/guardian, having a law enforcement officer verify an injury, taking a child into protective custody and/or having a child checked by a doctor.

In the event that DCYF is contacted regarding a child’s physical or emotional condition, they make the decision on how to proceed with the information. The intake unit will also make the decision on whether to inform the parents.

Please feel free to talk with the director or teacher about this law and our responsibility under it. We appreciate the open communication we have with each parent and we want that to continue.

Confidentiality of Student Records

Fiddlehead keeps records of past and present students in a locked file to ensure confidentiality. Each lead teacher has access to his or her respective locked file. Staff may access student files only when necessary to discuss student progress or plan for instruction or accommodations.

Fiddlehead staff must keep information about each child confidential. Each employee is required to sign a confidentiality agreement which prohibits her/him from discussing student information with anyone but the student, his or her family, and staff, except when required by law.

Good Relations

We want everyone in our community (staff, board, family members, and volunteers) to work and socialize cooperatively, remain non-judgmental of others, demonstrate trust and respect, and maximize communication through meetings, programs, and school-wide projects. Please ignore and suppress malicious comments, gossip, and other harmful behaviors.

Respect for the Child

Staff members agree to:

- Keep a positive, optimistic attitude about every child
- Display a cooperative spirit
- Nurture independence in each child
- Recognize the unique individuality of each person
- Trust in the child’s work

We ask all others to join us in these attitudes. Please avoid expressing anger, speaking ill of any child, sarcasm, teasing, over-reacting to misbehavior, and harsh or demeaning consequences for undesired behavior.

Diversity

Fiddlehead Montessori welcomes and celebrates diversity. Working and playing with children from various religious, ethnic, and cultural backgrounds, gender identification and expression, lifestyles, and life circumstances fosters communication, acceptance, and appreciation of differences. Fiddlehead celebrates families, recognizing all the unique forms they take. All kinds of families are welcomed, including but not limited to children who live with their grandparents, children with two moms or two dads, children with stepsiblings or stepparents, children who are adopted, children with single parents, and children who live in two houses. Our goal is to make each child feel accepted and valued.

Inclusion/Non-Discrimination Statement

Fiddlehead Montessori admits students of any race, color, national and ethnic origin, religion, and sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, religion, or sexual orientation in administration of its educational and admissions policies, hiring practices, scholarships, and athletic or other school-administered programs.

Fiddlehead's Classroom Atmosphere

Overview

“Overview” is a major part of Montessori instruction that we want both staff and parents to be aware of. It is a classroom technique that includes observing children’s behavior, work, and use of materials, as well as noticing when the environment needs attention. Children need the security of knowing adults in the classroom are available for assistance when needed. The best help may be talking with a child to see if the child can practice independence by solving their own problems. When a conflict arises, observe first to see if the children can work it out independently. If not, assist them to solve the problem cooperatively. Good overview generates a smoothly running classroom, provides a sense of peace, and prevents potential problems.

Safety issues, restocking supplies, and accident prevention are included in overview. All adults must be alert to the learning climate and activity of every child in the classroom, entry area, hallways, storage rooms, kitchen, nooks, bathrooms, and playground. Use sweeping glances around the room frequently and pay attention to changes in noise level, anxiety levels, conversations, activities, and smells around you. You cannot maintain a good overview from simply remaining in one position in the classroom or playground.

We often combine overview with attention to children, particularly when checking work. Please remain attentive at all times while working with children and keep your head lowered to focus on other work a minimum amount of time. While re-teaching is an important part of our work as staff, interventions that require more than three minutes of your time are best referred to the lead teacher. Avoid spending too much time with any one child, except in the instance of problem solving between students. In this case, alert other staff members that you will be away from overview to resolve the conflict.

If you will be giving lessons for more than 10 minutes, alert other staff members. At any given time, at least one staff member should be sweeping the classroom visually and listening at regular intervals, looking for issues that need attention.

Safety, concentration, order (including adherence to class rules) and independence are our primary aims. Use your judgment to intervene based on these priorities. Redirection is useful when one student is distracting another or is distracted themselves. Offering help may redirect a student who is daydreaming or stuck on a particular step. Helping children prepare the work for the next person and put work back on the shelf will increase order in the classroom.

Repositioning children in the classroom may be helpful. Children engaged in tantrums or who are loud or violent need to be removed from the classroom safely and swiftly.

Student Support

The growth of self-discipline is an important goal at Fiddlehead. Early in the year, the children and teachers set guidelines for a smooth classroom. Children are expected to be respectful and cooperative with their classmates and teachers. Teachers show the same respect toward students.

In the case of behavior that adversely affects the operation of the classroom, teachers must intervene directly. We first try to redirect the child to the activity at hand. Sometimes a child may need to change his or her seat or activity. If this does not produce a change in behavior, the child may be asked to sit with a teacher until he or she can control his or her behavior.

Certain behaviors require immediate, direct intervention. Foul language, hitting, kicking, biting, or other violent behaviors are not permitted at school. The child will be removed from the situation immediately to prevent harm to others or themselves. The families of children involved in such an incident will be contacted as soon as reasonable. The Director has the authority to take additional measures to prevent re-occurrences of the behavior, up to and including suspension or expulsion.

