

Fiddlehead

MONTESSORI

Learning Together at Fiddlehead

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Welcome!

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

- 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 Philosophy

Mission Statement

At Fiddlehead Montessori, we are committed to the child's whole development; to providing an enriched environment for each individual to grow to their full potential academically, emotionally, socially, and globally; and to cultivating independent learners through the teachings and curriculum of Maria Montessori.

Vision Statement

Our vision is for each child to graduate with the ability to be a self-directed learner and creative problem solver, and have an increased curiosity about the world.

Our Values

Academic Excellence

Maria Montessori believed that teaching children in small groups or individually, as opposed to an entire classroom, naturally accelerates their learning and increases student engagement. Research shows that children who complete a six-year curriculum cycle at a Montessori elementary school are typically two to three years ahead of their public-school peers.

Independence

Self-esteem is built by increasing independence. The Montessori environment provides freedom within limits and independence with responsibility. Children learn at their own pace and level, as appropriate to their developmental stage. Children explore their own interests through independent projects several times a year.

Cooperation

Elementary is when students begin to become more social and friendships become increasingly more important. To support increasingly complex friendships, Fiddlehead staff teach and model peaceful problem-solving skills. We assist children with language to resolve conflicts in the classroom and on the playground. Children consider the impact of their words and actions on others, frequently collaborate or help one another, and take care of the classroom environment.

Diversity

Multi-age classrooms build the expectation that differences between children are normal and celebrated. Fiddlehead embraces families of any race, national or ethnic origin, religion, or sexual orientation. Family members are encouraged to share with the class aspects of their culture or family history, including stories, holidays, traditions, music, and/or favorite family recipes.

Community

Fiddlehead values and encourages community among our families and local organizations. We provide opportunities for family members to volunteer in school, gather for monthly social or school events, and participate with community outreach organizations and members of our Anacortes community.

Global Perspective

Our school promotes a global narrative, or “big picture” perspective, by reducing its environmental impact. We recycle, reuse materials (cloth vs. paper towels), compost, and clean with sustainable, non-toxic products. Teachers and students participate in public service projects. We emphasize respect for nature and humanity as we share and conserve our planet’s resources.

Montessori Philosophy

Our pedagogy is based upon the work of Italian physician and educator Maria Montessori, who believed education should be student-based and student-inspired. The teacher’s role is not to impart information for the student to memorize and recite; it is to follow the student’s academic interests and guide them through their unique way of learning and integrating knowledge. This philosophy has been handed down through teacher education and certification programs such

as the American Montessori Society (AMS). All our lead teachers are AMS or AMI trained and certified. (AMI is the Association Montessori Internationale, the training program established by Maria Montessori.)

Montessori teachers believe that children naturally love to learn and are, for the most part, internally motivated. Fiddlehead Montessori teachers provide a rich educational environment with lots of opportunities to “try on” experiences inside and outside of the classroom. Since children learn through their senses, Montessori materials are multisensory. After many concrete experiences, children are ready to form abstract concepts. They learn best by exploring a topic in depth, rather than skimming many topics in 45-minute increments. We give each child the skills to pursue their individual interests and passions, and Fiddlehead students are allowed as much time as they require to pursue a given academic topic or skill.

The teacher is a facilitator or guide, rather than an authority in the classroom. The deepest and most rewarding learning experiences take place in the absence of the teacher, oftentimes with only an initial introduction to get them started. Multi-age classrooms build diversity. They offer younger children the chance to learn from older students, and older students the opportunity to nurture and help younger children, which reinforces their own learning. Children learn to understand and get along with others who are different from themselves.

A Day at Fiddlehead Montessori

1. Each child navigates his/her classroom work either independently or with some guidance from teachers. Children work on different activities. During work cycles, some children work in small groups (with or without a teacher) and others work independently. Meanwhile, the assistant teacher helps to solve a social conflict between two children at the snack table.
2. Children can be grouped by ability as assessed at the beginning of each year and informally throughout the year. Teachers follow a Montessori scope and sequence plan available for families to review.
3. Enrichment classes are provided by qualified instructors or classroom teachers, and may include Music, Spanish, Yoga, Art, Baking, etc. Physical Education includes Wilderness Awareness and Swimming.
4. Students go on outings for P.E., cultural events, and academic studies. Wilderness Awareness occurs every Friday at Washington Park, with age groups alternating attendance every other Friday. Swimming takes place monthly at Fidalgo Pool. Both activities are led by certified instructors.
5. There is a happy, industrious, friendly, busy atmosphere in the classroom. School is a welcoming place for students, teachers, staff, and families.

