

# ANDOVER SCHOOL OF MONTESSORI

SCHOOL HANDBOOK  
2011-2012



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## **General Information**

Welcome to the Andover School of Montessori! We are pleased that you have made the decision to enroll your child in our Montessori environment. At ASM, parents, staff, and board members work together to provide the materials and environment that stimulate and enhance individual creativity, discovery and academic achievement. The school is committed to providing quality education that enables students to develop within themselves the basic habits, attitudes, skills and ideas, which are essential for a lifetime of creative thinking and learning. We hope you will enjoy your partnership with the Andover School of Montessori community.

## **Mission Statement**

Andover School of Montessori fosters the growth of joyous learners and responsible citizens. We encourage curiosity, deep thinking and respect for oneself and others. In support of Maria Montessori's philosophy we:

- Advocate learning through collaboration and communication
- Provide learning in a climate of support and experimentation
- Promote service to others
- Instill a sense of community
- Model integrity and civility
- Embrace peace, challenge prejudice and respect difference
- Recognize that many perspectives inform the human experience

## **ASM History**

Andover School of Montessori, Inc. is a non-profit corporation, established in February 1975 in a rented classroom at St. Augustine's School in Andover. ASM has grown from a one morning and one afternoon session preschool program to a full service program for children ages three years through eighth grade. In 1982, there were 54 students enrolled. After several moves, land was purchased on Main Street in Andover and in 1996, a new building was opened to serve the Children's House, Lower Elementary and Upper Elementary classes. During the 2000-2001 school year, an additional Lower Elementary class was added and construction of space for a Middle School was begun. In 2002, ASM opened its newly expanded facility that included five additional classrooms, a library, a science/math lab, a staff room and a 2,000 square foot multi-purpose room.

Today, ASM's faculty and staff of 36 support approximately 200 students in 4 Children's House classrooms, 3 Lower Elementary and 2 Upper Elementary classrooms and 1 Middle School classroom. The school is accredited by both the American Montessori Society and Association of Independent Schools of New England. Middle School graduates consistently matriculate into the secondary schools of their choice where many have achieved academic honors, participated on varsity sports teams and achieved personal successes. Schools where ASM graduates have been accepted include: Lawrence Academy, Pingree, Chapel Hill-Chauncey Hall, St. John's Prep, Boston University Academy, Governor's Academy, the White Mountain School, Central Catholic, Miss Hall's, and Sparhawk.

Management of the school is done by an administrative team consisting of the Head of School, Admissions Director, Children's House Director, Elementary/Middle School Director, Finance Director and Administrative Assistant.

## **Affiliations**

ASM has been fully affiliated with the American Montessori Society (AMS) since 1985. ASM has attained accreditation from the Association of Independent Schools of New England (AISNE) and the American Montessori Society. ASM is approved by the Andover School Committee for elementary and middle school programs and is affiliated with the Association of Supervision and Curriculum Development, the North American Montessori Teachers Association (NAMTA), Montessori Schools of Massachusetts (MSM) and Parent-to-Parent. All teachers are Montessori trained; many hold advanced degrees and maintain professional memberships in the American Montessori Society (AMS) or the American Montessori International (AMI).

## **Organization**

Every parent or guardian of an enrolled child is automatically a member of the corporation and enjoys full voting rights. All currently employed teachers are associate members of the corporation. ASM is governed by a Board of Directors that is responsible for upholding the mission of the school, hiring and evaluating the Head of School, approving and executing policies and ensuring that ASM is financially sound. The Board of Directors consists of parents of currently and formerly enrolled students and members from the community. The Head of School attends all board meetings but is not a voting member.

The by-laws of the corporation are available in the school office. At the annual business meeting held in the spring, the Treasurer presents a statement of the financial affairs of the school and Board members are elected. Board officers are elected by the Board of Directors at the Board meeting following the annual meeting.

Parents play a very important role in the functioning of the school and are expected to be involved through participation in PACE (the parent association), committee work (ad hoc or sub-committees to the Board), fundraising, Head of School selection, snack preparation (CH), maintenance, long-range planning, etc.

## **Montessori Philosophy**

An idea fundamental to Montessori philosophy is that the child has an innate desire to develop her human potential in all its dimensions. Equally intrinsic to Montessori philosophy is the belief that the young child has an "absorbent" mind. Maria Montessori believed that just as a baby learns to walk and talk spontaneously and without the direction of an adult, so is the child able to absorb and process all sorts of information from her environment, and in effect, to teach herself. Thus, Maria Montessori believed that the primary job of childhood is for the child to "create" the person he or she is to become.

Maria Montessori was the first woman accepted by the University of Rome Medical School and graduated with honors in 1896. She did a great deal of her early work in children's wards of the local hospitals, went on to work with mentally challenged children, and studied the works of Itard and Seguin, innovative scientists of the time. Using their methods and didactic materials, she worked extensively with the education of these children. At the end of her work with them, many of the children passed the state tests on a level with children, who did not have learning challenges. Montessori then concluded that there was something wrong with the regular education program and devoted the remainder of her life to studying and improving that education. Many of her recommendations, such as movable tables and chairs, the need for special nutrition, and time out of doors came from her background as a physician.

In 1903, Montessori was asked to start a special program which she named “Casa de Bambini” or “Children’s House” for the children of working parents in a new public housing area in the San Lorenzo district of Rome. The developers hoped that with organized activities, the children would not mark the walls and be otherwise destructive to the new buildings. By observing these children and their teachers (whom she called Directresses) Montessori further developed her philosophy of education.

Through these undertakings, Dr. Montessori became aware of the value of a prepared environment, which meets the child’s needs and fosters the inherent joy in learning. This philosophical framework led to the Montessori environment: an environment that is carefully planned to include materials that meet the cognitive and developmental needs of the child, and enable the child to learn through her personal interactions with the environment. Because the child has been prepared for each new material, she is able to proceed at her own rate. The self-correcting characteristics of each exercise, combined with the fact that the child has been prepared for each new step, lead to successful experiences that lead to further successful experiences and independence.

### **The Prepared Environment**

Montessori wanted the school environment to be open-ended, not a fixed system. She believed the classroom should be innovative, full of constant experimentation based upon the teacher’s observation of the child. The classroom is a nourishing place of self-construction, which reveals personality and growth patterns. Not only must it meet the needs of all the children, but also safeguard against any obstacles.

Although Maria Montessori placed emphasis on the environment, it is important to keep in mind several key ideas:

1. She regarded the environment secondary to life itself. In the Montessori Method she states:  
*"It can modify, it can help or hinder, but it cannot create. The origins of species and individuals lie within. The child doesn't grow because the environment is nourishing. She grows because the potential life within her grows, making itself visible."*
2. The environment is carefully prepared for the child by a knowledgeable and sensitive, qualified Montessori teacher.
3. The adult is a participant in the child’s life, living and growing within it. The eventual outcome of the class depends upon the teacher’s ability to participate with the children in a life of becoming.

The Montessori **Children's House** environment has four major areas. There are also many activities in the areas of Art, Music, and the social and natural Sciences that enrich the child's development as well as her understanding of the world around her.

1. The **Practical Life** area aids in the development of the child's concentration, coordination, independence and order.
2. Each material in the **Sensorial** area provides a means for the child to focus on a particular sensory perception, thereby enhancing the child's ability to perceive similarities and differences, to grade and match, etc.
3. The **Math** area aids in development of the mathematical mind. Working with the concrete materials gives the child a solid impression of the concept and enables her to gradually comprehend abstract mathematical concepts.
4. The materials in the **Language** area lay the groundwork for reading and writing.

The Montessori **Elementary and Middle School** environments are prepared so that individualized learning establishes an intimate contact between child, teacher, and work. Instruction deals in the concrete and concerns itself with the basics as compatible with the development of the child. All subjects are interconnected: Language Arts, Mathematics, Science, Spanish, Technology, and Cultural Studies. In addition, all the faculty and students know each other; it is like a family. Work is shared and learning is vitalized by social life. Adding to the community spirit is parent involvement. Because of the open-ended Montessori environment, there is no limit to what the child can do. In collaboration with the teacher, all kinds and levels of learning take place, thereby maximizing the individual potential of each child.

## **Admission Information**

Andover School of Montessori does not discriminate on the basis of race, color, religion, national or ethnic origin, political beliefs, disabilities, marital status or sexual orientation in the administration of its educational, admission or hiring policies, and other school administered programs.

- A child must be three years of age by September 15th (children are expected to be toilet trained, or at least attempting).
- The ideal student is a good citizen, who is respectful. ASM seeks to create and maintain a student body consisting of students with varying capabilities that will flourish and add to the Montessori environment and community.
- For younger applicants, the perceived ability to adapt to Montessori methods, as well as behavior, is critical to a student's admission.
- Elementary and Middle School-aged children will have equal weight given to academic and behavioral qualifications, as well as prior school and school-related experiences. Candidates will be screened in reading, writing and mathematics. The teachers will observe and evaluate the child's behavior during his/her visit to the school. Included in required documentation are current school records.
- Factors in acceptance:
  - Suitability of the program for the student
  - Age and sex distribution in the classroom
  - Family Commitment (as outlined in application letter)
  - Consideration is given to applicants with prior Montessori experience, siblings of currently enrolled students (including the length of time a family has been associated with ASM)
- During the re-enrollment period (mid January-mid February) spaces are held for currently enrolled students and their siblings.
- If the school has full enrollment, applicants' names are placed on a waiting list. As space becomes available, the Admissions Director notifies parents and proceeds with the next step of the enrollment process.
- Students are rarely accepted after January 1 for the current school year, except for transfers from other Montessori schools.

## **Enrollment Procedure**

1. Complete an application and return it to the school office with the non-refundable application fee. The application includes a letter from the parents explaining their goals

for their child, how they hope ASM will meet those expectations, and how the families plan to be involved with the ASM community.

