

**NATURE'S WAY MONTESSORI SCHOOL
ADOLESCENT COMMUNITY**

FAMILY HANDBOOK

**Eleventh Edition
2024-2025**

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Guiding Principles of Nature's Way Montessori School

The Montessori approach to learning is the educational framework at Nature's Way Montessori School. Maria Montessori recognized that "the process" itself was paramount in learning. We embrace this idea that learning is dynamic and welcome new ideas as we grow.

This document serves as a reference point for our thinking about learning at this time. We will review these ideas annually and as necessary to monitor how our choices reflect them.

Introduction

We affirm that education begins at birth and continues throughout life. While our emphasis is on our students, we are a center of support for all of us to continue learning and developing toward becoming whole and healthy people.

Our goals for students are for them:

- to be open-minded and compassionate
- to gain a sense of themselves and others
- to be well trained in the basic academic disciplines
- to fulfill their creative potential
- to gain satisfaction in their physical, emotional, social, and intellectual development
- to love learning
- to value knowledge, creativity, and humor
- to understand that life is a process and engage in it fully
- to be challenged by difficulties and find joy in problem solving

Finally, we hope they will be responsible, critical, and caring members of society and recognize that they have the power and resources to effect change, as well as the confidence to pursue their goals.

Mission Statement

- Every member of our community has a fundamental right to be treated with respect.
- Intelligence and wisdom can be cultivated.
- Self-esteem is crucial for the full expression of a person's potential.
- The development of a whole being requires the nurturing of the spiritual, intellectual, physical, and emotional dimensions.

- The school is centered around the stages of personal development.
- The school seeks to provide a broad preparation for life.
- The school believes in flexibility in its methodology.
- Strengthening our connection with nature and the environment is an integral part of school life.

Diversity Statement

Montessori philosophy seeks to achieve peace and equity through education. In accordance with this goal, Nature's Way Montessori School provides a safe and respectful environment where we learn together, honoring and embracing our individual and collective humanity. As students learn through interactions in their environment, we strive to maintain supportive and developmentally appropriate spaces that are open and welcoming to conversations that aid in understanding the world in which we live. We understand diversity to be valuable and nurture awareness by welcoming people of differing races, ethnicities, cultures, nationalities, abilities, personalities, languages, socio-economic backgrounds, sexualities, gender identities and expressions, political beliefs, religions, and family structures.

Program Overview

"The school should become the place where the child may live in freedom, and this freedom must not be solely the intimate, spiritual liberty of internal growth. The entire organism of the child, from his physiological, vegetative part to his motor activity, ought to find in school the best conditions for development."

– Dr. Maria Montessori

The Adolescent Community staff is committed to Dr. Montessori's ideal of ensuring that the adolescent's needs and tendencies are satisfied appropriately through meaningful work. Whether through microeconomic activities, service in the community, or lessons in the classroom, the prepared environment of the Adolescent Community strives to facilitate adolescents' self-construction and formation of the personality while preparing them for entry into adult life and society.

The handbook provides a closer look at specific program elements. As described in Dr. Montessori's book *From Childhood to Adolescence*, the "Plan of Study and Work" is both an overview of the program as well as an exploration of the kinds of work required by the adolescent. There are also descriptions of policy and procedures critical to the overall function of the school, sample forms, and other information.

Mission Statement of the Adolescent Community

"There are two needs of the adolescent: for protection during the time of the difficult physical transition, and for an understanding of the society which he is about to enter to play his part as a human..."

-Dr. Maria Montessori

Keeping this in mind, it is our mission to support the natural development of our adolescent students while providing them with a safe environment in which they can explore means of social and economic independence. We do this by using the land as a point of departure for community engagement, experiences of production and exchange, self-expression, psychic formation, and preparation for adult life.

Vision Statement of the Adolescent Community

Nature's Way Montessori School will provide a rich environment rooted in the work of Maria Montessori, where our students can develop to their full potential and prepare to enter adult life. We strive to assist the development of the adolescent with the following:

- Supporting the natural human development of the adolescent
- Connecting the adolescent to the land through scientific and historic studies
- Providing opportunities to explore a variety of social and economic roles
- Engaging both the head and the hands in purposeful activity
- Stimulating valorization through meaningful work
- Assisting the adolescent to become independent
- Promoting the moral development of the adolescent
- Encouraging self-expression and critical thinking skills

- Fostering a lifelong love of learning
- Learning what it means to make a contribution
- Understanding interdependency with the rest of the world
- Adapting to a variety of work demands for the sake of others; the beginning of social consciousness
- Understanding work as a product of commerce necessary to community life and leading to a beginning view of economic independence and interdependence
- Learning the meaning of rules and their importance to harmonious living
- Learning to live in domestic relations with others; to work through human problems

from David J. Kahn (in part)—The Hershey Montessori Farm School

Land Partnership at Murphy Springs Farm

“Work in the country [has] wide social connotations of productiveness and earning power. The observation of nature has not only a side that is philosophical and scientific, it has also a side of social experiences that leads on to the observations of civilization and the life of men.”

-Dr. Maria Montessori

Nature’s Way Montessori School is excited to continue developing the “farm” component of our Plan of Study and Work. Thanks to the generosity of Kevin Murphy of Murphy Springs Farm, the school has been in a land partnership since 2014 for educational and agricultural work.

On the Nature’s Way Farm, students will use the space as a “limitless field for scientific and historic studies” as described by Maria Montessori. This includes the cultivation of crops for sale to the community for the microeconomy and for use in Science Occupations and Humanities classes. Students also use the farm as a learning environment for science topics, such as energy, genetics, and soil chemistry.

In addition to Murphy Springs Farm, the Southland Realty Group has given permission for the school to access its property, adjacent to the northern side of the nature preserve. White’s Creek runs through this land, which also contains sinkholes, small caves, and other forms of Karst topography. Students have used this space for a number of Science Occupations classes.

Adolescent Community Plan of Study and Work

“This means there is an opportunity to learn both academically and through actual experience what are the elements of social life.”

-Dr. Maria Montessori

The curriculum at Nature’s Way incorporates both manual and intellectual components. Dr. Montessori stated that any approach to teaching adolescents, or what she called “Erdkinder” (“Children of the Earth”), must provide experiences with a wide variety of disciplines, social interactions, and practical life work. The following “Plan of Study and Work” guides the curricular approach in the Adolescent Community as described by Dr. Montessori.

