



Parent Handbook

Woodland Montessori School admits students of any race, religion, and national or ethnic origin. We believe diversity of backgrounds adds to the richness of the program.

Woodland Montessori School has no religious affiliation.

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Introduction

Woodland Montessori School was established in 1981 to present the Association Montessori Internationale (AMI) philosophy to children ages 2.5 to 6 years. Maria Montessori founded the Association Montessori Internationale as the governing body to assure quality Montessori education worldwide.

Our school hours are from 8:30 am to 3:00 pm. We offer limited before- and after-school care from 7:30am-5:30pm. We follow a school year calendar that aligns with local area school districts. Our school year consists of 180 days of instruction.

In a Montessori school, the development of a community within each classroom is very important. For this reason, all children attend class five days a week from 8:30 am to 12:00 pm. At the ages of five & six (a child's Kindergarten year), children are required to attend all day (from 8:30 am to 3:00 pm). During afternoons, these older children are able to do more complex, advanced activities.

Woodland's program is a 3 to 4 year commitment. We count on having children grow within the classroom community with opportunities to feel the roles of "youngest," "middle-aged," and finally, "old and wise!" The curriculum is designed to span the full cycle, and children are served



best when they have their kindergarten year at Woodland where they will be able to bring together all of the hands-on learning they have done over the years onto pen and paper. This allows them the best transition into the first grade where they can take their completed set of skills into their future learning. We do not wish to accept children for enrollment who do not intend to remain for the entire cycle through their kindergarten year.

AMI Philosophy

In order to allow children to develop emotionally, physically, and intellectually at their own pace, Woodland's Montessori classrooms are engineered to provide freedom of movement and a wide selection of activities. Within a framework of respect for the rights of others, the child learns to take responsibility for his/her own actions and learning.

The Guide's job is to observe the child, to prepare the environment to meet each child's needs, to guide the child in the use of the learning materials, and to be a positive role model in facilitating interpersonal relationships.

Ultimately, the goal of a Montessori education is to foster the development of a fully integrated personality in each child. Education is not considered a separate event in life, but a preparation for life itself.



Primary Classroom Curriculum

Practical Life:

These are familiar activities, common to home life, which the child learns to perform as complete tasks, from beginning to end. Practical Life skills include: pouring liquids, polishing mirrors and metals, scrubbing tables and chairs, washing cloths and dishes, carrying objects, mopping spills, preparing food, water plants, and fastening clothes.

Sensorial:

In these activities, various sensory elements are isolated and identified, including shape, size, color, smell, texture, and weight. Examples of Sensorial materials are: bells, cylinder blocks, sound cylinders, touch tablets, smelling bottles, color tablets, sorting cloths, the pink tower, the geometry cabinet, etc.

Mathematics:

A guiding precept in developing understanding of mathematics is Maria Montessori's caution: "Never give the mind more than the hand can handle." Math concepts are conveyed through the use of spatial materials, such as the number rods and golden bead materials, which show quantities from one unit up to 9,999. With these activities, children gain concrete understanding of addition, subtraction, multiplication, and division. This early manipulative practice prepares the child for later abstractions.

Language:

Speaking, writing, and reading are strongly emphasized within the classroom. The Guide takes care to speak clearly, often slowly, to encourage understanding and attention. The sounds of the alphabet and the look of letters are often fascinating to the youngest children. This intrinsic interest is encouraged with materials such as a moveable alphabet and sandpaper letters. Children first learn to write their own words using phonetic keys, and then their own sentences and stories. It then follows naturally that they discover the same rules apply to other's work. Most five year olds eventually begin to read other's stories as well as their own.

Culture and More:

Art, music, botany, zoology, history, and geography are also introduced, not as separate subjects but as integral parts of the child's exploration of the world and language.

Infant/Toddler Curriculum

The Montessori Assistants to Infancy approach honors the absorbent mind, supporting early development through movement, language, independence, and order. Materials are arranged intentionally and scaled to the child's size, allowing for safe exploration, repetition, and purposeful work. AMI-trained guides observe each child's development closely and respond with individual lessons or support based on readiness.