2. Visit ASM during an Open House or by appointment with the Director of Admissions (which can be scheduled once the application form has been received). You will have the opportunity to view a video on Montessori education, speak with an administrator and observe classes through our one-way mirrors.
3. Elementary and Middle School candidates must return a teacher reference form (two for Middle School applicants) as well as copies of their transcripts from previous schooling, before the child visits ASM.
4. School visits are required for all student applicants. Children's House applicants are screened in the spring, at which time they work with a teacher and choose some work as well. Elementary applicants visit the classroom for an entire morning session, and Middle School applicants visit for the entire day.
5. If ASM has an opening for your child, you will receive an acceptance packet, including an enrollment form, a tuition contract and a bond agreement. These forms must be returned within two weeks.
6. Once the School has received the non-refundable 10% deposit, enrollment form, bond, and the signed tuition agreement, a space is reserved for your child.

### **Re-enrollment Procedure**

1. No application fee is required for re-enrolling students.
2. Re-enrollment of current students takes place between mid January and mid February.
3. The tuition contract and enrollment fee of 10% is due by mid February.
4. After the re-enrollment period ends, no space will be reserved for a returning student until the prior year's tuition has been paid in full.

### **Waitlist**

1. Families of students offered waitlist positions will be notified as space becomes available.
2. Tuition will be prorated and a tuition schedule will be set up to assure full payment by February 1st.
3. Standard school policies regarding withdrawals, dismissal and refunds apply.

### **Tuition Payments**

1. The non-refundable enrollment fee is deducted from the total tuition.
2. ASM offers three tuition plans:
  - a. Total tuition paid at the time of enrollment (1.5% discount);
  - b. Half tuition paid at time of enrollment and half on or before August 1;
  - c. Tuition paid in equal installments beginning March (or upon enrollment) and ending January 1 through Tuition Management Systems (TMS).
3. A monthly late fee is charged on past due payments
4. Tuition is prorated for enrollments after the first month of school.
5. For extremely delinquent payments (three payments behind), parents are contacted first by the Finance Director, then the Head of School. Final notification is from the Treasurer. If payment is not arranged within two weeks of the notification date, the child is not allowed to attend class in excess of the paid tuition.

## **Withdrawals and Refunds**

**The Head of School must be notified in writing of any withdrawals.** For students withdrawing from any ASM program, refunds will be made in accordance with the following policy:

1. The Application and the Enrollment fees are not refundable;
2. Withdrawal/Refund policy:
  - a. **Withdrawal before July 1 - Parents are responsible for 20% of the tuition.**
  - b. **Withdrawal on or after July 1 - Parents are responsible for 100% of the tuition.**

## **Program Information**

The Andover School of Montessori offers a variety of programs as outlined below:

1. **Children's House Half Day** is the multi-aged Montessori program for children 3 years to 6 years of age. It is held five mornings or five afternoons a week from 8:30 to 11:30 a.m. or from 12:30 to 3:30 p.m.
2. **Children's House Full Day** involves a double session of the core (multi-age) programs. All full day children have an hour break for lunch followed by recess. Children 4 years of age are eligible for the full day program.
3. **Children's House Over Noon Program** is a full day program for 3 year olds. Children in this program spend five mornings in a Montessori multi- age classroom. Their afternoon is spent in the Over noon classroom. The activities include lunch, story time, naptime, a short work cycle and recess. Parents have the option to sign up for two, three, or five afternoons however five mornings in a multi-age is mandatory.
  - Toileting Procedures - During the afternoon, Over Noon students use the CH2 bathroom under the supervision of a classroom teacher. Children must wash their hands with soap and running water after using the toilet. Children are assisted as needed with buttons, snaps, etc.
  - Conferences and Reports - Parents of Over Noon students meet with their child's multi-age teachers during scheduled conference days.
  - Snacks - Parents are asked to participate in the monthly snack system established in the morning multi-age classroom. Afternoon snack for Over Noon students is provided by the school.
  - Lunch - Please refer to the guidelines in the lunch section.
4. **Extended Day** is held 5 days a week and is designed for students who will be five years old by September 15. Kindergarten age children spend half of their day in a multi-age classroom (required) and the other half in the extended day classroom. This format provides 5 year olds with an extended period of time in a Montessori environment designed specifically for this age group. This environment encourages learning through individual and group activities of special interest.
5. **Elementary** - Children aged 6 to 9 years (Grades 1-3) or 9 to 11 years (Grades 4 -6) may participate in this educational opportunity. Individual academic excellence is encouraged in this cooperative environment. At the same time, ASM recognizes that each child is a uniquely endowed individual, living a whole life in a whole world. Within our environments, fine and gross motor skills are refined, independence is nurtured, organizational skills are developed and a love of learning is instilled. The curriculum includes Language Arts, Mathematics, Geography, History, Cultural

Studies, the Sciences, Spanish, Music, Art and Physical Education. Classes are held from 8:30 a.m. to 3:00 p.m. each day.

6. **Middle School** - The ASM Middle School is a two year adolescent program for students aged 12 to 15. The curriculum (Language Arts, Science and Cultural Studies) is presented in thematic units, with the exclusion of mathematics, which is taught individually so students can work and learn at their own pace. Students are also involved in community service, both within the school community and beyond. The goal of the Middle School is to provide a safe and comfortable environment in which students grow, mature and maintain the love of learning that they have acquired during their years in the ASM community. Classes are held from 8:30 a.m. to 3:00 p.m. each day.
7. **Seven-thirty Drop Off** is available to a limited number of ASM students. Advance reservations are required and priority is given to those needing this early service daily. The cost is billed monthly or may be contracted yearly with the tuition.
8. **After School Care** is available at ASM for children of all ages until 6:00 p.m. This program is run by the Andover YMCA. All arrangements regarding the program, billing, etc. are directed to their attention.
9. **In-A-Pinch Programs** – The YMCA can offer In-a-Pinch care for after school time with 24 hours notice. Pre-registration is required for entry. This program does not apply to early release days.
10. **Fun Days** - are offered at the Andover/North Andover YMCA on most vacation days for children ages 3-14. Please call 978-685-3541 for further details and pricing.

### **Process for Student Placement**

Classes are assigned by the Head of School with input from the Children's House Director, Elementary/Middle School Director, Admissions Director and staff. Class assignments are made with consideration given to balancing the classrooms for age, sex, time at ASM and special circumstances.

### **Process for Classroom Placements**

**Late April - Early May** – Students, who will be transitioning to the next level in the fall, begin classroom visits on a scheduled basis. Teachers work with and observe these students at work.

**Mid May to June** - Teaching Staff, the Head of School, the Admissions Director and Level Directors meet to begin the process of placing students in each of the classes.

#### **Considerations:**

1. Individual student learning styles, temperament, maturity, independence and ability to make work choices and complete work
2. Classroom profiles (number of returning 2nd and 3rd year students, number of boys and girls, number of special needs)
3. Friends and siblings\* already in the classrooms (or in the group of transitioning students)

\*As a general rule, siblings ARE NOT placed in the same classroom

## **New Student Orientation**

### **1. Children's House**

The first few days of the Children's House program are designed to help new children get accustomed to their new environments. The schedule is as follows:

- The first day of school for new Children's House students and their parents is from 8:30 to 9:30 a.m. or 12:30 to 1:30 p.m.
- The second day is also for new students with or without parents. The session is from 8:30 to 10:15 a.m. or 12:30 to 2:15 p.m.
- On the third day, sessions are from 8:30 to 10:15 a.m. or 12:30 to 2:15 p.m. **This is without parents in the room (if possible).**
- On the fourth day ALL Children's House students (new and returning) attend from 8:30-11:30 a.m. and/or from 12:30 - 3:30 p.m. **This is also without parents in the room (if possible).** Full day Children's House sessions begin on this day.

Please note dismissal for the AM session begins at 11:15 and 3:15 for the PM session.

### **2. Elementary and Middle School**

ALL Elementary and Middle School students attend school from 8:30 am 3:00 pm.

## **Student Provisional Period**

All students enrolling in any program for the first time are given a six week trial period. The child may be removed from the program if ASM decides that the program is not meeting the child's needs. A meeting will be held with the teacher and parents (and possibly the Head of School and/or the Children's House Director or the Elementary/Middle School Director) to discuss the problem. All such attempts to resolve the issue will be documented. If a child leaves because the program does not meet her/his needs, tuition is prorated for the time attended and any excess will be refunded.

After the six week provisional period, every effort is made to have a child remain in school until the end of the school year. Circumstances under which a child may need to leave the program include but are not limited to the following:

- Parental Choice - moving, financial considerations, or dissatisfaction with the program.
- Inappropriateness of the Program for the Child - the schedule or the program is a mismatch for the child (i.e. the child needs more hours or time than is available; a Middle School student remaining on conditional enrollment for 2 or more consecutive semesters).
- Parental Inability or Unwillingness to Conform to Practices and Policies - failure to provide updated medical information, behind three months in tuition, unwillingness to obtain needed services for the child (*see Referral Services*)
- Safety of the other children in the Program - chronic biting or aggressive behavior or actions that a child is able to control, but does not.

## **Children's Records**

Information contained in student files is privileged and strictly confidential. ASM will not distribute or release information of these records without written consent of the child's parents. The school will notify the parents if a record is subpoenaed.

## **Procedure for Obtaining Student Records**

The following procedure is in place for obtaining a copy of student records.

- Submit a written request to the Head of School
- Allow at least 2 business days for the information to be compiled
- The original written request becomes part of the record and is annotated with the date that the record was released and the initials of the person who released the records
- Records may be released to parents on the last day of attendance upon prior request

## **Amending the Record**

Parents have the right to amend their child's record.

- Parents may request a meeting with their child's teacher to discuss material they feel is inaccurate
- Within one week, parents will be informed in writing as to any changes that may or may not be made in their child's record. Any changes will be made in a timely manner.

## **Referral Services**

Referrals to appropriate social, mental health, education and medical services may be needed by children in our care.