Cycles of Work

Each year there are four cycles of work and a short mini-cycle. A regular cycle is approximately eight weeks long, while the Mini-Cycle is four weeks long (see “Mini-Cycle”). Humanities and Science Occupations classes rotate every 3-4 weeks. Mathematics, Spanish, and Language Arts work is assigned weekly in every cycle of study; Humanities and Science Occupations do not take place during the Mini-Cycle. Please see the “Weekly Schedule” below for a regular cycle of study.

| | Monday / Lunes | | Tuesday / Martes | | Wednesday / Miércoles | Thursday / Jueves | | Friday / Viernes | |
|-------------|---|------------------------|-------------------------|---|--------------------------------|--|---------------------------|-------------------------------|---------------|
| | 7th | 8th | 7th | 8th | | 7th | 8th | 7th | 8th |
| 8:30-8:40 | Morning Gathering | | | | | | | | |
| 8:45-9:45 | Micro-economy | Open Work Cmt. Service | Language | Math | Self Expressions 1 8:45-10:00 | Open Work, Math Check-ins | Language | Open Work Cmt. Service | Micro-economy |
| 9:50-10:50 | Spanish | Language | Math | Spanish | Break 10:00-10:15 | Spanish | Open Work, Math Check-ins | Language | Spanish |
| 10:55-11:25 | Advisory | | Advisory | | Self Expressions 2 10:15-11:30 | Advisory | | Advisory | |
| 11:25-12:30 | Open Work Cycle, Farm, Humanities Check-ins | | 11:15 - Open Work Cycle | | Community Meeting 11:30-12:00 | 11:15 - Open Work Cycle, Spanish Check-Ins; 12:00 - Language Check-ins | | 11:15 - Open Work Cycle, Farm | |
| 12:30-1:00 | Lunch | | | Free Time | | Lunch | | | |
| 1:00-1:30 | Free Time | | | SSR | | Free Time | | | |
| 1:30-2:00 | SSR | | | Lit Circle / Farm (by A and B Groups) 1:30-2:20 | | SSR | | | |
| 2:00-3:15 | Humanities / Science | | | Switch / Break | | Humanities / Science | | | |
| | | | | Farm / Community Work (A and B Groups) | | | | | |
| 3:15-3:30 | Daily Restoration and Dismissal | | | | | | | | |

Mathematics

“Mathematics are necessary because intelligence today is no longer natural but mathematical, and without development and education in mathematics it is impossible to understand or take any part in the special forms of progress characteristic of our times.”

-Dr. Maria Montessori

Dr. Montessori observed that mathematical thinking is a gift to humans at birth, as all humans possess mathematical minds. Early adolescents are developing their sense of self and their place in the world. Our mathematics program provides a safe environment for students to accomplish these endeavors through nurturing confidence, giving opportunities to explore and apply concepts deeply, and developing a problem-solving style.

The mathematics program incorporates the theoretical and applied study of arithmetic, algebra, geometry, and measurement and is designed to meet the standards expected for this age by the state while preserving the applied, hands-on approach a Montessori student is accustomed to. Students explore the relationships between abstract concepts and may apply them specifically in math projects. Additionally, students apply mathematics knowledge during other academic classes and the microeconomy.

The Montessori mathematics methodology includes:

- the option for mathematics projects that explore math through topics of interest to the students
- activity- and discovery-based learning
- the history of ideas
- the use of hands-on materials
- individually paced and individually designed work and lessons
- math seminars aimed at developing math communication and problem-solving skills

Over a period of two years, students work through the curriculum at their own pace and level. Students have the opportunity to move through up to 3 levels of Integrated Math as they are ready, though most students will move through Level 2. When needed, assistance or extension activities are provided during individual or small-group workshops or tutorials.

Science Occupations

Science Occupations are project-based science classes in which students learn scientific concepts through the lens of a problem or issue that affects our school, community, or region. Emphasis is placed on the application of adult-like scientific practice in a variety of occupations in order to make an authentic and meaningful contribution.

Students at Nature’s Way have the opportunity to learn about core concept areas and have the opportunity to delve deeper into a related topic of interest to them. The courses also emphasize interdisciplinary skills that will be valuable in later educational settings such as note taking, conducting scientific experiments, working in teams, and scientific writing.

Science Occupations occur in four cycles. The course offerings incorporate several disciplines, such as studying chemistry through the soil, or genetics through the garden. Each cycle of study has a life, earth, or physical science as the core emphasis. Students at Nature’s Way will take four (4) life sciences, one (1) earth science, and three (3) physical sciences as shown in the table below. This structure also acknowledges the curricular requirements suggested by the Tennessee Department of Education.

| Academic Year | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|---------------|--------------------------------------|-----------------------------|----------------------|---------------------------|
| A | Cell Biology (L) | Forces in Nature (P) | Chemistry (P) | Ecology (L) |
| B | Genetics and Reproduction (L) | Earth Studies (E) | Motion (P) | Sustainability (L) |

Please note that academic years A and B will alternate.

Humanities

“The study of the history of mankind...should be treated as far as possible as a complete whole, from which special periods can be chosen for individual study.”

-Dr. Maria Montessori

The Adolescent Community’s Humanities curriculum spans the whole of human history each year. It

tells the story of what it means to be human both thematically and chronologically, incorporating history, geography, literature, art, music, philosophy, and more. As students examine the creation of human culture throughout time, they are able to think critically about the past and work toward constructing their own selves for the future. Montessori concepts drive the curriculum and scope, as each study addresses the following key themes:

- History as a scholarly pursuit
- Self-expression through music, drama, and art
- Nature vs. supranature (humanity's alteration of the natural world for its benefit)
- Elements of production and exchange
- Discoveries, inventions, and explorations
- Migrations and invasions

The class also acknowledges Tennessee state social studies standards and addresses world, United States, and Tennessee history accordingly. The Humanities curriculum is organized into four primary themes. Students receive key lessons on a given topic before engaging in individualized work. These themes are consistent for both academic years, with one year focusing on U.S history and the alternating year focusing on world history. For each theme, one or two topics may be available for any given cycle each year. These offerings are subject to change due to the needs and interests of the community.

| Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|--------------------------|--------------------------------|--------------------------------|------------------------------|
| Early Agriculture | Classical Civilizations | Societies in Transition | Issues in Modern Life |

Early Agriculture can include Egypt, Mesopotamia, Native Americans, the Maya, Indus Valley

Classical Civilizations can include the Aztec, the Inca, US Nationhood, Classical China, Classical Japan, Classical Rome, etc.

Societies in Transition can include U.S. Westward Expansion, the Middle Ages, Exploration and Colonization, U.S. Civil War, WWII, World Religions

Issues in Modern Life can include the Labor Movement, the Civil Rights Era, climate change, immigration, global food issues, contemporary women's issues, sustainability

Language Arts

"Actual writing is an external manifestation of an inner impulse. It is a pleasure that comes from carrying out a higher activity and not simply an exercise."

-Dr. Maria Montessori

In our Language Arts class, students learn fundamental concepts pertaining to the study of language, such as mechanics of writing and speech, composition, grammar, vocabulary, and more. Students explore literature in book groups and refine literary analysis techniques together, as well as partaking in independent reading throughout the year. Additionally, the class allows students to collaborate on projects related to current studies and share them with each other, while also exploring various modes of writing and researching.

| Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|--------------------------|------------------------|---------------------|---------|
| Literacy and Empowerment | Summary and Response | Poetry | Drama |
| Rhetoric and Persuasion | Folklore and Mythology | Southern Literature | TBA |

Previously, we have offered the following classes in Language Arts: Southern Literature, Personal Narrative, Folklore/Mythology, Rhetoric, Speculative Fiction, Shakespeare, Political Expression and many more!

Spanish

"In the past one language was enough, but today it is a social convention that education should include the ability to read and write correctly in several languages."

-Dr. Maria Montessori

All Nature's Way students engage in the study of Spanish, with the Adolescent Community working towards a practical use of the language. The theme-based class involves both group activities and

individual work focusing on interpersonal, interpretive and presentational communication skills. Vocabulary and grammar topics are incorporated throughout. Students also examine themes covered in other classes through the lens of the Hispanic world, gaining a broader perspective of the people who speak the language they are learning. In addition to fostering communicative competence, emphasis is placed on cultural understanding through the use of authentic texts, music and artifacts.