Practical Life:

Practical Life activities are central to the development of independence, coordination, and concentration in the young child. These works support the child's growing desire to participate meaningfully in daily life. Experiences include *Care of Self*, such as eating meals and diapering or toileting routines; *Care of the Environment*, including returning materials to the shelf and cleaning up after oneself; *Grace and Courtesy*, learned through consistent adult modeling; and *Control of Movement*, which supports the development of both gross and fine motor skills. Through these everyday experiences, children build confidence, order, and a sense of belonging within the classroom community.

Language:

Language development is nurtured naturally and continuously throughout the day. The Guide communicates by modeling clear, respectful speech and by describing the actions and experiences happening around them. Vocabulary is introduced through real objects, meaningful interactions, and purposeful activities, allowing language to grow organically. This approach supports the child's absorbent mind and emerging ability to understand, express needs, and communicate with others, while laying the groundwork for later literacy.

Culture and More:

Art and music are also introduced not as separate subjects but as integral parts of the child's exploration of the world and language.

Personnel

Classroom Guides:

All classroom Guides have (or are working towards) a diploma from the Association of Montessori Internationale. For primary, they must demonstrate the ability to manage a group of at least twenty children ranging in age from 2.5 to 6 years old. The Guide must keep records for each child of the lessons and activities presented in the following areas: Language Arts, Practical Life, Sensorial, Mathematics, & Cultural Subjects. For infant/toddler, the Guide must demonstrate the ability to manage a group of at least 6 children ranging in age from 6 weeks to 3 years of age. The Guide must keep records for each child's developmental milestones including: Gross/Fine motor skills, Cognitive/Communication skills, & Social/Emotional skills.



Classroom Assistants:

The Assistant in each classroom must have an understanding of the philosophy being applied and a good working relationship with the classroom Guide. The assistant will help with minor classroom activities, offering assistance to children as needed. The assistant will play group games, read stories, sing songs, and play language games, and support the child's independence through meals and toileting.

Childcare Health Consultant:

The Sage Classroom will have a Registered Nurse serve as a Childcare Health Consultant. This person will provide monthly visits to train and support the health and safety of the classroom. They do not provide direct care, but are a support position to the Guide and families. Please direct any questions to the nurse through the Guide herself.

General Staff Requirements:

Our adult/child ratio for the primary environment is 1:10, and for the infant/toddler environment is 1:4. All Woodland Montessori School employees are mandated reporters under Washington State law and are required to report suspected child abuse or neglect. All staff meet DCYF requirements including a background check, First Aid/Cpr training, food worker certifications, and continuing education to support the Montessori philosophy.

Primary Classroom Daily Routine

7:30 am to 8:10 am

Children arriving before school will be allowed a choice of quiet activities: reading books, listening to stories or music, art projects, block building, and any materials with which they are already familiar. A simple breakfast is also offered at that time.

Additionally, some children like to assist in preparing the classroom. They will be invited to participate in wetting sponges, carrying small buckets of water, arranging tables and chairs, putting away laundry or dishes. It is important at that time of the day to offer activities that will lead to a smooth transition into the “school” routine.

8:15-8:30

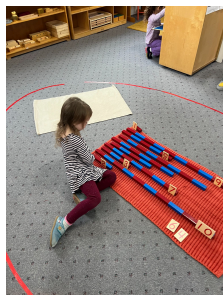
Morning drop-off window. Being on time for school is important for consistency and so that children are part of the morning greeting.

8:30 am to 12:00 pm

All children will be in their own classrooms. Children are encouraged to come in and select their own individual work to begin the morning. Older children often continue work that they began the previous afternoon. During this time, the Guide offers individual and small-group lessons to children based on their ages and interests.