At Fiddlehead, we understand that behavior is a means of communication for our children and our role, as educators, is to help identify what need they are trying to meet and how to best help them adapt their behavior to meet that need. As a staff, we work collaboratively with families and other support services to find a plan that will best support the child. We have resources for occupational, physical, speech, and mental health therapies. If you have additional resources to add to our list, please share them with our staff.

Parents or guardians will be notified if there are frequent behavior issues. Often, children who do this are very frustrated and need some education about managing anger. Parents or guardians, teachers, and the student will develop a plan. Behavior journals are one way of dealing with ongoing behavioral issues. A daily written communication between staff, child, and families gives the child consistent feedback about their behavior. Consistency on the part of both the staff and the parents or guardians usually clear up repeated undesired behavior.

In cases where there are frequent behavior issues, staff will meet with parents or guardians to share their observations and offer any resources that may address the problem behavior. In rare cases, parents or guardians may be asked to remove their child from the school to protect the other students.

Please report any repeated, unusual, harmful or violent behavior to the lead teacher responsible and to the Director. We will alert the other staff members by email, word of mouth, or meetings.

Special Needs and Suspected Learning Differences

During a child's education, evidence of possible learning differences or special needs may arise. The child's teachers will meet with his or her family to determine a course of action. Actions might include special accommodations at school and at home, testing to determine how to address the child's needs, in-class or at-home tutoring, and/or classes with special education at the local public school. If parents or guardians are not willing to pursue actions recommended by the Director, the family may be asked to find another school for the child.

None of our teachers are trained as special education teachers, and are not able to address such needs beyond simple accommodations. Children deserve to know why they are not able to do the things other children do with ease. Without a reason, children often begin to label themselves negatively. Learning how the brain works and the positive attributes of a particular learning difference empowers children to learn work-arounds, celebrate their brains, and assist teachers in adjusting work to fit their particular diagnosis.

Children with mild physical, mental, or educational difficulties are considered for admission. Consideration will be given to:

- The child's probable success in a Montessori classroom
- The teacher's ability and training to provide accommodations suited to the needs of the child
- The amount of time teachers need to spend with the child for them to be successful

Reasonable accommodations will be made, provided that no changes to the overall program are required and that the child does not pose a risk to themselves or others. A recent diagnostic assessment by qualified professionals that identifies the child's needs within a mainstream environment is required. Periodic assessment may also be required during the school year and prior to re-enrollment.

If the program is not meeting the needs of the child or the other students in the classroom, the Director may require families to find additional resources or support as a condition of the child's continuing attendance. If need be, the school reserves the right to ask the family to find another school that better meets the needs of the child, and can often make recommendations for their placement.

Request for Individualized Student Classroom Support

After assessing a student, there are times that additional and independent support is needed for a child to work successfully in his/her classroom and teachers will request that parents or guardians provide tutoring support in order to best help the student.

Please report any repeated, unusual, harmful or violent behavior to the teacher responsible and to the Director. We will alert other staff members by email, word of mouth, or meetings as necessary to resolve the issue.

Discipline and Conflict Resolution

The Montessori classroom has three rules. We ask children to show respect for themselves, respect for others, and respect for their environment. The early childhood classroom focuses on a child's social and emotional development and needs as a foundation that is necessary for academic learning. Teachers are role models for the children and will provide opportunities for them to practice care for themselves, care for others, self awareness, mindfulness, social role play and conflict resolution. Our environment will provide spaces for the children to take space on their own, but we will never practice time-outs.

Children are always supervised so ideally teachers can step in to stop conflicts before they happen. In situations where this is not possible, the teacher will place themself in the middle of the children at eye-level and help them regulate their emotions to calm them. They may separate the children, redirecting them to another task or activity until both children have calmed down. Once the children involved in the conflict are calm, the teacher will ask each child what happened and ask about their feelings. Teachers will offer up suggestions about what they saw, help the children find names for their emotions, and provide possible solutions to the problem. A teacher will never choose sides, make a child say sorry, or force a child to share a work that they are focused on.

In the event one or more children are physically harming another child, or one another, a teacher may carefully remove the child by holding their hand or putting a hand softly on the child's shoulder to guide them away while telling them, "Let's walk away to keep you safe." The teacher will redirect the child until they are calm and able to join the other child or children involved in the conflict.

If the situation has escalated, and if appropriate, a teacher may pick up a child under their arms in an effort to protect them or the other child and move them to another location. The teacher will set the child down and place themselves around the child to avoid allowing them physical contact. Once the child is calm, the teacher will assess the children's emotional and physical states to be later recorded. If the child or children are in need of first aid, the teacher will conduct the appropriate steps to care for the injury. In the event of a major injury or head trauma, 911 will be called, the director will be alerted, and the child's parents will be called.

In an extreme circumstance where physical restraint is necessary, a staff member trained in safe child restraint methods will carefully restrain the child for their safety and the safety of others. If this occurs, it will be recorded in the child's file and communicated with the parents.