Mini-Cycle

During the Mini-Cycle, students complete a research project based on the topic of their choice. These projects are designed to match the skills, abilities, and interests of each student. There is an opportunity to do intermediate or advanced level projects.

Students work with their advisors and parents to narrow down ideas and to pick a topic that is academically and developmentally appropriate. Each student is then responsible for conducting research, writing a research paper, and preparing visual aids to accompany each individual project. During the last week of the Mini-Cycle, students share what they have learned by presenting their research to the class. Parents are invited and encouraged to attend the presentations.

Self-Expression Classes

The self-expression classes nurture the adolescent's tendency toward creative work and provide activity and variety in the weekly schedule. The classes run for approximately nine weeks in three sessions: one in fall, winter, and spring. Options include art, crafts, theater, music, physical education, writing, debate, and more. Students have the opportunity to choose self-expression classes based on their individual interests. Each class offered falls into one of the following categories: Musical, Physical, Creative, or Life Skills. Although students may express a preference for a specific class, they must take at least one class in each category over the course of their time in the AC.

Workshops

Workshops are a time for committee meetings, managerial work, class-related workshop intensives, specific instruction on particular topics, and microeconomy tasks. This work is a critical component of the curriculum and offers essential opportunities for community growth and individual contributions. Students are also able to plan and lead workshop sessions.

Committees

Students and adults form committees on an as-needed basis throughout the year to meet needs in the community. Committees may work on AC guidelines, plan for an upcoming event, coordinate service outings, or accomplish some task for the school or greater Knoxville community.

Literature Seminar

Seminar is a chance for members of a group to share questions and insights about a text, ultimately leading to a deeper understanding of each other and the content. Students learn the proper procedures for active listening, building upon and appreciating others' ideas, and sharing ideas in a group setting. Formal seminar discussions occur as literature circles and are also scheduled on occasion in other academic classes.

Community Work and Care of the Environment

Adolescents have a developmental need to experience real, meaningful work in a wider social context. This involves both work of the head and the hand. Because of this need, manual work is an integral part of the Adolescent Community experience. Students learn directly that their contributions are essential to the successful functioning of the community.

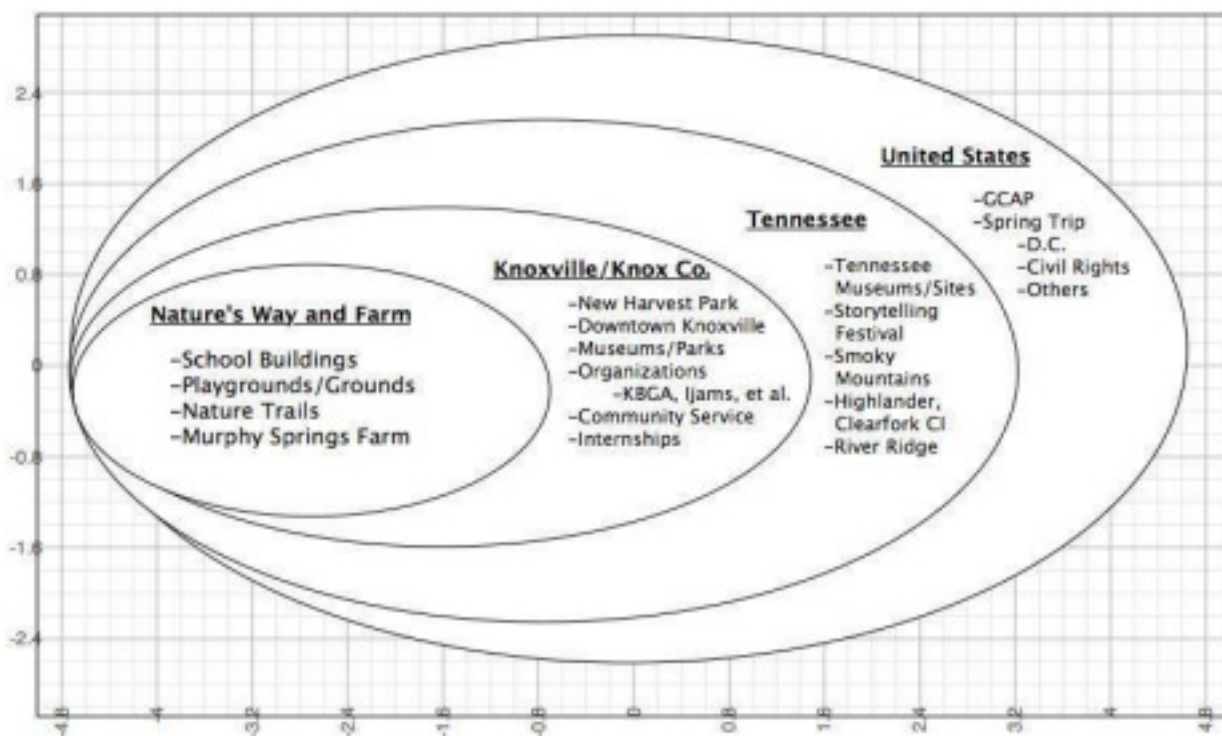
While there is important work that needs to be addressed daily, time is also set aside for "Community Work" in order to take on larger projects. These initiatives are wide-ranging and include such things as building projects, canning vegetables, clearing trails, cleaning out the chicken coop, planting, cultivating, harvesting, making crafts, writing newsletter articles, baking, and more. Each afternoon all students contribute to the restoration of the environment, which is necessary for keeping the classroom spaces clean and orderly. The students rotate through different jobs in all spaces throughout the year. Guides assist and encourage these jobs to be done with care and attention to detail.

Community Service

Adolescents are involved in community service at Nature's Way and beyond. At school, students participate in a weekly community service program where they contribute to other classrooms and areas throughout the school. They work alongside guides to keep classrooms organized, to tutor younger students, and to help out with paperwork and class events. Students choose which environment they work in by applying for several community service positions within the school. They maintain the same weekly position throughout the year.

Service work is important for adolescents; it allows them to become aware of their communities and the people in them, to feel valued for their services, and to work on a positive self-concept.

Throughout the year the Adolescent Community participates in several service activities in greater Knoxville. These events are planned with input from the students.



Examples of students' involvement in various communities.

Microeconomy

“The essential reform is this: to put adolescents on the road to achieving economic independence.”

-Dr. Maria Montessori

Dr. Montessori thought it essential for adolescents to participate in experiences of production and exchange as they prepare to enter society as adults. We provide for this activity through the Microeconomy. All students take part in the real, adult-like work of maintaining the garden, preparing animal byproducts (eggs), crafting, and more. They also market and sell these products during afternoon pickup times and special events. Funds are generally re-invested into this aspect of the program or put towards enrichment opportunities as determined by the students.

In order to provide an economic experience that allows students to make real decisions and real contributions, the Adolescent Community Microeconomy exists separately from the overall school budget. The students have a separate bank account with First Tennessee to handle real-life financial operations. Animal feed, seed for the garden, ingredients for products, and other materials and services necessary for the operation of the Microeconomy and its related businesses are paid for with sales of products made and produced on-site (as much as possible).