1. Parents and/or staff may request such referrals. The Head of School is notified of any request. The teachers, Program Director, Head of School and School Psychologist confer to decide what action will be taken. The Program Director documents such meetings.
2. A conference with parents, teachers, Program Director, School Psychologist and Head of School is scheduled as soon as possible. At this meeting, referral information is provided such as phone numbers, specialists, sample referral letters, advocacy, early intervention and Chapter 766.
3. When a referral is requested or recommended, parents are expected to work cooperatively with the team as this is vital to the success of the child. "Student Dismissal" procedures may be instituted in situations when parents refuse to act on recommendations. A written record is kept of all referrals, conferences and team meetings.
4. Parent are expected to work cooperatively with the team as this is considered a vital part of the process when providing support to facilitate the success of the child in one of our programs.
5. At the discretion of ASM Administration, the Staff Psychologist may be asked to observe a classroom or individual student
6. The School will make every effort to implement any remedial plan recommended by professional resource persons or agencies.

## **SPED Contacts**

ANDOVER	978-623-8540
	978-623-8858
NORTH ANDOVER	978-794-1717
METHUEN	978-681-1310
HAVERHILL	978-374-3435

NORTH READING 978-664-7823  
READING 781-942-9129  
781-942-9179

## **Arrivals and Dismissals**

### **1. Arrival**

- **Children's House:** School starts at 8:30 AM. Students are not allowed in the classrooms until 8:30. Afternoon session starts at 12:30, but do not enter the classroom until 12:30.
- **Elementary/Middle School:** School starts at 8:30 a.m. Students arrive between 8:15 and 8:30 and go directly into the classrooms upon arrival. Students are not to linger in the hallways before the school day begins.
- Attendance is taken at the beginning of each session. A record of each child's attendance is sent to the Administration office every morning/afternoon. Please call the school when your children are absent. The front office calls families that have not called by 9:30 AM.

### **2. Tardiness**

- Records of students, who are late for school, must also be kept. Arriving late to class affects all students. This information is included on Progress Reports along with attendance.
- Children's House students, who arrive after 8:40 for the AM session and after 12:30 for the PM session, **must** check in at the front desk.
- Elementary and Middle School students, who arrive after 8:30, **must** check in at the front desk.

### **3. Dismissal**

- For CH, morning dismissal begins at 11:15 AM and ends at 11:30 AM. Afternoon dismissal begins at 3:15PM and ends at 3:30PM.
- LE classes are dismissed from 3:00 PM to 3:15 PM.
- UE and MS are dismissed from 3:00 PM to 3:15 PM.
- **Fees for Late Pick-Up** - At 11:30 and 3:30 p.m., Children's House students who are not picked up, will be taken to the Administrative office and a late fee of **\$5.00 for every 5 minutes will be assessed to the family.** At 3:15, Elementary and Middle School students who have not been picked up, will be taken to the Administrative office and a late fee will be assessed.
- A list of authorized individuals for pick-up is given to each classroom and is updated by the office staff. A child may leave **ONLY** with an authorized person. **Please** inform the Administrative office of any changes.
- If a parent wants a child to go home with someone **NOT** on the authorized list, the parent **MUST** send a note to the teacher. **CHILDREN WILL NOT BE RELEASED TO AN UNAUTHORIZED PERSON!!**
- If a teacher does not know a pick-up person, he/she will ask for identification.
- Parents may drive up and have their child put into their car by a staff person or they may park in a designated area and come get their children. Parents and Caregivers should **NEVER PARK IN FRONT OF THE SCHOOL** as this is a **safety code violation.**
- Once a child has been dismissed to a parent or authorized pick-up person, the child is no longer the responsibility of the teacher/school.
- Parents should contact the front desk if an Early Pick-up needs to be arranged and the child will be brought/sent to the office for dismissal.

## **School Closings and Emergency Information**

- Andover School of Montessori closes for bad weather whenever the Andover Public Schools close. Delayed opening will also follow the Andover Public Schools.
- Telephone calls and emails are made to each family and each staff member through School Reach. Information can also be obtained by checking WBZ radio/website and Channel 4 TV.
- If there is an emergency, and the school has to be closed in the middle of the school day, School Reach will be used to notify families of the emergency.
- As always, use your best judgment whether or not to transport a child during poor driving conditions.

## **Carpools**

Parents are provided with class lists before the first day of school in order that carpools may be formed. A list of each carpool, including signed parental authorizations, must be submitted to the Administrative office before carpooling begins. **If someone other than a carpool member or an authorized pick-up person is to get your child at school, a written authorization must be sent to your child's teacher.** Please be sure that an adult is responsible for getting the note to your child's teacher at the beginning of the session. **Please observe safety rules while in the Parking Lot area.**

## **Communications**

ASM believes strongly in communication between parents, staff and the Head of School. If you have concerns that may affect the behavior of your child, please bring it to our attention. A note to the teacher, or a call before or after school would be most helpful. Staff members are always willing to assist with any problems or trouble that you or your child may encounter. It is important for staff to be informed in order to respond appropriately.

## **Problem Solving Procedure**

1. If an issue concerns the operation of the classroom, the parent shall take the issue directly to the teacher.
2. If the issue concerns the classroom teacher then the parent can take the issue directly to the Program Director.
3. If the issue concerns the operation of the School, in general, the parent may take the issue to the teacher, Program Director or Head of School.
4. The teacher, Program Director, Head of School and the parent (or any appropriate combination) will meet to resolve the issue to the satisfaction of all parties.
5. If the steps outlined above do not resolve the issue then the parent or the Head of School may take the issue to the Ombudsperson. They will collectively meet to resolve the issue.
6. Should that effort fail to bring resolution, the Ombudsperson will take the issue to the Board of Directors for resolution.
7. If the Head of School thinks that the issue directly affects the Ombudsperson, the issue may go directly to the Board without going to the Ombudsperson.
8. The simple majority decision of the Board will be final.
9. A written report of every grievance will be kept.

## **Identifying and Reporting Child Abuse and Neglect**

According to Massachusetts General Law, Chapter 119, the following people are those mandated to report suspected child abuse: family counselors, social workers, educational administrators, teachers, nurses, day care workers and other persons paid to care for or work with a child in a public or private facility. ASM interprets this mandate to include all workers providing services to children and/or families. Therefore, an ASM staff member (employed full or part-time), who, in her/his professional capacity, has “reasonable” cause to believe that a child under the age of 18 is suffering serious physical or emotional injury resulting from abuse, including sexual abuse, inflicted by a caretaker, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive substance at birth must:

1. Notify her supervisor immediately that she believes a report must be filed.
2. With the approval and assistance of the Head of School, the staff member who becomes aware of possible abuse will participate in the immediate filing of oral and written reports with the Department of Social Services (DSS).
3. A written report (51A) must be filed within 48 hours of oral communication.
4. Staff will keep reports and outcomes confidential.
5. Staff must cooperate with the DSS investigation.

## **Fire Drills & Evacuation in Emergencies**

Fire drills will occur throughout the school year. Some drills will be announced, while others will not, in order to prepare for actual emergencies. When an actual emergency occurs, the following plan is in place:

- A separate evacuation diagram is posted and used at each exit of each room.
- The evacuation diagram describes a designated meeting area in the event of an emergency evacuation of children.
- An accurate daily attendance log recorded at the time of child’s arrival is used for roll call.
- An accurate log of dates and times of all drills and notes about the effectiveness or problems of any drill is kept at the reception area.
- For each classroom, one adult leads children out of the building during emergencies and drills and the other adult checks for stragglers.
- Additional child-specific emergency evacuation procedures are at each exit for any child with special needs who requires additional assistance during evacuation.
- ASM also holds emergency drills periodically throughout the year. The purpose of these drills is to get children and staff used to emergency procedures in a quiet and orderly manner. Notification will be provided before an emergency drill is performed.

## **Contingency Plan for Emergency Situations**

In accordance with state and local ordinances, ASM is required to have an emergency evacuation plan in the event that we have to leave the premises. Listed below are the two situations in which we would most probably have to enact the plan:

- IN CASE OF FIRE, NATURAL DISASTER, OR SITUATION (chemical spills, bomb threats) NECESSITATING EVACUATION OF ASM, students will go to the Faith Lutheran Church, 360 South Main St., Andover. Telephone: 978.475.4059

- IN CASE OF POWER OUTAGE AND SUBSEQUENT LOSS OF HEAT (when the temperature of the building reaches 65 degrees and continues to drop), students will go to the Faith Lutheran Church, 360 South Main St., Andover. Telephone: 978.475.4059

School Reach will be used to notify parents by telephone and email. Face Sheets with student information will also be taken to the site. Signs will be posted at the school.

Directions to the Lutheran Church: Follow Rte. 28N for approximately .3 miles. The Lutheran Church is on the right.

## Health Procedures

1. New children entering the program must have a complete current physical examination (within one year) prior to entering school. Children entering Children's House, Kindergarten and seventh grade are required to have updated immunizations. Physician documented proof is required.
2. A lead-screening test for children 5 and under is mandatory.
3. ASM generally does vision, hearing and scoliosis screenings. If these screenings have been done by your pediatrician, please provide the documented results to the School Nurse.

## Immunization Policies

Required immunizations **must** be up to date before school entry, as per Mass Department of Public Health regulations. The only exceptions are medical or religious objections. **These must be in writing** and on file **prior** to school entry. Please note: Even with documentation, if your child is missing immunizations due to a religious or medical objection, they could still be subject to exclusion and quarantine in the event of an outbreak of a disease for which they are not immunized.

All vaccinations must be physician documented with at least the month and year of the vaccination, and administered within the required time frame set by the Department of Public Health. All immunization records must be provided in English. Please provide the School Nurse with any updated vaccination information. If you have any questions regarding vaccination requirements, please see the School Nurse.

## Health Update:

If your child's medical information should change during the course of the year, (s/he develops an allergy, is put on medication, etc.) **you must notify** the School Nurse in writing. There is a health update sent out in the summer, please fill it out and return it to the school. This will help to keep the School Nurse updated of any changes in your child's health.

## Medication Policies

1. In general, medication should not be taken during school hours, if it is possible to achieve the medical regimen at home. For example, medication to be taken three times a day, can be given before school, after school and at bedtime.
2. Medications that have to be given at school are only to be given during school hours. Children who are in the YMCA after school program need to have arrangements made with the YMCA staff.