Between 10 am and noon, some children continue to be very independent and others need more adult attention. The Guide and Assistant offer some small and large group activities. Small groups center around games that build language skills, use of materials that build memory, and games that invite movement, exercise, and concentration. Larger groups will sing songs and listen to stories. All children are invited to these interactions, but are not required to come. Sometime during the morning, each class will spend thirty minutes outdoors.



Noon Pickups

This is a transition time. From 11:50-12, children registered for morning preschool are picked up.

Lunch Time

Children remaining for lunch help to create an attractive table for eating by using tablecloths or place mats, plates, and glasses. Meals are “family style,” with Guides and Assistants modeling grace and courtesy. It is important to pack nourishing lunches that will help children have energy for the afternoon work cycle. For this reason, we don’t allow “dessert” at school. Items containing sugar as one of the top three ingredients will be sent home as an afterschool snack. The school provides milk and water with lunch.



12:50pm to 2:50pm

After children finish eating, they will clean their lunch area and begin afternoon activities. The afternoon program is a special time when the older children receive more concentrated, longer projects involving more advanced language and math, as well as special art, science, and geography lessons. The children staying for the afternoon will have a quiet resting time after their lunch, listening to music or stories.

Younger students (under age four) who stay for all day care, or older children who display a need for rest, will nap during this afternoon time. They will listen to quiet music with a soothing adult while they fall asleep.

2:50pm-3:00pm

This is the pickup window for children who stay for extended school days. Please make sure to pick up by 3pm at the latest.

3:00 pm to 5:30 pm

Children who are registered for aftercare will have supervised playtime outside and continued inside work similar to the early morning activities. Around 4 pm, an afternoon snack will be provided. At 5:15 pm, the children will begin “tidying up.” They can assist in putting away materials, straightening tables and chairs, and arranging the room for the morning.

Parents will be charged a late fee of a dollar per minute for pick up past their scheduled pickup time. It is important for consistency for the students and respect for staff break and end of shift schedules to be timely about pickup.

Primary Classroom Snacks

Our snack is planned each week and we create a grocery list of food items needed. State guidelines require us to offer nourishing foods containing vitamin C daily and vitamin A at least three times a week. Within these parameters, we try to offer some seasonal snacks that the children can help prepare. All of the classrooms have various food preparations as activities such as carrot peeling and cutting, wheat grinding and pizza dough making, banana slicing, and muffin/bread making.

Woodland provides groceries, but we encourage parents to contribute to this expense through donations of funds or fresh fruits and veggies.

Infant/Toddler Meals

The students in Sage will provide their own food, daily. We eat as a family. This is a pleasant, relaxed, social time. We set the table with table cloths or place mats, dishes, silverware, glasses, and napkins. Pitchers of water and milk are provided. The children put their lunch onto plates to make it more attractive and pour their milk or water into their glasses. In keeping with the Montessori philosophy, we will help families plan to provide foods they can manage on their own, when developmentally appropriate.

See Woodland Sage Supply List for more details on daily food packing expectations and labeling requirements.

Sharing

Talking about experiences is encouraged. It is helpful if you discuss with your child what experiences they might share with the class. Objects may be shared. Help your child select objects that may benefit others in the class, such as something the child has made, natural specimens, items from other cultures, pictures from trips, newspaper articles, etc. Please do not allow your child to bring toys, games, cosmetics, or money to school.

Clothing

All children should have a complete change of clothing in their cubby at all times. Please check as the seasons change to be sure it is appropriate clothing and still fits.



Children should dress comfortably and with attire appropriate to the weather. Please have them wear outer clothing that will enable them to go out doors on any day. We will continue going outdoors throughout the year unless the weather is particularly cold or severe. Children should have a spare pair of shoes at school they wear in the classroom. While the Guide and Assistant can support the child with their clothing, please keep in mind clothing that fosters independence in using the bathroom and changing clothes when necessary. Footwear that invites independence is advised, as well as encouraging your child to change their footwear autonomously upon drop-off and pick-up.