Observation and Evaluation

Advisory Program

Each student is assigned to an advisory guide. The advisory program offers each student and guide a special advisor/advisee relationship. The advisor is an advocate for the student in academic, behavioral, and interpersonal matters. The advisor is also responsible for monitoring the overall progress of advisees throughout the year and is the main contact person for the student, parents, and staff.

Advisory meetings occur during each day of academic work, and may include large or small group activities or individual planning. Students use this time to work on organization, time management, character education, leadership skills, social development, and conflict resolution. Advisory meetings are also used to share stories, plan events, and make announcements. These activities focus on developing trusting relationships between students and guides in order to enhance each student's sense of belonging, as well as provide academic and social guidance and support.

Advisees and advisors work together throughout the year to solve problems and resolve conflicts. If a student has a problem (academic, social, or personal), the advisor is available to help resolve the situation. Advisors will also conference with their advisees and parents throughout the year. All Nature's Way staff and students are asked to take responsibility for reporting any conflict with a student in the Adolescent Community to the advisor. This includes any inappropriate behavior, problems with peer interaction, or other situations that should be addressed. Issues can be reported by filling out and submitting a "Communication Form," emailing an advisor, or by scheduling a conference with staff. The advisor will review the report and work out an appropriate way for the student(s) to talk about possible solutions for the situation.

The advisor is the main contact person for students, parents, and staff. If students or parents have questions, concerns, or need to share information, the student's advisor is the person to contact. Please notify the student's advisor and the office for early or late dismissal. Also, please schedule conferences through the advisor. Nature's Way staff will direct any concerns about a student in the Adolescent Community to that student's advisor.

Planners and Organization

Organization is critical to the establishment of an ordered life. As the adolescent assumes more responsibility with emerging social roles, practice with organizational skills becomes increasingly important.

To develop this skill, students fill out a work plan to keep track of class assignments and compile their work into binders. Guides assist students with prioritizing, planning, and categorizing work if needed. Students should take time each day to organize, check their work plans, and restore their personal spaces.

Online Tracking of Assignments

Students, staff, and parents use the Google Sheets for online record-keeping. This means that guides can track and record the status of work for each student on a rolling basis. Guides will indicate whether assignments are complete, incomplete, missing, or need to be remedied. Parents and students can log access the student's record sheets on Google and check the status of any work at any time for all core classes.

In preparation for future learning environments, all 8th grade students receive grades, which are also recorded on these record sheets. All AC guides adhere to the Knox County Schools grading system.

Homework

Students have scheduled times each day that they are expected to use wisely to work on assignments, conduct research, and obtain assistance. Papers and projects are may sometimes require a student to spend time away from school conducting research, writing, studying, etc. It is reasonable for AC students to complete unfinished work and/or practice work at home. It may also be necessary to have weekend work. The time needed to complete work at home will vary from student to student

based on individual study habits, skills, and abilities. When students organize their time well, they are better prepared for class, able to juggle outside activities with school work, and able to fulfill obligations inside and outside of school.

It is important that students learn how to discipline themselves to work at home after school. This is a skill necessary for high school and future learning. Students who use their personal work time at school appropriately may not have much homework. If a student is coming home with a disproportionate amount of homework, parents may want to schedule a conference to discuss the matter. Also, it is our expectation that parents provide an appropriate time, place, atmosphere, and the supplies necessary to allow the student to complete high-quality work at home.

End-of-Cycle Evaluation

At the conclusion of each cycle, the AC staff will provide your child with several evaluations. Students will also compile their work from each subject. Each end-of-cycle packet will include the following:

- An End-of-Cycle Evaluation, which is both a self-evaluation for the student and a way for the advisor to share his/her feedback on specific skills or qualities, including “responsibility,” “honesty,” “helping others,” etc.
- An Academic Summary is an evaluation of student work with the following categories: Engagement, Understanding Concepts, Skill Development, Work Management, and Overall Quality of Work.

For the Academic Summary, evaluations use a 1-4 numerical system to indicate the progress in specific areas. The AC staff provides an Academic Summary, comments on the End-of-Cycle Evaluation, feedback on work as it is submitted and returned, assistance for student-led conferences, and more as ways to provide a clear picture of the student’s development and progression. Guides are also available upon request for conferences to provide more qualitative feedback on student progress.

Standardized Testing

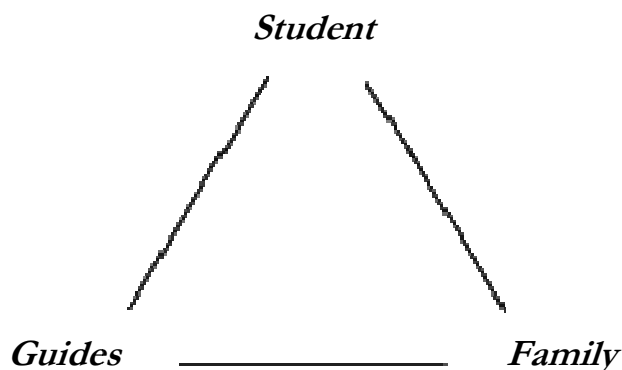
Nature’s Way uses the Stanford Achievement Test each spring to assess all students in third through eighth grades. This is the primary document used as a record of achievement for students who transition from

Nature's Way to another school. Although test-taking is one form of practical life education, the curriculum at Nature's Way is not designed to teach to the test.

Family-School Partnership

Communication between Families and Guides

AC guides value the increasing independence of adolescent students and the essential support of the student's family members. Cooperation between the student, family members, and AC guides are necessary to ensure the student's success in their continued development.



With the support of families, AC guides strive to support students in taking increased responsibility for their learning and development. The AC guides work to establish a supportive learning environment at school. Likewise, it is important for family members to provide an environment at home in which students can focus on homework when needed, and are supported to come to school prepared each day.

Email is a valuable means for communication with guides. The school email address is natureswaymontessori@comcast.net. The office will forward any email communication to an AC staff member; however, please feel free to contact the AC staff directly.

Gar Secrist

- Adolescent Community Program Coordinator
- Science and Humanities Guide
- Advisor

gar.secris@natureswaymontessori.com

Jimmy Waters

- Math and Science Guide
- Advisor

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Ian Hatcher

- Language Arts and Humanities Guide

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Isabel Zuniga

- 7th and 8th Grade Spanish Guide

isabel.zuniga@naureswaymontessori.com

Emily Brewer

- Farm Manager

emily.brewer@naureswaymontessori.com

Please remember that the advisor is responsible for overseeing the overall progress of advisees throughout the year and is the main contact person for students, family, and staff. If you have questions, concerns, or need to share information, please contact your student's advisor unless there is a specific question for another staff member relating to their academic specialty. Any general questions about Adolescent Community events or programming should be directed to the Program Coordinator.

It is important that you also read the weekly "News You Need" emails from the office, as well as periodic AC Newsletters. Please ensure the school has a record of your current email address. If you are not already part of the Nature's Way email group, please send a message to naureswaymontessori@comcast.net to be added. Also, if your address has changed from last year, please send an email with the new address.

Conferences

Twice a year students lead short conferences about their work. This is a great opportunity to hear student viewpoints and perspectives and to celebrate accomplishments. Students will select pieces of work or other projects to display and discuss with family members. The discussion also incorporates elements regarding goal-setting, planning, work ethic, engagement with work, and other related topics.