COVID-19

At Fiddlehead we strive to be an in-person school and community. We will do our best to keep our school a small community bubble so we can continue to attend in-person. We ask student and staff member families to keep their outside bubbles small and to practice social distancing in order to protect our Fiddlehead community. We understand that specific precautions will look different for each family based on individual circumstances and needs. We ask that you wear a mask when you are away from home and around others. We ask that you communicate with us if your child, anyone in your family or anyone you have been in contact with have cold-like symptoms, loss of smell, dry cough, difficulty breathing, muscle pain, sore throat, vomiting or diarrhea.

At school, we will teach the children how to socially distance as well as how to clean their hands and work areas. The students will be required to wash their hands, for 20 seconds, after entering and before exiting a building, before and after working on a lesson and before and after eating. If students assist with laundry or trash, they will be required to wear gloves. Students will be required to sanitize their own learning or working areas and place all their used materials on the “sanitizing station.” Teachers will sanitize the materials and place it back on the shelf. In order to maintain a safe distance (6 feet apart) from one another, students will choose an area to work (table or floor) and use the same work rug and sitting mat each week. Work rugs and sitting mats will be sanitized on Wednesdays and Fridays. Teachers will sanitize the backs of chairs, faucets, and door knobs hourly.

Students will all have personal school supplies this year, rather than using items from a communal supply as we have done in years past.

Students and staff will be required to wear a face mask and/or face shield while indoors. We understand that breaks from face masks will be needed and students can go outside, one at a time, to take off their face mask and rest. Students will be allowed to go outside and take off their mask to work in the tented area, as long as they can socially distance. Recess is subject to alternate, so smaller groups can share the outside space more efficiently. Face masks can be taken off during recess and while playing outside as long as the children can socially distance. Students can wear a face mask outside if they choose.

Lunch and snacks will be eaten on a placemat, plate, or table, 6 feet away. Students will eat inside and outside. Students will be required to sanitize their own area after eating.

Field trips and going outs will be limited. We will mostly plan walking field trips. If we get the chance to go on our “normal” field trips, parents will be required to drive their own child. Fiddlehead will not be able to drive this year and parents will need to drive.

Parent meetings and conferences will be on Zoom, unless otherwise notified. As of now, regular school potlucks and gatherings have been canceled.

Fiddlehead Policies

State of Washington Approval as a Private School

Fiddlehead Montessori has been approved as a private school in the state of Washington. 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 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 available on request.

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.

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. Please fill out the accident form within 36 hours of the time of injury. 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.

Accidents at School

Our job is to offer students a prepared environment that is a safe place for children to explore, learn and play. We prevent accidents from happening by redirecting student's choices and behavior on the playground and in the classroom and by maintaining age-appropriate classroom and playground rules. (See Playground Rules below.) That said, accidents will happen.

Staff are required to document incidents such as (but not limited to):

- A child is hurt at school (any injury that will require continued care or follow-up)
- A student or parent is involved in a major disagreement at school
- A student damages property at school
- A student brings a weapon to school
- A student verbally or physically threatens harm to a student or staff member

Documentation of an incident

The staff person who observes an incident is required to:

1. Complete an Accident Report form (available in the office and on the Staff page of the website)
2. Report it to the parent the day of the incident
3. 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.

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.

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:

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

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.

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.

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 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.

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.

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.

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.

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.

*** COVID-19 Protocol Confidentiality***

All records due to COVID are to be kept confidential. For example, records regarding student temperature and symptoms as well as trainings and attendance regarding COVID-19. If a family member has been in contact with someone with COVID-19, staff members cannot ask who the person is. This is to be kept confidential. If a family member at Fiddlehead contracts COVID-19, staff members will keep that person confidential.

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.

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:

1. First aid kit, including all student medications (Epi-pens etc.)
2. Cell phone
3. 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:

1. There are not enough seats for students to ride in the back.
2. We have written permission from a parent/guardian that their child may ride in the front seat of a vehicle.
3. 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.

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.

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

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.

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.