Arrivals and Departures

Please bring and pick up your children on time. It is important that they are able to join their community during the arrival window to reduce disruption once work has begun. At noon and three, please pick up promptly. It is difficult for children to be left waiting when they expect to be picked up, and it is disruptive to staff lunch periods and the end of the work day when children linger beyond their scheduled pickup time.

State law requires that an adult sign in and sign out all children you are transporting to school with a full, legal signature. Be sure the school has on file all adults authorized to pick up your child. Please do not have children write on the sign in and sign out sheet.



In our busy world our phones often ring at inconvenient times. If you are on your phone as you arrive at school, please finish the conversation and hang up before picking up your child. They expect your undivided attention when they first see you.

Parking Lot Safety

Children need to stay with their parents near their car until the adult is ready to walk into the school. Although we love to foster independence, a parking area is a time for children to be closely supervised. Explain to your children that this is not a place or time for running because sometimes an adult is going too fast and doesn't see someone small when they are backing up! When you are picking your children up, please don't send them out the door until you are ready to go with them.

Birthdays



We celebrate each child's birthday as close as possible to his/her actual birthday. For primary students, we ask the parents to be prepared to share a few pictures of the child when they were younger. Parents are encouraged to participate in this celebration. Our celebration involves the birthday child carrying a globe and walking around a "sun" (a candle) as many revolutions as their age. We invite parents to come and tell a short story about the birthday child. "When he was a baby . . ." "When she turned one . . ." The Sage classroom celebrates birthdays with a communal snack for those ready to eat solid foods and a birthday song. To avoid hurt feelings of children not invited, please don't bring invitations to school. Use the parent directory and either mail or email party invitations.

Transportation

Woodland Montessori School does not provide transportation. We provide you with a directory so you may arrange your own car pools. We need to have a record of your car pool arrangements on the Transportation Form in your child's file. Please keep us up-to-date on any changes.

If your child is to leave with someone other than his/her regularly scheduled ride or someone from their authorized pick-up list, you must notify us. We cannot release your child to anyone without your permission to do so.

Field Trips

Woodland does not typically offer any field trips. Preschool children are often just getting used to separating from family, therefore outings away from school are best done with family rather than with a large school group. We do sometimes take short walks in the immediate neighborhood.

Religion and Deeply Held Beliefs

Woodland Montessori School has no religious affiliation and offers no religious instruction. Discussions of various religions or beliefs may occur during cultural and geographical studies. Staff serve as neutral observers within the prepared environment. Personal identity, beliefs, and adult perspectives remain in the background so that the child's development and exploration remain the focus of the classroom. To protect the developmental needs of children in the first plane, adults do not introduce topics related to politics, religion, or ideology. When children initiate questions, adults respond briefly and redirect the child back to work. If a child is especially curious, we suggest they ask about it at home. We believe that those are conversations which parents should guide at this age.

Discipline

Woodland's discipline for primary children (2.5-6) is based on the assumption that a child who has displayed lack of self-control needs an adult with very good self-control. We start with positive discipline; telling a child what the desired behavior is rather than focusing on what we wish for them to stop doing. An example would be to say "keep your feet on the ground" rather than "don't climb the fence". If a child continues the unwanted behavior, we give them a firm redirection of "you may not do that". For a child who needs more than the second phase, the third step is to take back the freedom of choice. In a Montessori classroom, all children are free to move around, pick where they sit, and select which activities they want. Withdrawing this privilege sends a clear message.

In some cases, a child may need to sit with a Guide while the Guide assists other children. This is different from the traditional "time-out." Rather than being isolated, the child can borrow the tranquility and self-discipline of the adult. Although the misbehaving child is not being lavished with personal attention and is restricted from taking any activities, there is an opportunity to observe appropriate behavior while calming down.

Small group discussions and role-playing of appropriate ways to behave in various situations are part of Woodland's classroom curriculum. Children are taught and guided to practice ways to discuss hurt feelings and positive self-assertions. A child needing more than these small-group lessons will also have a private discussion with the Guide about his/her particular behavior. Any child who seems to need repeated individual conferences also needs to have his or her parents informed of the problem arising at school.