3. To insure your child's safety, all medications are to be delivered to school in a pharmacy labeled container. ***We are unable to administer any medications that arrive in baggies or envelopes.***  
Ask the pharmacy to provide separate bottles for school and home. (If you have lost your label, the pharmacy will be able to print up a new one for you.)
4. Over the counter medication needs to be in the original container.
5. Medications can only be delivered by a parent or responsible adult. **Please do not send in medications with your child, or leave it in their lunchbox or backpack.**
  - Please bring only a thirty day supply at a time
  - Medications that have expired or are out of date cannot be given. The Nurse will check for expired medications; please replace any expired medications promptly.
6. **A physician's order and written parental consent is required for all prescription and non-prescription medications.** Please contact the School Nurse for the appropriate forms. This includes medications such as epi-pens and inhalers. Please have these forms filled out and the medication available for student for the first day of school. An appointment needs to be made with the School Nurse, prior to the first day of school, in order to discuss your child's condition. A care plan will then be written up in order to provide the best care for your child.  
Children in elementary and middle school may receive common medications, (such as Tylenol) prescribed by the school physician, only if written parental consent is provided. This is only for occasional use. If your child takes these over the counter medications frequently, parents will need to get an order for this medication from their child's primary care physician. If your child is in Children's House, and you wish them to have over the counter medication, you must provide the order from your child's primary care physician.
7. **Long-Term Medications** – Medications which must be taken during school hours during the school year, such as Ritalin, inhalers, epi-pens, insulin, require the following forms to be on file before any medication is to be given at school:
  - A signed parent/guardian consent
  - A medication order signed by the prescribing doctor
  - An emergency plan signed by both the parent/guardian and doctor
8. **Short-Term Medications** – Medications such as antibiotics for an ear infection for a week are considered short term medications. The following must be completed before the medication can be administered:
  - A signed parent/guardian consent
  - A signed physician order. In this case, the prescription label can serve as the order.
9. **Unused Medication** - Parents/Guardians may retrieve medications from the school at any time. All unused, discontinued or out-dated medication shall be picked up by the parents/guardian at the end of the school year, or they will be discarded

### **Mildly Ill Children**

Children who become ill\* during the day will be allowed to rest in the office until the parent arrives. Please try to pick up your child within a reasonable period of time after you have been notified. The Nurse's office must remain free for other emergencies/illnesses.

\*Please Note: Any child who vomits or experiences diarrhea MUST be taken home, even if s/he claims to feel better after the event.

## **Managing Infectious Disease**

1. Children attending ASM are expected to be well enough to participate in all activities, including outdoor play. If your child experiences conditions such as hay fever during spring and fall, they cannot be kept inside during recess. Parents must make arrangements for their children at these times.
2. **Children with symptoms of other contagious diseases**, including strep throat, conjunctivitis, or impetigo **will be excluded from school until 24 hours after prescribed treatment has begun, and s/he is without a fever.** In the case of a child with exposure to or symptoms of a more serious contagious disease (i.e. SARS, chicken pox), said child will be excluded from school for the timeframe recommended by the Center for Disease Control AND have authorization from a primary care provider that it is safe to return to school. Please notify the school if you have traveled to a country or have been exposed to travelers from a country experiencing such contagious diseases.
3. Children with head or body lice must be treated by a physician before they may return. Please notify the school if this is the case. The Nurse will send out letters to the parents of the affected classrooms only. Parents are encouraged to check their children's hair, and are referred to their physicians for more information. If you wish the School Nurse to check your child's head, please notify the Nurse. Children with lice who have been treated will be checked upon return to school and again in about ten to fourteen days. Follow physician advice re: lice treatment.
4. **If your child will not be attending school because s/he is ill, please notify the school before 9:00 am, or 12:30 pm if in afternoon program.** Children attending ASM are expected to be well enough to participate in all activities including outdoor play.
5. Do not send your child to school on days when any of the following symptoms are present:
  - **fever**                      • **rash**                      • **cough**                      • **extreme fatigue**
  - **vomiting**                      • **sore throat**                      • **diarrhea**
  - **profuse discharge of discolored mucus from nose or eyes**

## **Notification of Contagious Disease**

ASM will notify parents of any contagious disease at school. Notification will be made via form letters from the Health and Safety in Child Care book posted in the lobby, by the classroom doors, and in the TIP. Parents must remember to notify school officials if their child has a contagious condition. Those who willfully and intentionally disregard this policy will have the following imposed: First Offense: \$500 fine, Second Offense: Expulsion from the School. This ruling will cover the complete duration of the family's tenure at the School and the assessed fine will become tuition due subject to the policies of tuition payment and collections.

## **Return to School**

Children who, in the opinion of the staff, may have a contagious condition will be excluded from the program until a physician indicates in writing that it is safe for the child to return. Should there be additional questions about treatment, the ASM Health Care Consultant or MA Department of Public Health may be contacted about the decision on a child's return to the program. Children beginning antibiotic treatment for contagious disease should have

treatment for 24 hours before returning. ASM requires that children be free of fever and vomiting for 24 hours before their return to the classroom.

If your child has a serious illness, has been out of school for an extended period of time, or has had surgery, fractures, etc, you must provide a physician's note that it is safe for your child to return to school. This note should include any limitations, or notation that the child may resume normal activities. Please inform the Nurse if your child has any serious illnesses or surgery, or conditions that warrant monitoring.

## **Head Lice Policy**

### **Background**

Head lice are small parasitic insects which live on the scalp and neck hairs of their human host. They are "equal opportunity parasites"; they do not respect socio-economic class distinctions. Having head lice does not connote a lack of hygiene or sanitation. They are acquired by direct head to head contact with an infested person's hair, but can infrequently be transferred with shared combs, hats and other hair accessories. They can remain on bedding or upholstered furniture for a brief period.

Children seem to be more frequently infested than adults and Caucasians more frequently than other ethnic groups. Lice cannot fly or jump; they do not burrow into the scalp. They cannot survive for more than a day or so at room temperature without ready access to a person's blood. Nymphs hatch from the egg after about 8 days, and attain the adult stage about 9-12 days after hatching. An infested person has fewer than a dozen active lice on the scalp at any time, but may have hundreds of viable, dead and hatched eggs. Treatment should be considered only when active lice or viable eggs are observed. The potential for misdiagnosis is great. Much of the material thought to be nits are artifacts, such as dandruff, hairspray droplets, scabs, dirt, or other insects.

For treatment, first, ensure that a correct diagnosis/identification has been made. The egg is particularly resistant to some chemical treatments, so a second treatment is often required about 10 days later to target the nymphs that hatch after the initial treatment.

Mechanically removing lice and nits can be an effective but time consuming method. Adult female lice cement each egg to the base of the hair shaft. As the hair grows, the eggs are transported away from the scalp. Eggs more than one half inch away from the scalp are nearly always hatched. An infestation may be eliminated by combing each day to remove the live lice. Louse or nit combs can be useful in removing lice and eggs. They can be purchased from any drug store. Comb daily until no live lice are discovered for about two weeks.

Hair should be cleaned and well combed to remove tangles before attempting to use a louse comb. Clean the louse comb frequently to remove any caught lice or eggs. It may require several hours each night for several nights to tackle the problem. An entertaining video may help keep the child occupied. Sit behind the child, and use a suitable bright light, magnification if available to inspect and comb through the hair, one small section at a time. Repeat until no more active lice are observed. Water, vegetable oils or hair conditioners help lubricate the hair and ease the combing process, others report that this can make it more difficult to see the eggs.

Infestations may be treated with shampoos containing permethrin or pyrethrins specifically labeled for use on people. Read and follow the label directions. A second treatment is often necessary about 10 days later to target lice that hatch after the initial treatment. Pyrethroids

do not remove the eggs from the hair. Lice do not fall from the hair or die immediately upon treatment with pyrethroids, wait until the next morning to determine the fate of the lice.

Other insecticides should be avoided unless specifically prescribed by a physician. Use caution when dealing with any insecticidal agent,. Read and follow label directions. Do not apply any insecticide of other chemical not specially labeled for use on people.

Other methods, such as home recipes, enzyme treatments, antibiotics, and anitparasitic drugs, are not recommended, nor are their effectiveness or safety guaranteed.

Many people use oils such as olive oil on the scalp to smother the lice, but it can be difficult to remove. Do not use motor or machine oils. Heat from a hair dryer could kill lice and their eggs, but great caution needs to be used, as heated air from these devices can also easily scald the hair and scalp. No precise protocol for this treatment is yet available. Objects that cannot be heated in a dryer may be placed in a freezer or outdoor if sufficiently cold. People who shave their heads may not have lice, but many parents find this method aesthetically unappealing. Short hair is more easily searched but does not make the child invulnerable to lice.

People cannot get lice from pets. Therefore, pets should not be treated for head lice. Head lice and their eggs soon perish if separated from the human host. Removed lice survive just a day or so, and eggs lose viability within a week. It is highly unlikely that the removed egg will reunite with the host at this time. Herculean steps to clean lice from the house or car by intensive washing or vacuuming will result in a cleaner space but are unlikely to significantly facilitate the goal of eliminating the lice from those residing in the home. A child's car seat cover may benefit from vacuuming, however. Washing and drying with heat, pillowcases, sheets, nightclothes, towels and stuffed animals may possible eliminate lice and eggs that could reinfest a family member. Combs brushes, hats and other hair accessories in contact with an infested person should be washed in hot water each day to dislodge any lice and nits. Shared helmets and headphones may rarely and transiently harbor an occasional louse or nit, shared lockers or coat hooks probably pose even less risk as sources of contamination. Insecticidal treatments targeted at lice within the school or home in vehicles, or to carpets and furniture are generally unwarranted, and unnecessarily expose occupant to insecticidal resides.

Patients are encouraged to approach their doctor or nurse for assistance and discuss treatment.

### **ASM Policy**

ASM will send notices home to families when warranted. These notices will be to affected families/classrooms, and are sent as an informative notice, to encourage parents to be extra vigilant in checking their children's hair.