Special Days

Birthdays

Birthdays are a special time for children in the classroom. Please contact the Director to organize their celebration in advance. We like to recognize the uniqueness of each child through a celebration at school. Your family is invited! It is a tradition that the family of the birthday child brings a snack for each student, such as fruit, fruit kabob, fruit roll, bar, cookie, or something your child enjoys. Please do not send candy or heavily frosted cakes or cupcakes. Drinks are not needed. Water is available to children at all times.

Children create a timeline of life for their celebration. The day before the celebration, have your child pick out one picture for each year of their time on the planet. You may wish to send color photocopies, rather than originals, to school. At school, your child will post the photos in chronological order to create a timeline. Or, you may wish to make a poster of the timeline together at home. If your child is going to post these at school, please write a note or indicate on the back of the photo the approximate age or year the photo was taken. This will help your child arrange the photos in order. Please be assured that we will return any photos you send. Family members who have created poster timelines with their children often save these and add a photo each year.

Kindly arrive a few minutes before 2:30 pm for your child's celebration. To start the celebration, we will light a candle, representing the sun. Next, you and your child will present the timeline of your child's life as the child holds the Earth in their hands and walks around the sun. (We will keep the timeline photos for the children to look at during the next week.) Each student has an opportunity to give a compliment to the birthday child. The ceremony ends by blowing out the candle and singing our special Fiddlehead Birthday Song. The birthday snack is served as the students are dismissed for pickup.

COVID-19 Protocol for Birthdays

Immediate family members are welcome to attend birthday celebrations. All family members will be required to follow our COVID guidelines. This year we will not share birthday treats.

Birthday Invitations

If you are hosting a birthday to which not all students are invited, please mail the invitations. Anyone who has ever seen the sad face of a child who feels left out will understand the need for this policy. For this same reason, we ask children not to talk about their upcoming birthday parties at school unless everyone is invited. The children are usually heartwarming cooperative on this issue. If you are inviting everyone in the class, passing out invitations at school or in the parking lot is fine.

Cultural Celebrations

We use social studies units throughout the year to study cultures in depth. Looking at diverse cultures through the theme of common human needs promotes cultural understanding. In the Montessori curriculum, there is an emphasis on connecting the geography of the countries with their peoples' choices of food, shelter, clothing, and transportation.

At Fiddlehead, we value cultural and religious traditions. We encourage families to share their family heritages. We welcome your presentations of holidays, customs, stories, or foods typical of your family's culture or religion.

Respect for differences is a key part of the Montessori curriculum. Derogatory comments about race, ethnicity, religion, gender, gender expression, or sexual orientation are not tolerated. All families are honored. If negative comments do occur, we have a class meeting on the value of all people, how such comments might make others feel, how to restore the harmony, and how we can handle an incident if it happens again. We may also contact the families of the children involved. Through personal interactions with others, stories, role playing, and recounting historical events, children learn to empathize with others different from themselves.

COVI-19D Protocol for Cultural Celebrations

Only immediate family members are welcome to do cultural celebrations. All family members will be required to follow our COVID guidelines. This year we ask that only the presenter touches the materials brought from home and does not share food with the students.

Holidays

There are as many perspectives on holidays in the Montessori classroom as there are holidays. At Fiddlehead, we learn how holidays bring joy to people around the globe as we celebrate the diversity of the families in our community and how learning about holidays fit into our current curriculum. We avoid focusing on our culture's many over-commercialized holidays and follow the childrens' lead on other occasions to explore. While we learn about a few holidays every year, we leave celebrating the customary ones to happen at home, as each family celebrates holidays in the ways that are right for them. We promote exposure to a variety of celebrations as we welcome families to visit the classroom and share traditions that are meaningful to them. As a result, we rarely celebrate traditional holidays at school. If you have questions about specific holiday observances or our curriculum, please ask the Director.

Supporting Students: How We Work Together

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.

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.