Woodland's discipline from ages 0-3 is based on the assumption that a child is learning self regulation, self control, and respect. Our first step is to support the child in redirection, use of natural consequences, and modeling. For a child who needs more, we actively shadow to intervene immediately until that child displays a habit of the appropriate behavior has been achieved. Any child who seems to need repeated shadowing will have his or her parents informed of the behavior being supported. A partnership between parents/home and guides/school will best support the child in achieving respectful behaviors.

Woodland has a No Expulsion policy. We want to help all children become a part of a community. A parent conference will be arranged with the Guide (and without the child) to discuss further arrangements. At no time is physical punishment ever used.

Health

We strive to maintain a healthy, safe environment for all children. Please do not send a sick child to school. Your child should not return until symptoms of fever, diarrhea, or vomiting have subsided for 24 hours. Please report any communicable disease to the school. Please inform us of any allergies or medical conditions we should be aware of for your child. For a child to attend school with cold-like symptoms due to allergies they need a doctor's note on file stating this.

If your child experiences any flu-like symptoms (fever, cough, body aches, etc.) they will need a significant reduction in symptoms for a return to school. We will also accept a note from a medical provider clearing them for return.

If your child seems to be feeling ill during the school day, we will use your emergency information to locate parents or designated contacts. A child who becomes ill will be given a cot to rest on until a parent can make further arrangements.

If a significant accident or illness occurs at school, we will take necessary steps to secure care for your child. We require a current emergency release form on file at all times that your child is in our care.

We follow all state and local guidelines with respect to any pandemic or epidemic situation.

Medication

If your child needs to take medication while in school, Washington state law requires that we have written directions from you or your physician on our forms. The medication must be in its original container. Non-prescription medication cannot be administered in a dosage not indicated on the label without a physician's signed instructions. An individual health plan should be on file for children with asthma and severe allergies. Please refer to the "Health Care Plan" available in the school office.

Bad Weather



When local school districts are closed due to bad weather, we will also close. Listen to the radio or television for a list of closures. We will send out a school-wide email to confirm closure. When the Air Quality Index (AQI) reaches a level of 101 or higher, we will refrain from playing outside.

Disaster Plan

All classrooms are equipped with emergency lighting in case of power failure. There will be a three-day supply of food and water on hand for the staff and children in case they are unable to leave. During any evacuation, each lead Guide will carry current emergency information relevant to each child to inform parents or other designated adults of the emergency. The Guide will also carry the daily sign-in sheets in order to track each child in their care. The director will have a cell phone available to call families. Flashlights and batteries are in the supply room.

If the building has been evacuated, each classroom meets first in their designated area:

Yellow & Red Classroom: Upstairs Playground

Sage Classroom: Sage Playground

Blue Classroom: ADA Pad on the North Side

*Any child unable to walk will be carried by the classroom Guide.

If continued evacuation is necessary, the entire enrollment will move to the enclosed playground area on the south side of the building. If the conditions are such (due to weather or other emergencies) that remaining outdoors is not possible, the staff and students will move to the SPS school across the street.

Disaster Plan (Cont.)

Each Assistant will begin calling families while Guides work to reassure students. Messages will be left at families' home and work numbers. The Director will leave a message on the school's answering system so that parents calling the school will hear what is happening and where to pick up their child.

Each family has a designated emergency form for other people to contact if they cannot be reached. In an emergency, each Guide will remain on the premises with children unable to be picked up until such time as the adult-child ratio allows them to depart. The Director will be in charge during these emergencies and will remain on the premises until an authorized adult picks up the last child. Each Guide will maintain responsibility for their own assigned children, especially those with special needs. No Guide will depart before making sure that the Guide remaining understands fully the needs of each child remaining (such as monitoring of diabetes, food allergies, cerebral palsy, etc.).

If the emergency allows continued use of our own building, all remaining children and staff will remain in the Red classroom, since that is currently used for daycare purposes. Staff will offer snacks and drinks as needed.