Mass screenings for head lice will not be conducted, unless we have reports of several cases, which involve different levels in the school. Remember that often, different levels are involved due to cases involving siblings. If there is a head check, there will be checks without parental notification. If you have questions about that, please refer to the nurse. The nurse will be happy to check any child's or adults head upon request, at any time.

If your child is diagnosed with head lice, they must be treated before they can return to school.

We request that you consult with your child's pediatrician re: treatment options. Notify the school that your child has been diagnosed.

Upon treatment, remove all nits before returning.

Make an appointment to meet with the school nurse for a head check prior to entering the classroom again. There will be no admittance into classroom if nits are still there.

A head check will also be performed in two weeks, to ensure no nits/lice are still in child's hair. Please note that child will be sent home if nits are found.

We have formulated this policy in order to demystify the process of head lice and infection, try to minimize the spread of lice if discovered in the child. We encourage parents to be vigilant in checking their children's hair periodically, or if the child is continually scratching, or complaining of itch. If you have any questions, please refer to your child's pediatrician. Never treat "just in case".

Remember that the insecticide shampoo is just one part of the treatment; not sharing personal items, wearing hair tied back, combing daily for live lice and nits once diagnosed are just as important. Telling the nurse about the lice diagnosis is important as it helps the nurse track the problem, and be able to assist the parent in checking for effectiveness of the treatment. There has been a stigma attached to lice, but truly, there is no correlation to who gets lice and who has a dirty or clean environment. Lice are a nuisance, but they are not sources of disease.

The above information has been found and paraphrased from the Harvard School of Public Health, Head Lice Information, Laboratory or Public Health Entomology. To download your own copy, go to <http://www.hsph.harvard.edu/headlice.html>

## **Allergies**

Parents **must** notify the office of all known allergies. In a case where a child has a life-threatening allergy, parents must meet with the Nurse to discuss the allergy and fill out an emergency plan signed by the parents and child's physician. If a child requires an epi-pen, these forms, along with a parent consent form, and a physician's order form, **must be filled out and on file prior to the child's entry to school.** The epi-pen must be provided by the parent, and will be kept in an easily accessible place in the child's classroom, or on the child's person, when appropriate. Children with life-threatening allergies requiring the use of an epi-pen, children with extensive multiple allergies and children with allergies to commonly used foods, such as eggs, milk, and flour, **must provide their own snack and lunch at school.** The teachers will be happy to assist you in making arrangements to store safe snacks and special snacks for your child.

We ask the parents of children in Children's House and Kindergarten to support their **NO PEANUT/NUT** policy. If you cannot comply with this please speak to the Nurse, Children's House Director or Head of School. All parents are asked not to bring in foods with nuts or peanuts when providing general snacks for the classroom.

Children in elementary/middle school classes, may bring in peanut and/or nut lunches, and these are to be eaten in the lunch room at designated tables only. Children must also wash their hands/use wipes after eating a peanut or nut lunch. No peanuts or nuts are allowed in the classrooms or in any common areas at the school, other than the designated lunchroom tables.

We ask parents to refrain from bringing in peanuts or nuts into the school for any other occasion, such as Thanksgiving, PACE celebrations, open houses, or other school

celebrations This includes children who are not students at the school (such as younger siblings). Your cooperation is appreciated in order to keep the school as safe as possible. Take a moment to check the labels for ingredients; some peanut/nut sources are not immediately obvious. If you have any question on the appropriateness of a food, please ask your child's teacher and/or the Nurse. We also ask that you label food ingredients if you are bringing in a snack for general consumption (such as UN Day).

### **Hand Washing Procedures**

Hand Washing is the first line of defense against infectious disease. Staff and children are required to wash their hands at the following times:

- Upon arrival at school
- Before eating or handling food, and after eating peanut/nuts
- After going to the bathroom or assisting in toileting
- After touching body fluids (blood, mucous, feces, urine, vomit, etc.)
- After handling pets or their equipment
- After any cleaning activities

### **Toileting Procedures - Children's House**

Bathrooms are located in each CH classroom and are under the direct supervision of the CH classroom teachers. Children must wash their hands with soap and running water after using the toilet. Paper towels are used to dry hands. Children are assisted as needed with buttons, snaps, etc.

Children are expected to be toilet trained (or in the process of learning), but occasional accidents do happen. For that reason, as well as the fact that water activities are part of the curriculum, each child must have a complete change of clothing at school. If a child wets or soils herself, a staff member will assist her in changing her clothes. Wet or soiled clothes are sent home in a plastic bag. Replacements MUST come back the following day.

### **Sanitation Guidelines for Infection Control**

The following items will be disinfected daily:

- Toilets and Toilet Seats
- Sinks and Faucets
- Mops
- Non-porous Floors
- Cloth Towels
- Countertops
- Eating Tables

Soiled items going home will be sealed in a plastic bag and kept out of reach of children.

### **Monitoring the Environment**

**Any potential hazards will be removed before children are allowed access to the space. Children will be supervised by a staff member at all times. All toxic and hazardous materials (including cleaning materials) will be kept away from children and from any food items.**

## **Accidents and Emergencies**

**Accident Report Form** - An ASM accident report form is completed after all emergencies or accidents. The Nurse will talk with a parent or guardian about each accident or injury their child experienced in the program. One copy is given to the parents; one copy is to be signed and returned.

**Central Log of Injuries** - The Nurse's Office will assure that there is an accurate, up-to-date log recording each injury or accident which occurs when the program is in session.

**First Aid Equipment** - The main first aid kits at ASM are kept in the office at the reception desk, and in the Nurse's Office. The Nurse is responsible for keeping the kits supplied at all times.

**Use of First Aid and Supplies** - First Aid equipment may be used by ASM staff members trained in emergency first aid. Volunteers should not administer first aid. The First Aid kit must be kept out of reach of children at all times. When administering first aid for cuts and abrasions, gloves should be worn. It is the policy of ASM that a complete First Aid kit is taken **on all trips with children which are off the premises**. Classroom teachers are responsible for assuring that the "traveling" First Aid kit is brought on all trips.

**Emergency Procedures for Field Trips** - A staff member on all trips must carry emergency cards for each child and a complete "traveling" First Aid Kit. If your child has a special health condition, such as asthma, or uses an epi-pen, we urge you to accompany your child on the field trip, especially parents of very young children with health conditions. Efforts will be made to provide medical/nursing coverage for the trips, but it may not always be possible. If an accident or illness requiring immediate medical attention should occur, an ambulance will be called and the child's parents or authorized person will be notified. In the event that the parents cannot be contacted immediately, a staff person from ASM will continue to try to reach the parent and/or alternative emergency contact designated on the Face Sheet by the parent.

**Emergency Transportation/Notification of Parents** - Emergency Ambulance/Rescue is called at 911. Parents are notified of emergencies immediately by telephone. When parents cannot be reached, a staff member will accompany the child in the ambulance. A staff person at ASM will continue to try to reach a parent and/or emergency contact designated on the Face Sheet by the parents. It is extremely important to provide current contact information, and update the school immediately if there are any changes. Children should have at least one other contact person in case of emergency when parents cannot be reached.

## **Parent Involvement, Participation and Community Service**

It is expected that each family will contribute to the ASM community in some meaningful way. ASM parents are encouraged to do so by sharing their talents, hobbies or careers by making a classroom or a grade level presentation, serving on a volunteer committee (i.e. Library, Auction), or attending Parent Association and/or Board meetings. A Community Volunteer Fair will be set up in the fall so that families can choose from a variety of options and find an opportunity that matches an interest or ability with a need of the school.

ASM welcomes parent input concerning the programs and policies of the school. Please note that Board meetings are scheduled on the school calendar and are open to all parents. If you wish to have an item placed on the Board agenda, notify the Board clerk at least 10 days prior to the Board meeting. Board agendas are posted in the front hall prior to Board meetings. Board minutes are located in a binder at the front desk.

Our Annual Meeting is held in June. Board members are elected at this meeting and the school's end-of-year budget performance is reviewed. All parents are voting members of the corporation and are encouraged to attend.

The Parent Association (PACE) will hold meetings during the school year as a means of sharing information regarding topics such as Montessori philosophy, issues of parenting, etc. Family socials and "coffees" are also organized to help parents get to know one another and to become part of the school family. This Association is your association and will be as useful as you wish. Dues are billed annually.

### **Fundraising and Annual Fund**

Tuition covers approximately 91% of the cost of educating a child at ASM. Fundraising activities and the Annual Fund help to cover the remaining 9% of the cost as well as program development, expansion and capital costs. Major fund-raisers (e.g. auction, golf tournament) are held each year. Each family is strongly encouraged to participate in the fund-raisers and to contribute yearly to the Annual Fund. Within the ASM community there will be various fundraisers by staff and students taking place throughout the calendar year. We may ask for parent contributions and participation for these events.

### **Classroom Observations**

ASM encourages parents to observe their child's classroom through the one way mirrors. This can be done at your convenience. Classrooms are open to parents beginning in mid-October. Parents are asked to schedule any in-class observations at least three days in advance and this should be done through the classroom teachers. Please keep in mind that the teachers give their full attention to the children during class time and are unable to talk with you during your observation. If you have questions please call your child's teacher, or make an appointment to meet with him/her. *As confidentiality is absolutely required, any concerns should be raised ONLY with the teacher(s) or Administrators.*

### **Conferences and Reports**

Communication about student progress occurs throughout the year, according to the schedule below. The two conferences give parents an opportunity to meet with the teachers to discuss their child's activities and progress. The winter Progress Report for Elementary and Middle School students provides additional information to parents about their child's progress. All conferences are confidential conversations between the parents and staff. **Both parents are urged to attend the conferences.** In addition, parents or classroom teachers may request a conference at any time throughout the year.

- Fall - Conference only; no Progress Report
- Winter – Progress report; no conference (Upper School only)
- Spring – Conference and Progress Report

Parents are encouraged to call the teachers if they need to speak to them. Except in emergencies, all calls to teachers during class time will be directed to voicemail and returned in a timely manner.

### **Field Trips**

Kindergartners, Elementary and Middle School students will go on many field trips. Parent organizers and chaperones are often needed. This is a useful opportunity for parents to share their child's school experience. All field trips will be announced in advance and all children must have a signed permission slip in order to participate.