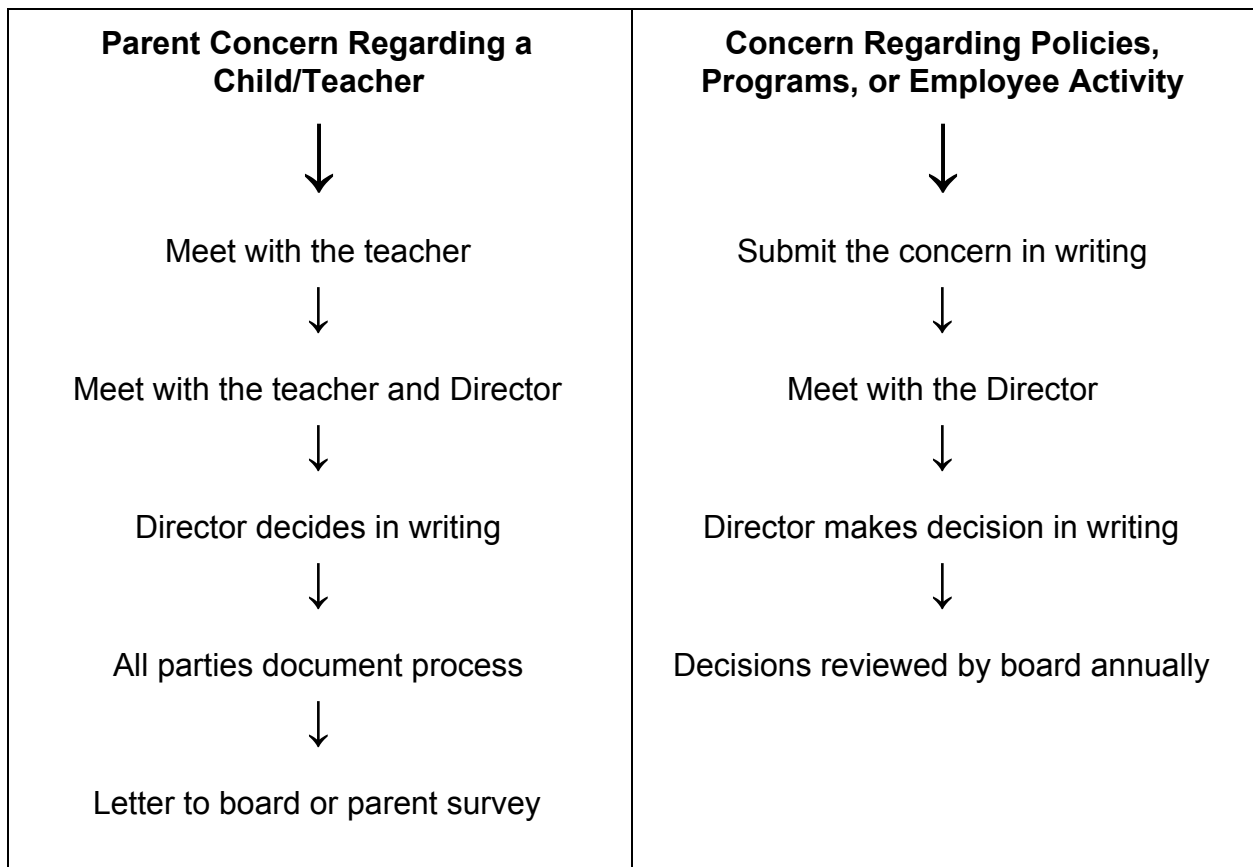
Resolving Problems

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.



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.

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.

Health and Safety

Please read the Emergency Response Handbook to familiarize yourself with emergency procedures. All school staff hold a current First Aid card. Fiddlehead pays for First Aid classes for employees.

Emergency Phone Numbers

Police and ambulance: 911

Poison Control: 1-800-222-1222

All parents or guardians are asked to sign a form that allows for emergency medical treatment for their child at the beginning of the year. Administrative staff will inform school staff of any parents or guardians who have declined to sign the agreement.

Emergency Clothes

At the beginning of the year, families are asked to send an emergency set of clothes to be kept at school. This should include a shirt, pants, underwear and socks for your child to change into in case of an accident, a fall in the mud, or a major spill. We will send the soiled clothes home in a bag. Please remember to send a replacement item of clothing if one is sent home.

Location of First Aid Kits

There is a large first aid kit in both of the bathrooms, one in the Yellow House and one in the Blue House, plus two smaller kits in the black backpack (one in each classroom) for use on the

playground or on field trips. The black backpack is hanging on the wall near the front door of each building. Please take first aid kits with you on any school field trip.

