



Family Handbook

Elementary & Middle Years

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Our School



“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

Our Vision Statement

Our vision is to cultivate a life-long love of learning in our children and inspire them to realize their full potential while enjoying life's journey and positively contributing to the world around them.

Our Mission Statement

Guided by the Montessori philosophy, our mission is to provide a caring school community that nurtures every child's natural curiosity for learning and supports full development of academic, social, artistic, physical and life skills.

Selkirk R.O.C.K.S.

Being a member of the Selkirk Montessori community ROCKS! Our interactions, behaviours, and problem-solving centre around the following:

R – Respect: Seek to understand each other, take care of our environment, and work to create a positive community

O – Open Mindedness: Celebrate diversity, try new things, be flexible thinkers, approach collaboration with curiosity

C - Communication: Listen actively, speak thoughtfully, honour and express our own feeling and ideas, acknowledge, and consider the feelings and ideas of others

K – Kindness: Help and inspire others, include everyone, use compassion, solve problems, take great care with our community

S – Success: Challenge ourselves and persevere when obstacles arise, make a difference in our community, work together to accomplish big things, participate in service work, live in truth and integrity

Selkirk Montessori School Statement of Commitment to SOGI Best Practices

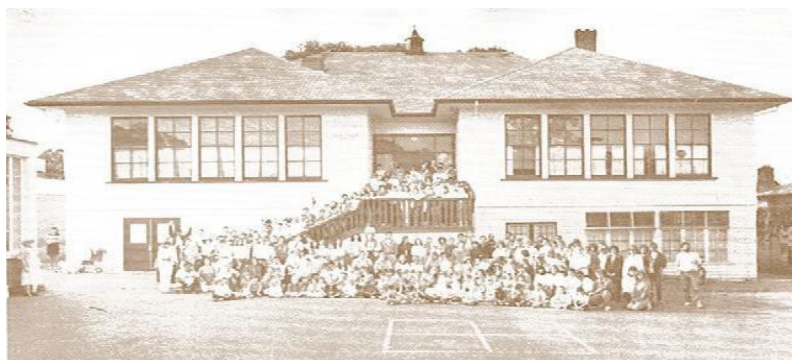
The Pacific Montessori Society upholds its commitment to providing a safe and supportive environment for all members of our school community, including those who identify as transgender and/or gender non-conforming. Our Board of Directors stands firm in advocating for the rights of every student and staff member to learn and work without fear of discrimination or harassment, and we pledge to actively promote strategies and guidelines that ensure the inclusion, belonging, and respect of all students regardless of gender identity or sexual orientation. To achieve this commitment, we outline the following principles and actions:

1. **Leadership**: Our Board will lead by example in fostering inclusion and enabling the free expression of gender identity among students and staff. Discriminatory actions or complaints will be promptly addressed through established policy and procedures, with a commitment to treating gender-based discrimination with the same diligence as any other form of discrimination.
2. **Learning Resources**: We provide inclusive educational resources that respect diverse gender identities and expressions, and a variety of family compositions. Materials that represent all students sponsor a sense of belonging for all students and staff.
3. **Student Support**: Our school is committed to providing support tailored to the needs of transgender and gender non-conforming students and staff. We will continue to support the clubs focused on allyship.
4. **Communications**: We will ensure that all communications to students, staff, parents, guardians, and the community recognize and respect the diversity of gender identities, expressions, and families present within our school community.
5. **Student Information and Privacy**: All students and staff have the right to privacy and to openly discuss and express their gender identity and/or expression as they choose.
6. **Sex-Segregated Activities**: We are committed to reducing the segregation of students based on sex and/or gender to encourage the full inclusion of transgender and gender non-conforming students.
7. **Accessibility**: Our school recognizes students' rights to freely access single occupant gender-neutral bathroom facilities.
8. **Dress**: Students and staff have the right to dress in a manner consistent with their gender identity or expression.

In accordance with this commitment, 'sexual or gender minority' or LGBTQ+ persons encompass a range of identities including, but not limited to, lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning persons, as well as those with immediate family members who identify as such. Furthermore, 'gender nonconforming' refers to individuals, particularly children, whose expression of gender differs from societal expectations based on their assigned sex at birth. 'Trans' or 'transgender' individuals include those whose gender identity and/or expression differs from their assigned sex at birth, with some choosing to undergo medical or social transition.

Through these commitments and definitions, we strive to create an environment where every member of our school community feels valued, respected, and supported in their authentic expression of self.