Family members or AC guides may contact one another to schedule additional conferences as

needed. These meetings may involve the student unless family members or guides need to discuss issues privately.

Involvement at Nature's Way

There are many opportunities for family members be actively involved in the Adolescent Community. The staff strives to provide students with guest speakers; and family members are encouraged throughout the year to talk to students about their professions or interests as they relate to activities in the community. Adult family members may also provide job-shadowing or internship experiences in their occupation for our 8th grade students during our Career Exploration program in the spring. If you are interested and able to host a student at your place of employment, please reach out to Gar at gar.secris@naureswaymontessori.com .

Adult family members are invited to provide transportation, plan special events, and chaperone field trips when appropriate. If driving or chaperoning, please respect the educational and social environment and understand that there are expectations that we have of the adults who are in the presence of these young people. **Each chaperone/driver will need to sign a form acknowledging these guidelines, as well as submit a copy of their driver's license and insurance to the office once each year.**

AC Self Expressions Classes by Family Members

Another opportunity for adult family members to be actively involved in the school is to lead Self Expressions classes for a small group of interested AC students. The goal of this program is to give our students opportunities to choose specific skills and interests to develop. Three times per year, we offer a selection of Self Expressions classes, and students choose the options they are most interested in exploring. Typically the classes involve a small group, usually 3 to 7 students.

We seek to offer a wide range of skills-focused classes, including but not limited to:

- Various hobbies and skills such as cooking, woodworking, photography, or filmmaking
- Physical activities including sports, yoga, or martial arts
- Forms of artistic expression or craft making
- Learning musical instruments or composition

Our Self Expressions classes typically run for about 9 sessions, one session per week. They take place on Wednesday mornings, and each session is an hour and fifteen minutes in length. We have

two time slots to choose from: 8:45-10:00 or 10:15-11:30. If you or someone you know may be interested in sharing a hobby or skill with AC students, please contact Gar at:

gar.secris@natureswaymontessori.com

Parent/guardian involvement in school life is essential for the success of the students at Nature's Way, and the staff is always grateful for your contributions!

Support for Families

Adolescents need more independence than elementary aged children, but they also need the guidance and support of adults.

It's easy to dismiss ten- to fifteen-year-olds as moody, baffling creatures. Yet, these years are perhaps the most critical time in human development, a juncture at which unmatched physical and intellectual growth, expanding creativity, emerging moral sensibilities, awakening sexuality, and maturing emotions converge. Early adolescence is a time when girls and boys may need the help of parents most—yet it's often a time when they are most reluctant to accept it. And it may be a parent's greatest opportunity to effect positive changes in a child's life.

-Laura Sessions Stepp, *Our Last Best Shot*

Raising early adolescents can be very challenging. Some family members might like more information on what is happening with their children and how they can continue to be a positive influence in their child's life. Family members are welcome to browse and check out the many books located in the library adjacent to the office.

Policies and Procedures

Attendance

Absences are an unavoidable part of school life. Please notify the school and your child's advisor in the morning when your child is absent for that school day (except in the case of an extended absence). Students who are sick need to remain at home until the condition improves. **If there is a planned absence, please inform the office and AC staff in advance.**

Daily attendance, including timely arrival and dismissal, is very important for all students. Please schedule family trips to coincide with school vacations. Students who have missed school due to family vacations can fall behind, miss important concepts, or let down group members for group projects in progress. If time out of school cannot be avoided, please contact the Program Coordinator as soon as possible. By giving advance notice, guides can work with the student to plan strategies to help deal with the workload.

For all absences, it is the student's responsibility to complete assignments that were missed and meet with other students and guides regarding collaborative work. Family members should assist their children with planning and catching up on missed work, if required. Please give advance notice that you want to pick up assignments for an ill child, and guides or students will strive to compile this. Guides will work with the student to modify assignments should the need arise due to illness.

All absences should be excused. A phone call or email detailing the reason will suffice. Again, please notify the office and the Program Coordinator in the case of an absence.

Scheduling Appointments

Due to the collaborative nature of our work, students often cannot make up for time missed at school. Therefore, we strongly discourage the scheduling of appointments during school hours. Please make every effort to schedule medical and dental appointments outside of that time. If an appointment absolutely must be scheduled during school, please notify guides in advance to plan for the week.

Arrival

Our goal is to feel confident that students come to school healthy and leave school having practiced safe measures throughout the day. All students will be greeted and dismissed curbside in the car line.

- Arrival will be between 8:15 and 8:30 am. There will be no walk up arrivals.
- Exit the drive through the middle lane.

Late arrival must be scheduled in advance with the main office:

- Contact the Main Office and give the exact time of your child's late arrival.
- Office Staff will notify the classroom community to make arrangements for receiving the child.

Early Morning Care (EMC):

Arrival for Early Morning Care will be between 7:30 and 7:45. The next available arrival time is 8:15-8:30. **We cannot accept students between 7:45 and 8:15.** Children in EMC will be outside whenever possible. On inclement weather days, they will be in the Extended Day space. AC Students in Early Morning Care may enter their classrooms between 8:00 and 8:15.

Dismissal

- Dismissal for all students will be curbside. There will be no walk-up dismissal.
- Please pull up and park at an available designated location.
- Wait in your car and your child will come to the car when dismissed.

Early departure must be scheduled in advance with the main office:

- Contact the Main Office and indicate the exact time of your child's early departure.
- Office Staff will notify the classroom community.
- At the pre-arranged time, please pull up to the curb and wait.
- A staff member will facilitate the dismissal.

Extended Day (ED)

Extended Day will be available until 5:30 p.m.. Dismissal from Extended Day will take place at the curb in front of the Middle Building. Students will be dismissed at half-hour intervals: 4 PM; 4:30 PM; 5 PM; 5:30 PM. **Pick-up time must be pre-arranged with the office.** Students will be brought to the dismissal area only on the half hour. Be ready to receive your child at the time you are registered for. Please ensure that every individual who will drop off or pick up your child is familiar with these procedures.

Release of Students to Other Persons

Please leave written instructions with the office or advisor on the day that your child is to be picked up by someone who is not included on the student's Identification and Emergency Information form. In the event you find it necessary to have your child picked up by someone else and you have not given written instructions, please make a telephone call to the office giving permission for your child to be released. You will be asked to give the individual's name and the approximate time the student will be picked up. Students must contact family while at school if

there is a change in plans and the person picking up the student is not on the Identification form. A guide or the office must speak to the family to confirm this change before the student is released from school.

Emergency Closings

Nature's Way Montessori School announces its own closings on local TV broadcast stations WATE (ABC), WBIR (NBC), and WVLT (CBS). If the announcement is not broadcast before 10:00 p.m., it will be broadcast before 6:30 a.m.. If school is delayed for an hour or closes early, then Early Morning Care and Extended Day programs will not be available. **Remember, the announcement for closings or delays will read *Nature's Way Montessori School*.**

Medication

Parents should notify staff of any major or minor health concerns. Also, parents should give any medication that their child needs while at school directly to a staff person. The medication must be placed in a zip-lock bag labeled with the students or at the end of this manual. Please be reminded that you need to fill out a Medication Form if your child is taking a prescribed or an over-the-counter medicine, whether or not the medicine is given at school. **Students may not keep medication in their possession (pocket, backpack, purse, etc.) while at school, regardless of the type of medication.**

Prescribed medicines are given for various reasons, and common over-the-counter medications to help with allergies, colds, coughs, and other minor ailments on a regular basis or periodically often have side effects in children. Since observation is a critical component of a guide's role when working with students, it is important to know all medications taken by a child should a change in behavior occur.