Head Injury Protocol

If we have reason to believe that a child has experienced an injury to their head or neck (either someone witnessed an injury or a child comes and shares that they have hit their head/neck) we need to determine:

- Whether a child has symptoms that are consistent with a concussion
- Whether it is safe for a child to return to play

Signs and Symptoms of a Concussion

A child may:

- Appear dazed or confused
- Answer questions slowly
- Lose consciousness (even briefly)
- Show a behavior or personality change
- Be unable to recall events prior to or after the fall/hit to the head

Ask questions to determine if the child is experiencing any of the following:

<i>Physical Symptoms (Body)</i>	<i>Cognitive Symptoms (Mind)</i>	<i>Emotional Symptoms (Feelings)</i>	<i>Maintenance Symptoms (Energy)</i>
Headache	Fogginess	Irritability (Grumpy)	Fatigue (Body is Tired)
Nausea	Feeling "Slowed Down"	Sadness	Drowsy (Mind is Tired)
Vomiting	Trouble Concentrating	More Emotional than Usual	Sleeping Less than Usual
Balance Problems	Trouble Remembering	Nervous or Anxious	Sleeping More than Usual
Dizziness	Change in Smell		Trouble Falling or Staying Asleep
Sensitivity to Light	Change in Taste		Change in Appetite
Sensitivity to Noise	Ringing in the Ear		Change in Energy Levels
Visual Problems			

Numbness or Tingling			
Neck Pain			

Determining if the brain was hurt is complex. Every head injury should be treated like a serious injury until a doctor says it's not.

When a child complains of any of the above symptoms and/or staff observe any of the above symptoms after a fall or injury to a child's head, staff will follow the protocol below.

1. Call 911 in all circumstances where symptoms worsen or if a staff feels that medical support is needed to treat the child
2. Treat swelling and pain with an ice pack
3. Call child's parent immediately and give detailed report of the incident and action taken.
4. Prevent the child from returning to play
5. Recommend parent take child to be assessed if symptoms continue.
6. Complete Incident Report

Allergies

Any student or staff allergies will be posted in the classroom for reference (with permission from the person with allergies). Epi-Pens are stored in the office or near each classroom (as prescription items, families provide them). Parents or guardians must be called after the use of any Epi-Pen. Staff will receive training on Epi-Pens during first aid classes or a staff training.

Communicable Diseases

Communicable diseases are illnesses spread by direct contact with infectious agents through body excretions or discharges; blood; indirect contact with inanimate objects (such as toys or food); or vectors such as flies, mosquitoes, or other insects. Staff are directed to use gloves when cleaning up bodily fluids.

Gloves are available in both bathrooms. We are required to use bleach when there is a large amount of bodily fluids to clean up. For your protection, mouth-to-mouth resuscitation shields are available in the large first aid kit in the office.

We will notify parents or guardians when a child or staff member contracts lice (not a disease), chicken pox, meningitis, H1N1, tuberculosis, COVID19 or other communicable diseases.

Exclusion of Sick Children

We ask you to monitor your children's health. If your child shows ANY signs of not feeling well, please keep them home. Sick children cannot participate fully in learning. They expose other

children and staff to infection and are at risk themselves for contracting other diseases, as their resistance is low.

Everyone who enters the classroom will have their temperature checked. Children, staff and volunteers who have a temperature of over 99.6° F will be sent home. **We use a thermal thermometer.** . With thermal thermometers, aim the front of the thermometer towards the forehead and read the thermometer using the scale on the front. . Students with suspected pink eye, lice or other potentially contagious health concerns will be sent home.

Children are allowed to return to school if they have not had a fever or vomiting for 72 hours(without the use of fever-reducing medication). . Students who have been treated for lice and who have no nits remaining will be readmitted the following day. Students on antibiotics for 24 hours, with a negative COVID test will also be allowed to return to school.

Staff and parents should communicate regarding children who have chronic complaints of ailments such as stomach-aches, cough, headaches or dizziness, or about a child who seems withdrawn or depressed, or who has a sudden change of behavior. This can be an indication of disease, stress, or abuse.

Covid Protocol for Student Illnesses

If your child has or has been in contact with someone who has cold-like symptoms, loss of smell, dry cough, shortness of breath, muscle pain, sore throat, vomiting, diarrhea, or fever needs to stay at home for at least 72 school hours. If your child has or conducts any of the symptoms he/she will need to stay home for 72 school hours or 7 days, whichever comes first, and get a COVID test. Students will be welcomed to come back to school after the required time has lapsed, along with negative COVID test results.