Our Story at Selkirk Montessori School



In the fall of 1979, three local parents decided they would like to see a Montessori school that continued to the elementary level. Community interest in Montessori, as an educational alternative, had been growing and the growing waitlists for preschools (Montessori and others), indicated a true need for more schools.

Out of these initial discussions, ideas grew, meetings were planned, and work began. Countless hours were spent in work parties making equipment and starting negotiations for finding a building, licensing the preschool, hiring teachers and filling enrollment requirements. Classes began at the Montessori Centre of Victoria in September of 1980, in an old wooden-framed building on the grounds of Oaklands Elementary School.

The main objectives for the school were:

- To provide a strong base of students for an elementary program
- To fulfil provincial requirements concerning staffing and curriculum
- To acquire independent school status, in addition to maintaining a Montessori focus

Students entering the elementary program filtered in from the school's own preschool programs, other Montessori schools, and from other community-based programs. One of the many requirements of independent school status in British Columbia was to have been in operation for three years before applying to the Ministry of Education. We achieved independent school status in 1984. The grants have since been used to reduce the operating costs, and thus the tuition fees for the school.

Our school community has faced setbacks and challenges over the years, each time displaying the resilience and strength of our community. In May of 1985, the school experienced a devastating fire which caused serious damage to our Lionel Street building. Compelled to close the school for a week, we were able to reestablish in portable classrooms generously loaned to us by Camosun College.

The Pacific Montessori Society met its next great challenge in February 1998, when we broke ground on the site of our new and current home at the Selkirk Waterfront development on Jutland. Classes began at the beautiful new Selkirk Montessori School in September of that year. In January 2015, we completed construction of a two-story addition to expand our middle school program. We also added two new play spaces to the school facility.

Among the specific requirements for maintaining independent school status, we continue to meet provincial curriculum guidelines, staff the school with BC certified teachers, maintain accurate attendance records and follow the ministry's established reporting procedures.

Similarly, our preschool programs meet the requirements of the Ministry of Education and Child Care, which dictates student/teacher ratios, physical setting, staff qualifications, age range for children, and programs.

The Montessori philosophy and method has continued to be of paramount importance to the school and involves continuous planning by administration and staff.



Karen Colussi - Our Founding Principal

One of the original three founding parents was Karen Colussi. Karen was the first principal of the Montessori Centre of Victoria, a position she held for 18 years. All four of her children graduated from the school.

Karen's enormous efforts and strong vision culminated in the building of Selkirk Montessori School. One month after attending the ground-breaking ceremony for the new school in February 1998, Karen lost her life to breast cancer. The new school building is dedicated to her memory. Inscribed on the Selkirk Montessori School cornerstone is the following dedication:



Karen Lorna Colussi
1948-1998

This building is dedicated to Karen Colussi, co-founder, and administrator of the Pacific Montessori Society, 1980 to 1998.

Her physical presence within this cornerstone provides continuity between the roots she established at the initial home of the school, and the promise of continued growth in the new home she worked towards so tirelessly.

Her academic presence lives within the school and is manifest through the continued strength of the program she believed so strongly in and in turn within each individual student who attends this institution.

Her spiritual presence reaches all of us who are brought together to use this facility, from various communities and backgrounds and for various purposes.

Community and Volunteering

One of the strongest values at Selkirk Montessori School is our sense of community. Families in the school share a common respect for each other and the Montessori philosophy of education. The dedication of the entire staff, to the children and to the school, is felt by everyone. There is a palpable sense of people working together, across grade levels, interest levels and a wide range of capabilities.

Another incredible asset the school community possesses is a rich and diverse cultural landscape. The Montessori method is based on the universal stages of child development which celebrates all cultures. A Montessori school is not a training ground for any specific set of beliefs, but a safe place for the child to foster a sense of independence and enjoyment as they learn and grow. The more cultural diversity, the better.

The overall wellbeing of our school community depends on volunteers. When families actively participate in a child's education, the child will benefit from understanding, in a tangible way, our investment in their happiness and well-being. Seeing caregivers participate in school events is a very positive lesson for children. There are many opportunities for you to contribute to the community alongside your child. Volunteering together can initiate new conversations about the types of values you want to foster as a family.

Each family is required to perform a **minimum of 20 hours** of volunteer service for the school, each academic year. There are several ways to contribute these hours:

- Participating in the SPG
- In your child's class, helping with a project or demonstrating a skill
- At a school event, such as the Halloween Bash or the Farewell on the Green
- Helping with a fundraising activity, such as Hot Lunches
- Driving for field trips
- Running an after-school club
- Providing baking or donating food

School Structure

Selkirk Montessori School is governed by the Pacific Montessori Society. The Karen L. Colussi Foundation is responsible for furthering the aims of the Pacific Montessori Society. The Selkirk Parent Group (SPG) is an independent committee of the Pacific Montessori Society.