The most likely emergencies in our area would be: fire, loss of power, ice storms, or neighborhood violence requiring a lockdown.

A fire drill will happen monthly. A few times each classroom will discuss and practice earthquake safety. Staff will help children practice hiding under strong tables, crouching, and covering heads. Also once a year, staff will practice a lock down. During a lock-down, all doors to the building will be locked. Parents arriving will only be allowed entrance at the South door (main entrance) and the Director will monitor the door. Only adults known in the school community (parents, carpools) will be allowed entrance.

General Parent Communication Information

More specific Infant/Toddler Communication information found on page 19

Email is Woodland's main form of communication. If you have a need for printed materials instead, please let us know and we are happy to help with that. Translation services are available upon request. Newsletters, daily schedules, and snack menus are posted on our bulletin boards at the main entrance and on the downstairs fence.

At drop-off and pickup, we ask that you refrain from trying to have an extended or private conversation with staff. It is important that we focus on greeting the children and supervising those already in our care. Additionally, we wish to provide the children with privacy and dignity and refrain from discussing them while they are present. If your child has had a difficult morning, or there are some special care instructions you would like to pass along to staff, please write a note to hand them, or shoot them an email. Similarly, at pickup, if a staff member would like to share something with you about your child's day, they will pass you a written illness or injury form, or they will email you during their afterschool prep period. If a situation warrants a longer conversation, guides are available to schedule a phone call during their prep times (between 3-3:30pm).

Conferences & Assessment

Upon enrollment, you will be asked to fill out an initial developmental screening for your child. Twice per year, your child's Guide will use assessment tools created by NCMPS (the National Center for Montessori in the Public Sector) to identify strengths and areas where your child may benefit from additional support. These findings will be given to you during conferences. Parent-Guide conferences will be scheduled twice per year, one in the fall and a second in the spring. If you or your child's Guide feels additional conferences are necessary, they will be scheduled between the parent and Guide. At this time, we may refer families to community resources when appropriate. All assessment and conference data are kept in your child's confidential child file.

Infant & Toddler conferences are scheduled based on developmental milestones rather than age, as each child progresses along an individual timeline. The following ages serve only as general guidelines—many children may reach these milestones earlier or later than suggested. Each conference will focus on your child's upcoming developmental milestone, including recent observations of their social, emotional, and academic growth, highlight current goals, and provide a space to discuss any questions or concerns you may have.

For scheduling purposes, the Sage classroom will aim to coordinate conferences approximately 2–3 weeks before your child is expected to reach a milestone. Your young child's conference might not align with the dates designated for "Primary Conferences" on the school's academic calendar. Conferences will last 30–45 minutes and can be scheduled Monday through Thursday at 7:30 AM, 12:30 PM, or 3:00 PM, depending on the guide and the school's availability.

Sage (Infant/Toddler) Classroom Information

The Sage Classroom, Woodland Montessori School's Assistants to Infancy program, was established during the 2025–2026 school year to offer a licensed Montessori environment guided by professionals trained through Association Montessori Internationale (AMI) for children from 6 weeks to 2 ½ years of age. Created in response to the needs of our community, the Sage Classroom allows Woodland families to have one cohesive Montessori setting to serve children from infancy through six years of age, strengthening continuity and connection within our school community. The classroom is licensed for up to six children and adheres to the standards of DCYF.

The Sage Classroom is thoughtfully prepared in two distinct sections: the *Nido*, designed for non-mobile infants, and the *Infant Community*, which serves mobile children. Each space is carefully arranged to support the developmental needs, independence, and natural movement of the young child.

In order to ensure the highest quality program—what Dr. Maria Montessori described as “the best for the youngest”—the Sage Classroom operates from 7:30 a.m. to 3:30 p.m. This schedule supports the child's need for consistency, rest, and unhurried care within a calm and predictable environment. Aftercare is not available for children of this age group. We believe that a consistent routine is essential to the healthy development of infants and toddlers. For this reason, all children enrolled in the Sage Classroom are required to attend on consecutive days, arrive no later than 8:30 a.m., and participate in at least one full daily cycle of eating, toileting or diapering, and rest. Full-time enrollment is prioritized, with the expectation that families intend to continue through Woodland's full primary Montessori program. As with our preschool classrooms, we require families to be committed to remaining with the school through the completion of the child's kindergarten year.