Fire, Earthquake, Lockdown Drills

Fiddlehead Elementary holds all-school fire, earthquake, and lockdown drills each year. Please consult the emergency response handbook for detailed procedures. The Director will schedule drills and alert staff when they are upcoming on the calendar.

For fire drill practice, the administrative staff or Director will alert the classrooms of the drill. There are two exits in the Yellow House: a front door facing east and a side door facing south. There are two exits in the Blue House: a door facing east and a door facing north. Children should immediately form a single file line and exit whichever door staff deems safe. (For practical purposes, children may put on their shoes for drill practice.) All teachers, staff and others in the building will walk quietly and rapidly to the large grass area in front of Christ the King's office buildings. If that lot is unsafe, gather on the next block over (28th Street) in front of the community park. Teachers are required to bring a phone and emergency contact list and account for all children present. Teachers will await further direction from the Director and return when the Director indicates it is safe to do so.

For earthquake practice, students will duck under tables or in doorways until the teachers or Director has indicated that the tremor has passed. Students should grab a table leg to ensure the tables do not “walk” away during shaking. Teachers should take a position in a doorway where they can see the majority of the students. When the tremor stops, students count 60 seconds. If no tremor strikes within a minute after the first incident, students and all other occupants of the building should exit the building and follow the fire drill instructions above. If additional tremors occur before the 60-second count, resume counting after the passing of the quake.

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). They need to use caution when using them, not pointing them at others or using them as a weapon.
13. Children are not to exclude others from play.
14. 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.

If a student is hurt, move quickly and assess the degree of injury suffered. For a minor injury, send the child into the building by themselves or with a friend to wash and bandage the scrape or cut. If first aid is required, ask another child to call for an adult. This adult will take over care. DO NOT leave the playground unattended to help an injured child. For serious injuries or suspected injuries, yell or send a child to get an adult to help with first aid.

If you believe a child is suffering from a suspected diabetic shock, anaphylactic shock, general shock, gunshot wounds, broken bones, major blood loss, or other serious or life-threatening injury, instruct the adult to call 911 and then the child's family. Stay with the child the whole time until the ambulance arrives. Ask another staff member to take over playground duties or bring the class inside if more appropriate. If more staff is available, they should handle all other duties, such as flagging down the ambulance, calling emergency contacts, calming bystanders, or any other duties related to the care and safety of the remaining students. If no one is available, the teacher who is not with the injured student needs to be responsible for these duties as well.

Handling or Dispensing Medication

The Washington State Health Department does not allow school staff to administer any prescription drugs or over-the-counter medicine unless a specific procedure is followed. Aspirin, cough drops, lozenges, inhalers, Epi-pens, antiseptic cream, and even vitamins and supplements are considered medications.

If families ask staff to give medication to a child, they must fill out a Medication Form indicating the following information. This form can be found in the office and online at www.thefiddlehead.org/forms.

- Name of the medicine, dosage, instructions for administration
- Name of the person authorized to administer the medication
- Date authorization starts, date authorization ends, and what to do if a dose is missed

The State of Washington requires all schools to have this information on file before we can administer any prescription or non-prescription medications. Medication must be in the original container labeled with the student's name, name of medication, and dosage information. For non-prescription drugs, we must also have a doctor's consent form.

Children may self-administer only if:

1. Families have filled out a medication form with information stated above

2. Families have secured a written doctor's permission (for non-prescription drugs only)
- AND
3. All labeling information indicated above is marked clearly on the container

Sunscreen is not considered a medication and may be administered with oral consent of the parent.

Prevention of Illness

Handwashing is the single best way to reduce or stop the spread of bacteria and viruses that cause illness. Staff, parents, and volunteers are required to wash their hands before class, after cleaning, before and after administering first aid, after using the bathroom, and before preparing or eating food. Supervise children washing hands after using the bathroom, before preparing or eating food, after touching body fluids or discharges, and especially before snack or birthday treats.

Cleaning

At Fiddlehead, we are committed to reducing toxins introduced into the environment. We use Thieves Cleaner for daily cleaning. A mixture of salt and vinegar will be used to safely sanitize all materials and surfaces.

Staff, please monitor supplies of Thieves and vinegar cleaner and make up extra if we run low by mixing two capfuls of Thieves essential oil blend in a 26-ounce bottle of water.