The Pacific Montessori Society

The Pacific Montessori Society is a non-profit society officially registered with the provincial government and registered with the federal government as a charitable organization. A copy of the Society's constitution and bylaws is filed with the Registrar of Companies. The Society was founded in 1980. All parents in good standing are members of the Pacific Montessori Society.

In accordance with the Societies Act, the Board of Directors of the Society is elected at the annual general meeting and serves without any remuneration. Terms are for three years. Members of the Pacific Montessori Society are eligible to run for office.

Formal board meetings take place monthly at the school – other meetings may be called as required. The purpose of these meetings is to make operational decisions about the school. Dates and times are posted on the website and highlighted in our monthly newsletters.

Society members may attend the regular portion of board meetings by emailing the secretary of the board through the office, by the first of the month. Members may place items on the agenda by writing to the secretary of the board, through the office, by the first of the month. Members may address their items at the beginning of the board meeting. Regular minutes of each board meeting are available to members through the office. The board incorporates any confidential items into an in-camera session, which is not open to members.

Annual General Meetings are used to elect board members and report officially on the status of the Pacific Montessori Society. They take place at the school in November of each year.

Current members are listed on our website.

Bursary Program

We are very proud of the bursary program that was established in the Pacific Montessori Society's early years, and which has provided opportunities for children to continue their Montessori education in times of temporary financial difficulty.

Bursaries are intended only for families with children in the elementary program. Because families require different amounts of assistance, the administration uses its discretion in determining the final number and dollar figure of the bursaries for any given school year.

More information about the bursary program is available at the school office.

The Karen L. Colussi Foundation

www.karenlcolussifoundation.ca

In 1980, Karen and David Colussi, together with two other committed families, formed the non-profit Montessori Society and began a Montessori school in Victoria, initially renting space from the Victoria School District, at the former shingle annex of Oaklands Elementary School. The new school was unique in that it offered Montessori classes at the elementary level. The school was appropriately named the Montessori Centre of Victoria, and its principal for the next 18 years was Karen L. Colussi.

The Karen L. Colussi Foundation (formerly the Pacific Montessori Foundation) is an officially registered non-profit charitable organization and a copy of its constitution and bylaws is filed with the Registrar of Companies. It was incorporated in 1993 to support the Pacific Montessori Society school.

The Foundation was established to hold the school's capital funds and maintain the title to the school's building, ensuring that it will always be retained for the use of Selkirk Montessori School.

It also provides a means for gifts, donations, trusts, and contributions. Its aim is also to sponsor and support events and programs which promote the aims and objectives of the Pacific Montessori Society.

The Foundation is made up of a group of dedicated volunteers, all of whom have had a long association with the school and continue to support the society in its endeavors. Its members are selected at the Annual General Meeting and serve a renewable five-year term.

Karen L. Colussi & Ken Scorey Memorial Awards

The Karen L. Colussi Awards Program was established in 1998 to honour the memory of our founding parent and long-time principal and administrator, Karen Colussi. In establishing the program, the Board of Directors of the Pacific Montessori Society tried to place an emphasis on those ideals which were dear to Karen's heart: inclusion, multiculturalism, academic excellence, creative ability (literary, visual/performing arts, music) athletics and community service.

The applications are received, and awards are assigned by the Karen L. Colussi Foundation in the categories of:

- ❖ community service/citizenship
- ❖ academic achievement or potential
- ❖ athletic achievement or potential
- ❖ achievement in music, literary, visual, or performing arts

The Ken Scorey Music Award has been established by the Karen L. Colussi Foundation to honour the memory of long-time Selkirk Montessori School band teacher Ken Scorey, who passed away in 2003.

The call for applications is announced in the school newsletter in the spring each year, and modest awards are given at the end of the school year (June).

This awards program is available for students currently in Selkirk Montessori School from Grade 6 – Grade 8.

For more information contact www.karenlcolussifoundation.ca.

Selkirk Parent Group (SPG)

The Selkirk Parent Group (SPG) is an independent committee of the Pacific Montessori Society. It adheres to the constitution and bylaws of the society. The SPG has its own guidelines.

The role of the SPG is to contribute to the effectiveness of the school by promoting the involvement of parents, including facilitating communication within the parent community, and liaising with the Board. In addition, the SPG raises funds to directly support student activities and undertakes activities and events to support community building.