If a child is on a regular medication that is designed to affect attention or mood, please notify the AC staff of any change in dosage and/or the timing of doses. Also, please ensure that the staff knows about any other medical conditions, including allergies. If you would like to give the AC staff permission to administer ibuprofen, acetaminophen, or other common medications, please indicate this on the designated form and submit it to the staff. Otherwise, an AC staff member will need to contact a parent before administering any medication.

Accidents and First Aid

Accidents most certainly happen frequently during adolescence. The AC staff is prepared to provide necessary care to students at school and on field trips. All AC staff have some degree of first aid/CPR knowledge.

Should an accident occur, the staff will provide immediate care depending upon the situation. Minor cuts and scratches may warrant a band-aid or similar bandage; the staff ensures that students wash any cut with soapy water, dry the area with a clean cloth, and apply a clean bandage as necessary. Also, the staff can administer an antiseptic spray (Neosporin or equivalent) on a wound or provide an ice pack for bruises or sprains.

Furthermore, the AC staff will document all accidents requiring care or first aid, those where a head injury is possible, and those deemed noteworthy due to the situation. Students and parents will receive a copy of an Accident Report Form should an accident happen at school. The staff will also call parents should an emergency or serious situation arise. Any accident that does not require first aid and shows no sign of emotional or physical trauma or damage, such as tripping and falling onto the ground without a cut or bruise, will not be documented.

Supplies

At the beginning of each year, the AC staff sends a list of necessary supplies to each family.

Students are responsible for purchasing and maintaining their own school supplies, including rain gear, work gloves, and boots for work on the farm. They should not depend on other class members or guides to provide pencils, pens, or other needed materials.

Projects are an integral part of the AC program. During every cycle, students will complete at least one project designed to further their understanding of the cycle's material. Often students choose to work on projects at home; however, if they plan to do the project at school, they need to be responsible for providing their own supplies (poster boards, adhesives, etc.).

Lunches, Snacks, and Drinks

AC students are expected to follow the same food guidelines as the other classroom communities at Nature's Way; pertinent information from the policy appears below:

Nature's Way Montessori respects each family's approach to food and nutrition and

embraces the social and cultural eating practices of our students. Nature's Way Montessori encourages all children to eat foods that are healthy. We ask that you provide a healthy breakfast each school day and send nutritious lunches. Be creative!

We encourage you to talk to your child about the health benefits of the foods you include in their lunches and have your child actively participate in the preparation and packing of meals. Books on healthy food choices are available in our library. We find that desserts are quite distracting to children eating in a school group environment, and while we do not label these foods as 'bad,' **we do insist on a no soda and dessert policy at school.** We consider the following foods to be desserts: candy, chocolate, non fruit-juice gummies, cake, cookies, and drinks with less than 90% juice. Please reach out to us if you have questions about any particular food item!

We allow children to consume as much or as little of their packed meals and snacks as their appetite dictates, and we encourage exposing them to a wide variety of foods- both for physical growth and self-awareness of their tastes, preferences, and hunger cues. All classes have a microwave oven, so please feel free to send items that need to be heated, if your child desires them.

We strongly encourage you to send foods in reusable containers- please avoid plastic bags and heavily packaged foods. For this reason, **canned beverages of any kind are not permitted at school.** Plastic or cloth containers for food and drinks are a sensible and sanitary alternative.

AC students also need to have snacks that can be easily eaten at the designated snack time and area. Students who stay after school especially need to bring extra snacks. It is also essential for students to keep a personal water bottle at school for use throughout the day; there is not a water fountain in the AC space, but there is access to filtered water. Additionally, students must provide their own silverware and napkin with their packed lunch. Soda, coffee and other caffeinated beverages may not be consumed at school. Under no circumstances should gum, candy, or fast food be brought to school by students or family members.

At this age, we strongly encourage students to be independent in packing their lunches and snacks

for the day. Parents, however, should monitor their student's food and drink choices and reinforce the guidelines for nutritious snacks and lunches.

Dress Code

Adolescence is a sensitive time where students are developing self-esteem and an individual sense of style. Adolescents use clothing styles as a means of expressing identity, an important characteristic of the age.

With this said, the dress code for the Adolescent Community is based on practical needs for daily work and respect for each member of the community. As members of the Adolescent Community are often working outside in all types of weather, each guide and student should dress appropriately for this work. It is important that each member of the community take responsibility for making proper clothing choices. The school has provided guidelines (below) to assist families in making these choices.

Due to the sensitivity of this subject with adolescents, it is best for family members to monitor their student's dress choices and reinforce the dress code guidelines. Staff will relay violations of the dress code to parents so that the family can discuss this together and assist the student with future clothing selections.

The following are guidelines for dressing for the school day:

- Students should refrain from wearing clothing or attire that inhibits or restricts participation in class activities or is a distraction to the learning environment.
- As students are often working outside in all types of weather, they must dress properly for these activities every day of school. Students are expected to keep a raincoat and rain boots on campus for outdoor work, and for use outdoors during free time and after school.
- All clothing must adequately cover undergarments in all situations, including when sitting on the floor or engaging in physical activity.
- Clothing should not contain offensive pictures or writing.
- Shoes may be worn in the AC space. If students choose not to wear shoes, they must have something on their feet while at school (socks, sandals, slippers, etc.).

Field Trips and Outings

The Adolescent Community program includes involvement in activities outside of school throughout the year. Field trips are scheduled throughout the course of the year to correspond to what is being studied in the classroom. While many trips are planned in advance, some are spontaneous in nature. These outings are local trips to secure supplies for community work or visit a community asset for class or committee work. Please review and submit the permission form for field trips and outings at the end of this handbook.

Students also spend time away from the school to help in the community and to participate in cultural events. These generally take place during the school day, but some unique opportunities may occasionally arise on nights and weekends. Community building trips are also planned throughout the year, including annual three-day beginning-of-year trip and a spring trip.

Usually staff and sometimes adult family members of students will provide transportation for students in their personal vehicles. In some cases school buses or vans may be used for field trips.

Eighth Grade Year

The eighth grade year is a special time for Nature's Way students. For most of the eighth grade students, it marks the end of many years spent at our school. Because of this, we have several program components in place to aid in the transition to high school.

In the fall, the school staff hosts a meeting for families in order to share important information for the upcoming transition to high school. Guides are available to write letters of recommendation for students as needed. AC staff are available to work with families to make decisions about placement and to meet specific requirements for high schools.

Community Guidelines

Our goal in establishing the Adolescent Community each year is that all community members feel a sense of respect for themselves and all others within our school community. Students, staff, family members, and visitors are all important participants in the educational mission. Our community guidelines are built upon the following core expectation, which is fundamental to both Montessori

and Positive Discipline. It provides a consistent thread and the basis of language used throughout the entire school community and nearly every expected and appropriate behavior fits within this core expectation:

I will show respect for myself, others, and my environment.