### **Snacks**

Children will have access to a nutritious snack daily. A suggested snack list is distributed in the beginning of the school year.

Children's House parents are asked to contribute periodic snacks for their child's class. Room parents will create a monthly Snack Calendar that will identify which day each family will provide the class snack. Please do not provide snacks for the class which include peanuts or nut products.

If your child has a life-threatening allergy, allergy to multiple foods, or allergy to common foods, e.g. flour, milk, you must meet with the school nurse to discuss your child's condition and create an Emergency Plan. In general, children with allergies and those on special diets need to provide their own snacks. You may make arrangements with your child's teachers to store special safe snacks for emergency use, and special occasions.

Elementary and Middle School students provide their own snack. Snacks that contain peanuts or nuts can only be eaten in special areas in the lunchroom, not in the classroom.

Suggested snacks: vegetables, fruits (bite-sized), crackers, crackers with cheese, nutritious breads, mini muffins, etc.

### **Lunch**

If your child is eating lunch at school, please pack a well-balanced meal, excluding candy and other highly sugared foods or food containing excessive quantities of additives and preservatives. Such foods do not sustain a child throughout the day and often cause adverse side-effects in attention and behavior.

Suggested lunch foods: milk or 100% fruit juice, whole grain bread, high protein sandwich filling (meat, fish, bean or cheese), and a fruit and/or vegetable. Refrigeration for individual lunch boxes and microwaves are not readily available. Children are not allowed to share any of the food in their lunches.

**Remember, Children's House has a peanut and nut free policy.**

### **Birthdays**

ASM children may celebrate their birthdays by bringing in a birthday treat. We are concerned with nutritional awareness and ask that you please keep the sugar content to a minimum and keep the servings small. Choose your child's favorite from the suggested snack list. (Fruit Kabobs are always a hit!) Parents are asked to inform the teachers in

advance whenever they intend to provide a birthday treat/snack. Children who have food allergies should have a special treat provided by their parents for this occasion. For reasons of safety, the staff cannot give food not provided by parents to children with epi-pens and/or food allergies.

A suggested snack list is distributed in the beginning of the year. You may want to help your child choose a favorite from the list.

If you are planning a party for your child, please consider the other children in the classroom. Invitations are not to be distributed at school. We also ask that children do not bring gifts for after-school parties.

### **Celebrations/Holidays**

Holidays are recognized within the social, seasonal, educational, and community environment in which they occur. The children may construct projects, listen to music, or read books pertaining to all aspects of the holiday occurring at the time. The following holidays are celebrated by the children at school:

- **United Nation's Day in October** – The children “Share their Heritage” by dressing in costumes of their own heritage. Children’s House parents and students share information about their culture including foods in their classrooms. All children gather around the flagpole to sing and learn about the origin and meaning of UN Day.
- **Thanksgiving** - Children’s House classes have a tradition of coming together to celebrate Thanksgiving.
- **Winter Celebrations** – The Music Teacher works with classes to prepare a holiday concert.
- **Grand Friend's Day** - Grandparents or special family friends are invited to visit ASM and enjoy time in the classrooms.
- **Founder's Day** - All students, staff, parents, friends and alumni gather to celebrate the founders, the history and roots of the school.
- **New Family Social** - A dinner for new families and their mentor families is held to welcome them into the ASM community.
- **All School Picnic** - Celebrate the completion of another wonderful year at ASM. Families bring their own picnic dinner and are invited to bring a dessert to share with other families.

### **Clothing and Personal Belongings**

ALL CLOTHING SHOULD BE CLEARLY LABELED. We encourage Children’s House parents to send their children in play clothes - clothes that are washable and easy for the child to manage. Shoes that are appropriate for outdoor play are recommended.

Your child has Physical Education ONE day per week. Please support your child in remembering to wear sneakers on this day. Students not wearing sneakers will be asked to “sit out” during PE. This rule is essential for the safety of the children.

A spare set of clothing should be provided for all children, regardless of age/grade. Children can unexpectedly soil their clothes, for example, nosebleeds, falling in mud, etc. If your

child does not have a change of clothes, when needed, you will have to come to the school to provide it. Please remember to replace clothing that has been used.

Children's House parents, please provide a complete change of clothing for your child including underwear and socks. The clothing should be labeled with your child's name and packed along with a plastic bag in a plastic box (the box is provided by the school). The extra clothing must be brought on the first day of class and must be replaced as used. Please remember to change the contents of your child's box with the change of seasons.

Outdoor clothing should also be labeled and should be as easy as possible for the child to manage. During the winter months we prefer that children not wear their outdoor boots in the classroom, so please provide an extra pair of rubber-soled slippers or sneakers for indoor use. The children typically wear slippers from Thanksgiving through April.

### **Mailboxes**

For your convenience and ease of communication, each family has a mailbox in which information will be placed. Each staff member also has a mailbox. Messages left at the front desk will be delivered to the staff member's mailbox.

### **Playground Safety**

- Safety is our main concern; the physical and mental well being of each child is important.
- Vigilance on the part of the adults will best ensure the children's successful recess time.
- Language such as "Use your words, not your hands.", "Please keep your hands to yourself.", and "Remember that there are other children here to watch out for." will be used by adults to remind children to be careful.
- Basic Conflict Resolution skills will be utilized to help children resolve their own differences. Students are expected to attempt to solve an issue by themselves, using language like, "Stop, I really don't like that", or removing themselves from a situation. If an issue needs adult intervention, each child will be given the opportunity to express his side of the incident.
- "Time-outs" may be used during recess and under the supervision of the staff members on duty.
- Balls may be rolled or thrown to one another, but may not be kicked, unless children are located on an open field area.
- Children may not use any implement, natural or manufactured, as a weapon.
- Sticks are to be left on the ground and not picked up or played with.

### **Notices and Advertising**

- Notices that are posted in the lobby or placed in the ASM family mailboxes must first be approved by the Head of School and should relate to entertainment, educational programs, etc. for ASM children
- The minutes of Board Meetings are posted in the lobby as soon as they are available.
- The notice board may also be used for sign up sheets for conferences, parent meetings, etc.
- No advertising or demonstrations of products or books is permitted in the classrooms.
- Parents may use the newsletter to inform others of services or goods they offer.
- All correspondence with people or organizations in ASM's name must first be approved by the Head of School

## Discipline Policy

**Tolerance and Harassment Policy** - This policy has been developed to ensure that the educational opportunities of all students, and the employment conditions of all employees, are not threatened or limited by such harassment and to ensure that individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation, or degradation. This policy defines unlawful and prohibited conduct. This handbook details the required reporting and investigation procedures and potential disciplinary actions should this policy be violated.

1. It will be a violation of this policy for any employee, student, Board Member, or parent of a student of ASM to harass another employee, adult member of the school community, student, applicant for employment, Board member, or other person with business to conduct with ASM, through conduct and communications as defined below. It will also be a violation of this policy for students to harass other students or staff through conduct or communications of a harassing nature as defined below.
2. Unlawful and prohibited conduct includes, but is not limited to, actions which are related to a person's sex/gender, race, color, national origin, religion, age, disability, sexual orientation or ethnicity when such actions are unwelcome and unsolicited by the recipient.
3. Harassment consists of conduct that:
  - a. Has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment;
  - b. Has the purpose of substantially or unreasonably interfering with work or performance (student or faculty member's ) in the classroom;
  - c. Otherwise adversely affects a person's academic standing, employment opportunities, or ability to conduct an orderly classroom.
4. Sexual/Gender Harassment: Unlawful and prohibited conduct, consisting of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual behavior when:
  - a. Submission to, or rejection of, such conduct or communication is made explicitly or implicitly a term or condition of employment, or education, or academic achievement;
  - b. Submission to, or rejection of, such behavior is used as a basis for employment or academic decisions;
  - c. Alternatively, such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, or offensive work, or educational environment.
5. Examples of prohibited behaviors shall include, but not be limited to, the following examples:
  - a. Verbal conduct: name calling, teasing, jokes or other derogatory or dehumanizing remarks by students, parents, staff or Board members, aimed at an individual or group;
  - b. Physical contact: unwelcome touching of a person or person's clothing, or any other act of physical intimidation or bullying;
  - c. Uninvited and unwelcome occupation of a classroom: teachers have the right to request that parents and other ASM community members maintain decorum and good manners when they visit a classroom and respect a teacher's request (if made) to conduct conversations outside the classroom;
  - d. Written conduct: notes, cartoons, calendars, graffiti, offensive or graphic posters, pictures, book covers, drawings, computer terminal messages of an offensive

- nature, or designs on clothing meant to offend another on the basis of gender, race, color, national origin, age, disability or other identifying characteristic;
  - e. Visual conduct: suggestive looks, leering, gesturing of a suggestive nature;
  - f. Blackmail: as in behavior with the intention to control another individual's scholastic achievement or employment status;
  - g. Threats that cause evacuation of the school or other actions that cause unwelcome disruptions in normal activities.
6. The foregoing list was to provide some concrete examples, but is not meant to be all-inclusive.

**Principles** - ASM expects students, faculty, staff members, parents and members of the ASM Board to refrain from harassment. To help all of us recognize when our behavior crosses the line between tolerance and harassment, we issue the following general statement of principles:

1. ASM will not allow the possession of any weapons in the school by any person other than a registered officer of the law. Following Andover Public School policy, ASM does not attempt to spell out the definition of a dangerous weapon but leaves it to the Head of School to define on a case by case basis.
2. ASM will not allow the possession or use of any illegal form of alcohol or addictive drug, including tobacco, in the school or on school grounds.
3. ASM will not allow on its grounds physical harassment, bullying or other behavior in which its students or teachers are treated abusively by students, teachers, administrators, or parents.
4. ASM will not allow associations of students except those that have officially applied for and been granted club or group status by the school.
5. ASM will not allow on its grounds any behavior, words, associations, or written material that is offensive to particular religious, ethnic, racial, or other social groups. This includes but is not limited to expressions of racism, anti-Semitism, or intolerance towards people of particular sexual orientation or ethnicity.