SPG Activities

- School lunch program
- *Welcome Back to School / Goodbye on the Green* Events
- Acting as a class representative
- Purdy's Chocolate Fundraiser

Membership in the SPG includes any parent/guardian who is a member of the Pacific Montessori Society and remains in good standing. Administrators, Staff, and Board members can serve as non-voting members of the SPG.

Meetings are held throughout the academic school year. Notice of SPG meetings will be announced in our monthly newsletters and on our website.

General School Policies

The Board of Directors is responsible for the development, approval, and implementation of school policies. The process includes input from administration, staff, parents, and students. All policies currently in place posted on our website. Existing policies are being revised and new ones developed on an on-going basis.

www.selkirkmontessori.ca

The Teaching Staff – Elementary and Middle Years

Our staff is highly qualified. Each of the teachers brings a wealth of education, experience, knowledge, and dedication to our school, enriching the learning environment for the children (and for parents, too).

In addition to all teachers being B.C. certified, classroom teachers have been trained in the Montessori philosophy and method through internationally recognized programs such as those offered by the American Montessori Society, Association Montessori Internationale, and/or the Association of Progressive Montessorians.

Each classroom has two teachers, and all programs benefit from specialists in their respective fields.



“The training of the teacher is something far more than learning ideas. It includes training of character. It is a preparation of the spirit.”

Maria Montessori

Student Enrollment



*“The work of the child consists of creating the human being that it must become.
The adult works to improve the environment while the child works to improve
themselves.”*

Maria Montessori

Admissions

Selkirk Montessori School follows the routines and procedures outlined below. Any aspect not answered by the materials below will be covered through parent, teacher, and administrator meetings. It is the responsibility of each family to take note of and follow the guidelines as presented in the newsletter and registration forms.

The school will follow the essential Montessori principles of balancing age and gender in any given class where such opportunities occur. With a responsive instructional model, we see a diverse student population excel.

All new children are enrolled for a probationary period of six to eight weeks. This time provides the school and parents with the opportunity to ensure that each child will engage and thrive in this setting and program. Under certain conditions, the trial period may be extended.

Placement

Any placement occurs through consultation with the administration. Once the school year has begun, intake is done in consultation with the administration, teachers, and parents.

Placement in classes is not based solely upon age: specific academic skills, social and emotional readiness, and physical maturity are also contributing factors. Our philosophy and physical organization provide the school with a great deal of flexibility; we are therefore able to place children according to their readiness and needs.

Children are not typically placed in the program after February of each school year. This is the mid-point of the school year, and placements after this are not beneficial to the new child, the children already in the class, or the teaching staff.

Re-enrollment process

Each January, we invite our existing families to re-enroll their children/ren for the next school year, and require a non-refundable deposit of \$500 per child, which is applied to the next year's tuition. During the January re-enrollment process, we also accept registration forms and deposits to enroll siblings for the upcoming school year. Re-enrollment is on a first-come, first-served basis, so it is important that all forms and fees are returned as early as possible during the process.

Day to Day



"It is not that we do as we like, but we like what we do."
Maria Montessori

Office Information

School phone number: 250-384-3414
School fax number: 250-384-3420
School website: www.selkirkmontessori.ca
Email: reception@selkirkmontessori.ca

Office Staff

Reception/Building Manager – Charlotte Close

Charlotte is in the office Monday to Friday between the hours of 8am and 4pm. Alternatively, when no one is available to take your call at reception, or before and after school, you may leave a message through our voicemail inbox, or send a message directly to classrooms.

Email: reception@selkirkmontessori.ca

Business Manager – Sara McCormick

For tuition payment enquiries or tax receipts please contact our Office Manager, Sara McCormick, at local x112.

Email: accounting@selkirkmontessori.ca

Administrative Assistant – Radhika Barnawal

For all enquiries regarding facilities, health & safety, or student records, please contact our Administrative Assistant, Radhika, at local x113.

Email: adminassist@selkirkmontessori.ca

Our Administrators

Head of School - Erin Hayes

Email: erin@selkirkmontessori.ca

Vice Principal - Marie Sykes

Email: marie_vp@selkirkmontessori.ca

The Head of School and Vice Principal are available before, during, and after school hours, by appointment.

School Hours

The main school doors are opened at 8:35am. Extended day students enter through the yellow side doors (by the school library) from 7:45am onward.

If your child has an appointment during the day, please email the classroom teachers in advance or call the office so that the teacher can be informed before pickup occurs.