Expected behaviors are reviewed with students and staff and students will collaborate at the beginning of the year to develop appropriate guidelines for their communities in order to uphold the behavioral and academic expectations that are consistent with our core expectation. To assist with the preparation for adult life, Adolescent Community staff consistently model and expect behaviors that are responsible and respectful.

We believe that:

- The learning environment should be protected.
- A misbehaving student is a discouraged student who is communicating a need through their behavior. At times, a student may need a break from their immediate surroundings in order to return to a social/emotional state that is conducive to learning and interacting positively with others.
- There should be a consistent process that we utilize when responding to behavior that does not uphold our core expectation.
- Parents should have the opportunity to collaborate with the school when their child is engaging in behaviors that do not support the school's core values.

Problem Solving and Positive Discipline

Adolescence is a critical time during which the brain is undergoing a period of tremendous growth and change, second only to that of the toddler years. This rapid change brings with it unique opportunities and challenges for the adolescent, particularly in the areas of social and emotional life. Just as they are busy exploring new concepts in history or literature, adolescents are also engaged in the important work of learning new lessons in civility, morality, and self-regulation.

Adolescents are working on defining themselves as they strive to understand the "rules" of adult society. Students are actively involved in running their community by using the Community Meeting agenda to discuss issues crucial to running the classroom. In Advisory Group meetings, students

take part in social-emotional lessons designed to practice conflict resolution skills.

As adolescents grow socially and emotionally, conflict is a natural part of the process. When students encounter conflict, we encourage them to:

- Take responsibility for their actions and their words
- Go to the person with whom they have a problem
- Learn to solve their own problems

When students feel that they cannot handle a problem on their own, they are encouraged to ask a guide to help mediate the problem. This form of mediation involves a process using a neutral and impartial third person who walks parties through the conflict resolution procedure to resolve their dispute. It is a peaceful process intended to help disputants reach a win-win agreement. Students may use a Communication Form to request mediation or to report a problem that they are having with another member of the community. This is a tool that empowers students to take the first step in resolving a problem. A sample can be found at the end of this handbook.

We also guide students to solve problems and take responsibility for behavioral challenges through Positive Discipline. This program of behavior management is used by all staff at Nature's Way. Its criteria, concepts and tools complement the Montessori Philosophy and provide our school community with a consistent approach to all children. This gives parents the comfort of knowing that all staff will treat their child fairly and in the same careful manner. Positive Discipline is based upon mutual respect between adult and child. We encourage all parents to learn about and use Positive Discipline with their Montessori child. We have multiple Positive Discipline books and manuals in our school library that are available for parents to check-out.

Responding to Disrespectful Behavior

To recognize the adolescent's need for increased independence, and to provide opportunities to balance increased freedom with increased responsibility, AC guides encourage and support students to reflect on and resolve personal, social, and academic challenges independently at school. However, parents and family members remain essential advocates and supporters for adolescent students. If students continue to experience challenges that they are unable to resolve independently, AC guides will communicate these challenges to families.

If a student engages in serious or recurring behavior that is inconsistent with our core value of respect, AC

guides respond according to the following procedure:

- The student's advisor will meet with the student to provide them with the opportunity to share their needs. The advisor will then collaborate with the student to create an agreement to meet these needs while respecting the Adolescent Community and the student's personal academic growth.
- After reaching this agreement, AC guides will follow-up with the student about any behavior that remains inconsistent with the agreement. In this case, they will revisit the agreement with the student and guide them in re-evaluating the situation.
- If a student remains unable to fulfill their agreement responsibly, AC guides will contact the family. Guides will also communicate to the family directly if their student engages in an incident of significantly disrespectful behavior toward the community. The goal of these communications is to give families the opportunity to advocate for their student's needs while helping the student to participate in the Adolescent Community respectfully and responsibly. We ask that parents or family members discuss the situation with their student and confirm to AC guides that a conversation has taken place.
- If behavior challenges persist, AC guides will schedule a conference with the student and their parents or family members. This conference provides guides, family members, and the student an opportunity to come to an agreement on how to proceed.

While we believe that students benefit most by being present in the classroom, in rare cases a student may be asked to leave school for the day or longer, and in extreme cases, permanently. This may occur if the behavior occurs frequently, is not resolved in a timely manner, and/or reaches an intensity that is a danger to the student, others, or the environment.

Bullying

Our policy defines bullying as the act of intentionally harming another person (emotionally or physically) through repeated actions targeting that person. In accordance with the above policy, repeated instances of bullying may result in extended removal from school until guides and the family schedule a conference and problem-solve the issue.

The following definition, created by former NWMS middle school students and guides, describes bullying as:

1. aggressive behavior that involves unwanted actions
2. involving a pattern of behavior repeated over time

3. involving an imbalance of power or strength.

Bullying can include but is not limited to the following examples:

- Making derogatory comments or calling someone unwanted names
- Social exclusion
- Physical bullying such as hitting, kicking, shoving
- Spreading lies and false rumors
- Taking someone's property
- Making threats to someone
- Intentionally doing anything that you know bothers someone because they have asked for the behavior to stop

Academic Integrity

At Nature's Way Montessori School, we value and expect academic integrity, which we define as a commitment from faculty and students to demonstrate moral and honest behavior in regards to academics; therefore, any cheating or plagiarizing (attempts to pass off another's work as one's own) is unacceptable.

Computers and Technology

The Adolescent Community is fortunate to have access to a variety of technology tools including computers, laptops, the Internet, graphing calculators, radio, DVD players, etc. Students should use these items responsibly and only for schoolwork. Guides reserve the right to view technology tools at any time to ensure that guidelines are being followed.

Students may use the Internet to research class projects and assignments. **They cannot use computers to access social media, play games, or for other personal projects without permission.** Students are expected to follow the technology guidelines posted in the Adolescent Community and in this handbook, including the provisions for student-owned laptops. Students must have their own laptops and chargers for work every day. Unless given permission from a guide, computers are available only during open work cycle. **Students must use their own computers** for work unless given permission by a guide to use the classroom computer, which is only available for assigned academic work.

Adolescent Community students also have access to a digital camera and camcorder that can be used for school work with permission. Students must have permission before bringing a personal camera or video camera to school or to use smart phones as recorders/cameras.

Computer Guidelines

- Use computers responsibly and only for school work.
- Computers must remain silent, unless the student has permission from a guide.
- Computers are only available when approved by a guide.
- Liquids may not be placed at the same table as a computer.
- Computers may only be used indoors.
- Students work individually at their own computers, unless they have permission from a guide to do group work.
- Due to limited charging spaces, students are expected to charge their computers before bringing them in the morning. Computers may not be charged during classes. During Open Work Cycle, students may charge computers if their charging cable does not cross the floor where others may walk.
- Computers must be used according to all instructions given by guides.

To support the responsible use of computers for academic purposes, guides will redirect student misuse of technology according to the following procedure:

First violation:

Student redirected to appropriate use of technology, with a warning of the consequences of further violations. Communication Form submitted to advisor.

Second violation:

Student redirected to appropriate use of technology. Communication Form submitted to advisor. Student may be assigned seating for one week.

Third violation:

Loss of computer privileges for remainder of day. Meet with advisor to find solution. Student may be assigned seating for one week.