When the children involved are calm, the teacher may or may not join the children back together depending on the severity of the conflict. An incident/injury report will be filled out and given to each

involved child’s parent. The name or names of the other child or children involved will never be discussed between teachers and children. We will discuss the conflict with the children involved and find ways for them to solve problems without using physical harm.

For younger children, teachers know that children are learning how to express themselves and may occasionally throw objects, hit, scratch, kick or bite. Behavior is information for the teachers who will observe the children, their environment and interactions in order to prevent physical conflicts.

Children who are consistently unable to exercise impulse control and cause harm upon other students will be shadowed by a teacher. In the event of repeated physical, emotional or verbal harm from a child to other children, staff or volunteers on campus, the child’s parents will be alerted and a conference will be scheduled to make a plan for retaining the child in the program.

Resolving Problems

We discuss problems directly with the people who can make the needed changes. When simple problem-solving has failed to produce an agreeable solution, we follow the conflict resolution procedure below. We avoid speaking with family members, children, or employees who are not involved in the situation. We use nonjudgmental language, listen to others, disagree respectfully, negotiate, and attempt to reach a consensus or compromise which best meets the needs of all parties.

Conflict Resolution Procedure

“Sidebar” conversations are demoralizing and destabilizing to an institution. If you overhear complaints, please ask the parties involved to speak with one of the lead teachers or the Director. Also, ask if they are familiar with our grievance procedure, which is shown below.

Parent Concern Regarding a Child/Teacher ↓ Meet with the teacher ↓ Meet with the teacher and Director ↓ Director decides in writing ↓ All parties document process ↓ Letter to board or parent survey	Concern Regarding Policies, Programs, or Employee Activity ↓ Submit the concern in writing ↓ Meet with the Director ↓ Director makes decision in writing ↓ Decisions reviewed by board annually
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1. Try to first resolve any conflicts directly by sharing your experience with the other person. State feelings with “I” messages and propose solutions. Identify the universal needs which the conflicting strategies address. More information on this method can be found on the staff webpage on our website.
2. When rejecting a proposed solution, come up with a counter proposal that meets the needs of everyone involved.
3. In the case where a compromise cannot be agreed upon, staff members agree to comply with the decision of the Director.
4. Use only appropriate channels to document disagreement, such as solicited feedback and notes to the board.
5. If the Director’s decision is not acceptable to you, you may speak or give written feedback to any board member.

Circumstances for Immediate Expulsion

Immediate expulsion would be warranted in situations where a child is brandishing a weapon, causing serious physical injury to another, or their presence causes a continuing danger to the physical safety or emotional well-being of one or more students or staff members.

In the event of an expulsion, or creating a plan to prevent a child’s expulsion, we will work with the family involved by providing them contact information for local resources and providers. It is always in our interest to help the children and families in our community. Please contact your child’s teacher at any point if you have a need for the **Community Resource Handout**. There are many local agencies that can help children and families with various needs.

Playground Rules

Please help enforce our playground rules consistently when you are on the playground with our students.

1. Prevent any rough play, including but not limited to pushing, poking, pinching, punching, kicking, spitting, hitting, and biting. Stick, sand, or rock throwing is also prohibited. Tying ropes around the neck, completely immobilizing a child, wrestling, or tackling is dangerous and should be stopped. If behavior other than the above makes you uncomfortable or fear for the safety of the children, please stop it immediately.
2. Children must stay within the perimeter of the fence unless they have permission from the teacher on duty. Permission may be granted to students and then they must stay within sight of the teacher. When at the community park, students must stay in sight of the teacher and stay inside the boundary lines set.
3. Children who take equipment out of the storage areas are required to put them away after use. All students can be asked to pick up at the end of the play period.
4. Children may ask the teacher if they may return to the classroom.

5. Children should put away all equipment.
6. Follow our accident protocol should a child become injured. (See Accidents section.)
7. You may chat with another adult, but keep eyes on the children at play and be alert.
8. Children must take turns with or on the equipment.
9. Weapons and weapon play are not permitted. Toys used as weapons or in a threatening manner or imaginary weapons are also prohibited.
10. Children may not call each other names, nor taunt, threaten or belittle others.
11. Children may not play behind bushes.
12. Children need to keep the building sticks in the designated area (north side of yard).
13. They need to use caution when using them, not pointing them at others or using them as a weapon.
14. Children are not to exclude others from play.
15. Children should do their best to maintain a 6 feet distance between each other

For children who do not follow one of the above rules...

1. Ask the child to stop.
2. Remind them of the rule and the reason for the rule.
3. If the behavior occurs again, give a warning.
4. If the behavior happens a third time, remove the child from the playground. Ask them to sit down or to return to the building. Children can return to play at your discretion.

When to Involve a Board Member

The purpose of the board is to guide and protect the mission and the long-term health and goals of Fiddlehead. It does not direct day-to-day operations of the school, which is the job of the Director. However, if you wish to document opposition to a particular decision made or taken by the Director, you may contact any board member. When addressing a board member who may also be a parent, please indicate clearly that you wish to speak to this person in their role as a board member, rather than as a parent or friend. Board members are also bound by a confidentiality agreement and other rules governing their conduct as representatives of the school.