In order to allow children to develop emotionally, physically, and intellectually at their own pace, Woodland's Montessori classrooms are engineered to provide freedom of movement and a wide selection of activities. Within a framework of respect for the rights of others, the child learns to take responsibility for his/her own actions and learning.

The Guide's job is to observe the child, to prepare the environment to meet each child's needs, to guide the child in the use of the learning materials, and to be a positive role model in facilitating interpersonal relationships. Ultimately, the goal of a Montessori education is to foster the development of a fully integrated personality in each child. Education is not considered a separate event in life, but a preparation for life itself.

Infant/ Toddler Communication

Families receive daily communication summarizing each child's sleep, feeding, diapering, and activities. Ongoing, open communication between families and staff is encouraged in order to support a shared understanding of each child's development and daily experiences.

To best support each child, families are asked to communicate relevant updates to staff in a timely and consistent manner. Topics to be shared by parents include, but are not limited to:

- Changes in diet, including the introduction of solid foods, foods tolerated or avoided, and changes in formula type or quantity
- Changes in sleep routines, such as disrupted nights, evolving sleep needs, new bedtimes, or wake times
- Changes in comfort or support items, including pacifier use, swaddling, or preferred soothing items
- New or changing rashes or other health-related observations
- Preferred method of contact for non-urgent but important communication
- Illness exposures at home, even if child has not yet displayed symptoms
- Medication given outside of school hours
- Developmental changes or milestones met at home
- Significant changes at home (travel, schedule disruptions, visitors, family stressors)
- Emotional or behavioral changes (sudden clinginess, changes in temperament)

Staff will regularly communicate the following information to families:

- Daily updates regarding sleep, feeding, diapering, and classroom activities
- Weekly information regarding upcoming supplies needed for the following week
- Guidance related to meals, including what foods are being eaten, foods regularly avoided, and whether more or less of certain food groups are recommended for packing
- Changes in routine at school
- Classroom transition shifts (staffing changes, upcoming schedule adjustments)
- Outdoor or weather related changes
- Safety or health observations (minor bumps, scratches, notable incidents- even when no action is required)

Partnering with Families

Families are a child's first and most important teachers. We value a collaborative partnership with each family and recognize that every child brings unique experiences, strengths, and needs to our community. By maintaining open communication and working together with respect and understanding, we can best support each child's development, well-being, and love of learning.

If you ever have questions, concerns, or feedback about your family's experience, we encourage you to reach out. Your child's Guide is always the best first point of contact and is happy to respond to emails during their scheduled preparation time. If you feel you need additional support, please contact the school Director. If your concern remains unresolved, you are always welcome to contact Woodland Montessori School's Board of Directors. Board contact information is available on the homepage of our website.

Parent Education

Parent events will be scheduled each school year to inform parents of school philosophy and basic child development. Attendance at these events is strongly encouraged. Books on Montessori philosophy and parenting guidance are available to borrow from our office library.

Observation

You are invited and encouraged to observe your child's class. We ask that you sit and watch the children without participating in any way. In this way, you will see what their environment is like. You are also welcome to tour the entire building. Please contact the director to request observation, so we can find the best way to meet the needs of the families while protecting the young children's environment. For infant and toddler families, we highly encourage the traditional observation of Primary classrooms anticipating your child's transition.

Volunteering

Our board of directors is made up of volunteers. That is a great way to get involved, and the application is found on our website. We do not typically have volunteers in the classroom, but volunteers are always welcome in other ways! We often need help with making and repairing materials, paper cutting, sewing, minor carpentry, painting, and yard maintenance. Occasionally parents are used as substitutes or in the school office. Please let us know if you would like to help!