Fourth violation:

Loss of computer privileges for one week and parent contacted. Student may be assigned seating for two weeks.

Fifth violation:

Loss of computer privileges for two weeks and parent conference scheduled. Student may be assigned seating for the rest of the school year.

Telephone/Cell Phone Guidelines

Cell phones / smart phones are not necessary for any school activities. Since phones may distract from the learning experience, **students may not use phones or smart watches at school without special permission. If a student needs to carry a cell phone or smart watch, it must be turned off and stored out-of-sight in a backpack, purse, or cubby while at school during the day.**

Please try to work out personal details with your child during non-school time and avoid making telephone calls or texts directly to your child during the school day. Instead, please call the school if you need to talk to your child. Students may use the school telephone if necessary. The office staff will deliver messages to students; if you or your child must have a conversation, this should take place during a break or free time (unless an emergency).

If needed to facilitate pick up, students may use their phone with permission to call their family **between 3:30-4:00 pm only. Students may ask to call their family or person picking them up to expedite the process. Personal cell phones may only be used in the AC space.** At 4:00, any remaining students at school must turn their phones off and put them away. Should there be a change in pick up as mentioned in the “Dismissal” section, a staff member must speak to the family in order to release the student to someone unauthorized (not found on the Identification sheet). If a student uses a cell phone without permission, the phone will be taken by guides and the family must retrieve it at the end of the day

AC Communication Form

Date: _____ Time: _____ Person Reporting: _____

Name(s) of Student(s) involved:

Other student(s) present:

Location of Incident:

Type of Incident:

- | | |
|---|--|
| <input type="checkbox"/> Positive interaction | <input type="checkbox"/> Dishonesty/lying |
| <input type="checkbox"/> Information report | <input type="checkbox"/> Going outside of designated boundaries |
| <input type="checkbox"/> Inappropriate or hurtful verbal and non-verbal language* | <input type="checkbox"/> Unkind behavior* |
| <input type="checkbox"/> Unwanted physical contact | <input type="checkbox"/> Cell phone use |
| <input type="checkbox"/> Defiance/noncompliance | <input type="checkbox"/> Technology violation: personal listening device |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Technology violation: computer |
| <input type="checkbox"/> Property misuse | <input type="checkbox"/> Dress Code violation |
| <input type="checkbox"/> Harassment* | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Bullying* | |

Comments on Incident (Please type or write on additional paper if necessary):

Would you like to be informed about the follow-up to this incident? ____ Yes ____ No

Finished form should be given to Gar (AC Program Coordinator)

*May include (but is not limited to) unwanted name-calling, comments that are sexist, racist or homophobic, or comments referencing sexual acts that are violent, immoral or illegal

Communication Form: Follow-up Report

Advisor: _____ Date: _____

Student(s) involved in follow-up: _____

Submitted by:

____ Student ____ AC Guide ____ Other staff ____ Parent

Recommendation for next steps:

Medication Form

A staff member must receive all medications. Please do not send medications in lunch boxes. Medicines need to be in the original prescription container, labeled with the child's name and include the physician's directions for use.

Child's Name _____

Class _____ Date _____

Name of Medication _____

Purpose of medication _____

Dosage _____

Time(s) to Administer _____

Prescription _____ Over-the-Counter _____

Special storage requirements _____

Possible side effects _____

Parent Signature _____

To be filled out by staff member administering the medication. Give form to parent with any unused medication.

Time(s) administered:

M _____ T _____ W _____ TH _____ F _____

Initialed by staff _____

Date unused medication returned to parent _____

Parent's Initials _____

Noted side effects _____

Health Patterns and OTC Medications Permission

Student Name: _____

Parent / Guardian Name: _____

The following are allergies (including seasonal), pain/cramping, headache, or other health trends that would be normal for my child to experience:

Optional: By checking the boxes, I give permission to the AC staff to administer the following medications as needed by my child without needing to contact me:

_____ Tylenol _____ Ibuprofen _____ Benadryl _____ Dramamine

Other: _____

We will administer the dose recommended on the bottle of any OTC medication unless given specific instructions to do otherwise.

Comments: _____

Signed: _____ (Parent or Guardian)

Date: _____

PARENTAL CONSENT AND RELEASE FORM FOR FIELD TRIPS

NATURE'S WAY MONTESSORI SCHOOL PARENTAL/GUARDIAN CONSENT FOR:

- Acknowledgement of Personal Liability
- My Child to Ride with Private Drivers (i.e. Parents/Guardians)
- My Child to Ride with Employees of Nature's Way Montessori School
- My Child to Ride in Professionally Operated Buses Hired by Nature's Way Montessori School

BACKGROUND

Please fill in your child's name and initial on the spaces to the left of each statement below to acknowledge your acceptance of the following permissions.

My child, _____, has permission to participate in:

- _____ Planned field trips associated with classes. Information about these trips will be sent to parents/guardians in advance via email.
- _____ Spontaneous field trips. Since social experiences are essential to the social, moral, and academic development of the adolescent, these outings occur spontaneously due to class or community needs. These outings will be local in nature (within Knox County). Notification will NOT be sent to parents/guardians about these trips.

TRANSPORTATION PERMISSIONS AND WAIVER

I also understand that, pending my written permission below, a teacher, an administrator, private drivers (such as the parent or guardian of another student), or a professional bus driver, may be used to transport students to and from the activities. For private drivers, the owner of the vehicle must carry bodily injury insurance. The school's insurance does not cover damages arising from any personal negligence related to the activities. Any damages/harm resulting from a parent/guardian/or other designated driver arising from the operation of a motor vehicle in relation to the above listed activities, is hereby waived.

Please initial on the three spaces to the left of each statement below to acknowledge your acceptance of the following permissions.

- _____ I give permission for my child to ride in a vehicle driven by a private driver (i.e. parent/guardian of another student) to and from the activities.
- _____ I give permission for my child to ride in a vehicle driven by a teacher or an administrator to and from the activities.
- _____ I give permission for my child to ride in a professionally driven bus hired by Nature's Way Montessori School to and from the activities.

I also understand that I have the ability to refuse to sign this Form. In addition, I understand that if I refuse to sign, my child will not be permitted to participate in the activities unless I personally provide transport for them to and from the activities.

ACKNOWLEDGEMENT OF PERSONAL LIABILITY AND WAIVER

I also understand that this field trip may expose my child to some risks and I assume any such risk that may arise there from. I accept full responsibility for all medical expenses for any injuries that might occur to my child by reason of his/her participation.

By signing this form, however, I hereby release Nature's Way Montessori, administrators, officers, teachers, employees, and volunteers ("released parties") from and against any and all claims, demands, actions, complaints, suits or other forms of liability that any of them may sustain (a) arising out of any damage or injury caused by my child; or, (b) arising out of a parent/guardian/or other designated driver's operation of a motor vehicle in relation to the activities. I also agree to indemnify and hold harmless the released parties from the released claims, including any and all related costs, attorney fees, liabilities, settlements, and/or judgments.

SIGNATURE

I confirm that I have carefully read this CONSENT AND RELEASE and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am a student 18 years or older.

I have signed this CONSENT AND RELEASE this _____ day of _____,
202_____. This consent and release form has been read and is understood by me.

Print Name

Signature of Student's Parent or Legal Guardian