ASM promotes a Montessori environment of grace and courtesy, in which students have the freedom to be themselves, to develop their gifts and pursue their interests while also learning incumbent responsibilities.

Our goal is to prepare children to be lifelong learners and responsible citizens of the world community. ASM strives to be a community in which students learn both of these facets of tolerance, and in which students, their parents, faculty, staff, the Head of School, and ASM Board members practice both facets in their relationships with each other.

**Responsibilities** - All students, teachers, administrators, other ASM personnel, Board members and parents are responsible for creating and maintaining an environment that is free of harassment and other offensive behaviors and for conducting themselves in a manner consistent with the spirit and intent of this policy and in cooperating with any investigation of alleged harassment.

ASM is responsible for the dissemination of this policy and training.

This policy shall appear in the various ASM Handbooks. The ASM community will discuss "Tolerance and Harassment" policy at least once a year.

### **Bullying Prevention and Intervention Plan**

1. **Introduction** - At ASM, we expect that all members of our school community will treat each other with civility and respect. It is the policy of the School to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe.

The ASM Bullying Prevention and Intervention Plan, set forth below, is published in response to the recently enacted Massachusetts law against bullying and is an integral part of our efforts to promote learning and to prevent behavior that can impede the learning process. Our Plan spells out ASM's comprehensive approach to addressing bullying, cyber-bullying, and retaliation.

This Plan is consistent with other ASM policies against discrimination, harassment, bullying, and retaliation that appear in our Parent Handbook and our Staff Handbook.

It is important that this Plan be well understood by all members of the ASM community. The Head of School is responsible for the implementation and administration of the Plan. Questions and concerns related to this Plan may be referred to the Head, the Elementary/Middle School Director or the Children's House Director.

2. **Policy against Bullying, Cyber-Bullying, and Retaliation** - The School will not tolerate any form of bullying or cyber-bullying, nor will we tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying and cyber-bullying are prohibited on school grounds and at school-sponsored events, activities, functions, and programs. Bullying and cyber-bullying also are prohibited at school bus stops, on school buses or any vehicles used by the school, and through use of technology or an electronic device owned, leased, or used by the school.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if the bullying creates a hostile environment at school for a targeted student; infringes on the rights of a targeted student at school; or materially and substantially disrupts the educational process or the orderly operation of the school.

3. **Definitions under the Law** - The following definitions are drawn from the Massachusetts law against bullying.
  - a. **Bullying** is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
    - Causes physical or emotional harm to the targeted student or damage to the targeted student's property;

- Places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
  - Creates a hostile environment at school for the targeted student;
  - Infringes on the rights of the targeted student at school; or materially and substantially disrupts the educational process or the orderly operation of the school.
  - Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines and the Internet. It includes, but is not limited to, e-mail, instant messages, text message, and Internet postings, whether on a webpage, in a blog, or otherwise.
- b. **Hostile Environment:** A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
4. **Legal Definitions and School Policy:** It is important to bear in mind that stricter standards of behavior may apply under ASM's policies in order that we may prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law.
5. **Prevention of Bullying and Cyber-bullying** - From the earliest grades at ASM, students learn that as members of our community they have a right to be treated with grace courtesy and respect. Our curriculum emphasizes respect for differences, and teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce the behavior that is expected of everyone in the ASM community.

Annually, children discuss and establish the rules for their classrooms. Middle School students write a constitution by which their class is governed. Peace Corners are established in many classrooms where students, who want to become peaceful again, may go and where students, who are disagreeing, may go to settle their differences. ASM's Acceptable Use Policy, which addresses the use of all technology at the School, is reviewed and updated yearly. Parents of students in Grades 4-8 are asked to go over the policy in detail with their children before both parents and students sign it. Access to computers is not allowed until the policy has been returned.

The administration and faculty recognize that it is essential that expectations for student conduct extend to halls, lunch, recess, carpool, buses and the like. The School strives to ensure that ample adult supervision is provided on School premises, including in the halls, at lunch and at recess, and on School-provided transportation throughout the school day as well as at School-sponsored events.

6. **Reports of Bullying, Cyber-Bullying, or Retaliation** - Any student, who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by this policy, is strongly encouraged to promptly report the matter orally or in writing to the Head of School, the Elementary/Middle School Director or the Children's House Director or to any other faculty or staff member with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Head of School, the Elementary/Middle School Director or the Children's House Director. Furthermore, any parent who has him or herself witnessed bullying or cyber-bullying or has relevant information concerning such an incident is strongly urged to come forward to the Head of School, the Elementary/Middle School Director or the Children's House Director. A parent should also report any incident of retaliation in violation of this policy to the Head of School, the Elementary/Middle School Director or the Children's House Director.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the Head of School, the Elementary/Middle School Director or the Children's House Director. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of bullying, cyber-bullying, or retaliation.

Faculty and staff may not make reports under this policy anonymously. The School also urges students and their parents not to make reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Students and parents are encouraged to bear in mind that the School takes its policy against retaliation seriously. Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

7. **Responding to a Report of Bullying, Cyber-bullying, or Retaliation**
  - a. *Preliminary Considerations* - When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the Head of School, the Elementary/Middle School Director or the Children's House Director, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.

8. **Obligation to Notify Parents** - It is the policy of the School to notify the parents of any student who is an alleged target of bullying, cyber-bullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint has been made.
9. **Investigation** - The following is an outline of the procedure that is pursued once a complaint has been brought to the attention of the Head of School, the Elementary/Middle School Director or the Children's House Director:
  - a. An impartial investigation of the complaint is conducted by the Head of School, the Elementary/Middle School Director or the Children's House Director. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, with the student who was the target of the alleged bullying, cyber-bullying, or retaliation, with the person or persons against whom the complaint was made, and with any students, faculty, staff or other persons.
  - b. Depending on the circumstances, the Head of School, the Elementary/Middle School Director or the Children's House Director conducting the investigation also may choose to consult with other teachers and/or the School Psychologist.
10. **Resolution, Notification, and Follow-up** - Following interviews and any other investigation undertaken, as the School deems appropriate, the Head of School, the Elementary/Middle School Director or the Children's House Director will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. If it is determined that the policy set forth in this Plan has been violated, the Head of School, the Elementary/Middle School Director or the Children's House Director will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented.

The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Section 51A of the Massachusetts laws, law enforcement or another appropriate government agency shall be notified, as required by law.

Upon completion of the investigation, the Head of School, the Elementary/Middle School Director or the Children's House Director who conducted the investigation will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform the parties of the steps that will be taken to correct the situation. The amount of information provided in these meetings may be limited by confidentiality laws protecting student records.

Follow-up contacts will be made with any student found to have been targeted in violation of this policy and his/her parents to inquire as to whether there have been any further incidents.

11. **Conclusion** - This Plan is intended to:
- a. Prevent bullying and cyber-bullying among our students
  - b. Encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy
  - c. Implement appropriate discipline and other corrective measures when they are found to be warranted

**Consequence Policy** - ASM's Tolerance Policy provides a statement of what we aspire to as a community. The Consequence Policy provides a statement of how we deal with incidents in which members of our community do not abide by the general principles and specific behaviors listed in the Tolerance Policy. It is natural that behavior has consequences whether positive or negative and it is this policy's intention to recommend both types of consequences.

Expectations vary for each of the following three groups

- Children's House: 3 to 6 years
- Lower and Upper Elementary School: 6 to 12 years
- Middle School: 13 to 15 years

1. **Children's House** - In Children's House, we take advantage of opportunities to recognize children for behaving according to the Tolerance Policy's best intentions.
  - a. When a child violates the consequence policy, the teacher speaks to the child or children involved. The teacher explains the seriousness of what the child did and points out alternative suggestions in order to correct the behavior.
  - b. If the inappropriate behavior continues, the child may be removed from the situation at the discretion of the teacher involved. The teacher, when it is appropriate, applies a logical consequence.
  - c. If the improper behavior continues deliberately, the teacher will meet with the parents of the child/children involved. The parents and teacher will share with one another techniques that work for them and may be tried in the home or the school.
  - d. At the parent-teacher meeting, the parents and teachers, may decide to meet with the Children's House Director or the Head of School to determine an appropriate consequence.
  - e. In some situations, the school psychologist may be asked to observe the child in the classroom setting.
  - f. If another child is involved, the teachers notify that child's parents and may arrange to meet with them. All parties should be working together to benefit all children.
  - g. Policy
    - At no time will any form of corporal punishment be used.
    - No child will be subjected to cruel or severe punishment, humiliation or verbal abuse.
    - No child will be denied food as a form of punishment.
    - No child will be subject to an outside/home punishment at school.
    - No child will be punished for soiling, wetting, or not using the toilet.

- h. **Biting Policy** - Biting is a normal characteristic during the early stages of development in young children. In very young children (infants), biting is often associated with teething. In toddlers and young preschool children, biting usually happens when a child's language skills are not developed enough for them to express themselves. During these stages of development, young children can bite for different reasons; sensory exploration, excitement, intense desire for an activity and crowding of one's personal space. Even though this behavior is understandable developmentally, it is still very unsettling for parents, teachers and children when it happens. Biting is not something to blame on children, parents or teachers. Instead, it is a behavior that all parties need to work toward extinguishing.

Here at ASM our programs provide an environment that encourages the development of qualities that are synonymous with the Montessori philosophy. Some of which are peer conflict resolution through the use of words and respectful and cooperative interactions with each another. Our teachers are always trying to help students understand the cause and effect associated with their behavior. In cases of biting, we will work with the biting child to develop more appropriate responses to resolving conflicts and frustration.

Due to health and safety concerns, biting is always taken seriously. The following is an outline of our policy for handling a biting incident.

- The biter is immediately removed from the group with a firm NO and told that biting is not okay, it hurts. Then the biting child is sent to the school nurse.
- The bitten child is consoled and sent to the school nurse who will wash the bitten area with soap and water.
- If necessary, ice is applied to reduce any swelling or bruising.
- Should the wound require immediate medical attention, appropriate action will be taken and parents will be notified immediately.
- The school nurse checks the immunizations of both children to make sure they are up to date.
- The school nurse documents the incident.
- The school nurse calls both sets of parents.
- For the purpose of privacy, the name of the biting child is not released.
- Classroom teachers and level director will confer to review the context of the biting incident. Every effort will be made to prevent further biting behavior.
- If it is determined that that changes in supervision or the environment are warranted, then those changes will be implemented.

At ASM every effort is made to address and extinguish this behavior. We will balance our support between the family of the biting child and the families in the classroom community. Classroom teachers and/or the level director will communicate their strategies for resolution with the parents of the biting child and will be available for any follow up questions.

If every effort has made and resource used to extinguish the biting behavior and it continues, we may consider asking the family to withdraw their child.

2. **Lower and Upper Elementary School Behavior Expectations** - The following provides the essential rules, examples of expected behavior, reasons for the expected behavior, and options the ASM faculty and Head of School have for dealing with misbehavior.

Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<b>Students are responsible for their learning.</b>	<ul style="list-style-type: none"> <li>• Completing work in class and at home to the best of the student's ability</li> <li>• Having a positive attitude</li> <li>• Returning completed work in timely fashion or by deadline</li> </ul>	<ul style="list-style-type: none"> <li>• Being prepared is necessary for learning to take place</li> <li>• Having a good attitude is necessary for learning to take place</li> <li>• Learning is a privilege and paying attention and being interested and ready is expected from a good student.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>
Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<b>Students are to be positive and are encouraged to participate in group activities.</b>	<ul style="list-style-type: none"> <li>• Sharing ideas, materials and responsibilities</li> <li>• Demonstrating respect for others</li> <li>• Helping others when necessary</li> <li>• Following classroom expectations as defined by the teachers and the curriculum</li> </ul>	<p>Cooperative behavior results in:</p> <ul style="list-style-type: none"> <li>• Helping to build a healthy learning environment</li> <li>• Developing skills needed to get along with others</li> <li>• Helping students feel good about themselves</li> <li>• Encouraging life-long cooperation and teamwork skills</li> <li>• Introducing the concept of personal best</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Remove student from group</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> </ul>
Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<b>Students are to be honest</b>	<ul style="list-style-type: none"> <li>• Taking responsibility for actions</li> <li>• Telling the truth</li> <li>• Asking permission before using others' belongings or property</li> <li>• Playing fair</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty promotes trust and builds good manners and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> <li>• Replacement of stolen</li> </ul>

			<p>or damaged property, if necessary</p> <ul style="list-style-type: none"> <li>• Suspension</li> <li>• Expulsion</li> </ul>
Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<p><b>Students are to demonstrate respect for the environment.</b></p>	<ul style="list-style-type: none"> <li>• Students are to treat all school property with care</li> </ul>	<ul style="list-style-type: none"> <li>• Treating property with respect supports the school values</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> </ul>
Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<p><b>Students are to be considerate of others.</b></p>	<ul style="list-style-type: none"> <li>• Obeying school rules</li> <li>• Obeying classroom rules</li> <li>• Good manners when speaking to others</li> <li>• Friendly greetings</li> <li>• Honest apologies when required</li> <li>• Using appropriate language</li> <li>• Respect for human differences</li> <li>• Concern for others</li> <li>• Willingness to help others</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone has the right to be treated with good manners</li> <li>• Everyone is different in some way. Those differences are of great value.</li> <li>• Helping each other builds a strong community</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>

Expectation	Examples of Expected Behavior	Reasons for Expected Behavior	Options for Consequences
<p><b>Students are to show respect for the personal space, well-being and safety of others.</b></p>	<ul style="list-style-type: none"> <li>• Cooperating with others</li> <li>• Good manners</li> <li>• Moving about the school in a safe manner</li> <li>• Entering and leaving in a safe manner</li> <li>• Using the playground in a safe manner</li> <li>• Following all safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating with others by respecting their personal space promotes courtesy and safety in the school environment</li> <li>• Following safety rules keeps everyone safe</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of correct behavior</li> <li>• Student/Teacher Conference</li> <li>• Parent/Teacher Conference</li> <li>• Meet with Program Director and/or Head of School</li> </ul>

3. **Middle School Behavior Expectation** - *The ASM Community will hold Middle School students to an appropriately higher standard of conduct than LE and UE students. We hold the following to be behaviors that are not consistent with the goals of a caring community and are not supported in the Tolerance Policy. They constitute breaches of respect for self and others that could, depending upon the degree of offense, result in serious consequences.*

Expectation	Options for Consequences
<p>Students are to arrive on time each day. Leaving the classroom also requires adult permission.</p>	<ul style="list-style-type: none"> <li>• Recorded in class register as being chronically late or absent</li> <li>• Meet with parents</li> <li>• Meet with Program Director and/or Head of School</li> </ul>
Expectation	Options for Consequences
<p>Students are to practice academic honesty and responsibility for their own work.</p>	<ul style="list-style-type: none"> <li>• Behavior Warning</li> <li>• No credit for work in question</li> <li>• Meet with Program Director and/or Head of School</li> <li>• Meet with parents</li> <li>• Suspensions and possible expulsion</li> </ul>
Expectation	Options for Consequences
<p>Students are to respect school property, lockers, and the property of others. Also they are to respect each other's personal space.</p>	<ul style="list-style-type: none"> <li>• Behavior Warning</li> <li>• Loss of locker or personal space</li> <li>• Contact parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Expulsion</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>
Students are to be peaceful, avoid confrontational or combative behaviors and encourage each other to do the same, both in school and on school grounds.	<ul style="list-style-type: none"> <li>• Behavior Warning</li> <li>• Immediate removal from classroom</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>
Students are to respect and avoid any verbal or physical intimidation of others. This includes discriminatory, racial, ethnic, or other derogatory comments or other displays of bullying behaviour.	<ul style="list-style-type: none"> <li>• Behavior Warning for first offense</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>
Students are to maintain respect and care for all school property. This includes any tampering with school emergency alarms.	<ul style="list-style-type: none"> <li>• Behavior Warning for first offense</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>
Students are to be polite, respectful and compliant with adult directives. They are to use appropriate, non-abusive, acceptable language and gestures. Inappropriate or obscene materials or objects are never allowed in school.	<ul style="list-style-type: none"> <li>• Behavior Warning for first offense</li> <li>• Materials will be confiscated</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>

Students are to respect the laws against bringing alcohol, tobacco, drugs, or other illegal substances to school.	<ul style="list-style-type: none"> <li>• Materials will be confiscated</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Expulsion (possibly immediate)</li> <li>• Report to Police Department</li> </ul>
<b>Expectation</b>	<b>Options for Consequences</b>
Students are to respect the laws against bringing weapons of any kind to school.	<ul style="list-style-type: none"> <li>• Materials will be confiscated</li> <li>• Immediate expulsion</li> <li>• Report to Police Department</li> </ul>

4. **Elementary and Middle School Discipline Path** - If an Elementary or Middle School student is brought to the Program Director or the Head of School for a disciplinary matter, the following steps will be taken to address the issue. However, behaviors that involve the safety of other students may require immediate in-house or out of school suspension.
- 1<sup>st</sup> offense: discussion of behavior
  - 2<sup>nd</sup> offense: loss of recess or privileges
  - 3<sup>rd</sup> offense: detention (parents will be notified)
  - 4<sup>th</sup> offense: in-house suspension (parents will be notified)
  - 5<sup>th</sup> offense: out-of-school suspension; re-admittance to program only after meeting is held between parents, teacher(s) and Head of School. The Board of Directors will be notified that the possibility of expulsion exists.
  - 6<sup>th</sup> offense: expulsion from ASM

### **Student Dismissal Procedure**

1. Staff members are involved in the decision to have a child leave the program for all but financial reasons. A meeting will be held with the teacher and parents to discuss the problem. All such attempts to resolve the issue will be documented.
2. If the problem requires further study, the teacher and parents will consult with the Head of School, Program Director, and in some cases, the school psychologist.
3. If termination becomes necessary, parents will receive information in writing that states the reasons for the termination.
4. Under most circumstances, families and children will be given two weeks in order to prepare for the dismissal.

### **Expectations of Parents**

Just as the ASM Community expects its students to show respect for the school's facilities and faculty, it expects the same from the parents.

- ASM Parents are to refrain from disrupting school activities and/or classroom activities
- ASM Parents are to ensure that their children arrive on time for school as well as attend school regularly
- ASM Parents are to be considerate of others

Parents are to show respect for the personal space, well-being and safety of others

Issues arising from any level should first be brought to the attention of the Children's House Director or the Elementary/Middle School Director prior to bringing it to the Head of School.

## Faculty and Staff

Dr. Susan Kluver, *Interim Head of School*

Christopher Ackerman, *Elementary/Middle School Director*

Susan Burns, *Children's House Director*

Yvonne Howard, *Director of Admission*

Robyn Poirier, *Administrative Assistant*

Heidi Steen-Johnsen, *Finance Director*

Maria Tela, *School Nurse*

Ivan Collazo, *Custodian*

Bill Knight, *Custodian*

### Children's House

Andrea Costa (CH 1)

Farzana Palsetia (CH 1)

Shazia Zebb, (CH1AM)

Shirley Connelly (CH 2)

Linda Edmands (CH 2)

Gloria Parsons (CH 3)

Pat Stokes (CH 3)

Shahida Ahmed (CH 4)

Evelyn Baratham (CH 4)

### Lower Elementary

Jennifer Byam (LE 1)

Patricia Slater (LE 1)

Sarah O'Brien (LE 2)

Joshua Smith (LE 2)

Nancy Keenan (LE 3)

Mary Tardif (LE 3)

### Upper Elementary

Ardian Mici (UEL)

Julie Schmitt (UEL)

Stephanie Caron (UER)

Rebecca O'Hearn (UER)

### Middle School

Christopher Dellea

Jolie Drury

### Over Noon Program

Kelley Meade

### Integrated Arts

Susan Devine (Library Media)

Joan Ellis (Art)

Suzanne George (Music)

Terry Reed-Cook (PE)

### Technology

Anna Kritselis

### Tutors

Susan Igoe

Mary Litster