Elementary and Middle School

School is in session: 8:45am to 3:15pm

First Recess

Grades 1/2 & 7/8 - 11:30am → 12:00pm

Grade 3/4 & 5/6 - 12pm → 12:30pm

Second Recess

Grades 1, 2 & 3 - 1:45pm → 2:00pm

Grades 4 – 8 - 2:00pm → 2:15pm

Lunch for students

Grade 1 & 2 - 12:00pm → 12:30pm

Grade 3 - 11:30am → 12:00pm

Grade 4, 5, 6 - 11:30am → 12:00pm

Grade 7/8 - 12:00pm → 12:30pm

Extended Day

Kindergarten/Preschool

Morning: 7:45am → 8:50am

Afternoon: 3:00pm → 4:15/5:15pm

Elementary and Middle School

Morning: 7:45am → 8:45am

Afternoon: 3:15pm → 4:15/5:15pm

Gradual Entry

Prior to the start of each new school year, the teachers will be in touch with parents to offer a meeting, with their child/ren present. During the first week of school, a gradual entry schedule is followed. This gives all students a chance to acclimatize gently to the start of the new school year and allows new students at the school the opportunity to get to know their peers, teachers and classroom without being too overwhelmed.

Following the Labour Day closure on the first Monday, gradual entry for elementary and middle school will typically involve morning attendance only on Tuesday, followed by a half day with a family lunch on Wednesday, full days beginning on Thursday. Please join us for our Welcome Back BBQ on the first Wednesday after dismissal.

Gradual Entry Rationale

Step into any Selkirk Montessori classroom on the first Friday back after summer holiday and you will be amazed by what you see. In the Elementary and Middle School programs, you will see students engaged in new learning activities, reviewing concepts and materials from earlier years, and setting goals for the year to come. Students are, for the most part, calm, self-regulating, engaged, and confident. How do kids adjust that well to new routines, new teachers, new peers, and new environments in just 4 short days? It is by taking time to allow everyone to be successful, building confidence and unity just a little more each day until the tone is set for the year.

Gradual entry works to set the tone for the year:

- Completing the day before the calm and ability to self-regulate wears thin
- Re-building the capacity for self-regulation
- Providing a gradual reintroduction to the environment to allow for the groundwork of defining expectations and supporting students in adhering to them
- Setting clear, achievable goals for the students
- Introducing students to new routines
- Encouraging internalization of new routines
- Developing a new layer of confidence in the students

The gradual re-introduction of constant social and academic demands allows the students to rebuild their ability to withstand and respond to a dramatic increase in stimulation. Despite the energy these students expend in this transition period from a flexible, play-based summer schedule to a structured educational environment, we are proud to dismiss each student at the end of the first week ready for more!

Snacks and Lunches All Students

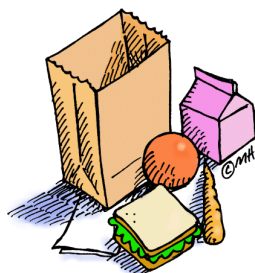
Students bring their own lunch. A healthy lunch is essential to afternoon self-regulation and self-regulation is a key component to success in a Montessori classroom. Please, no chips, candy, cake, pop, or any other junk food.

Packing

Please keep things as easy to open as possible. Twist ties, pull tabs and vacuum-sealed containers are often a source of frustration as children need to wait for a teacher to help them. Also, being mindful to generate as little garbage as possible is a plus! Placemats: Please send a cloth placemat in your child's lunch kit daily. Dishcloths are ideal for younger children. We discourage the sharing of food, due to allergies. Leftover food will be sent home. This will give you a good idea of your child's eating habits. **An extra snack** for students staying for the afternoon extended day is helpful!

Reminder: **Because several students in the school have life-threatening allergies, peanut products must not be sent to school!**

Our Selkirk Parent Group (SPG) offers a term based, "Hot Lunch" program as a mutual benefit fundraiser. Offerings in recent years have included pizza, salads, smoothies, quesadillas, sandwiches, and sushi. Information is sent out to all families in the fall.



Holidays and Celebrations

Holidays

The provincial government requires that all children from kindergarten age upwards attend school for a specific number of days/hours per school year.

If you plan a family holiday during the school year, your child's teacher may prepare a homework program for completion on your trip. The homework will be evaluated, and a note put in the child's file to confirm completion.

In addition, you may be asked to provide a letter for the file to confirm the details of your trip for our auditor, as too many days missed may affect your eligibility for provincial funding. Parents are responsible for any shortfall the school might experience.

Please inform your child's teachers if you are going to keep children at home to observe family religious or cultural celebrations not already planned in the school calendar.

Celebrations



Thanks to our vibrant community, we celebrate many religious and cultural events each year.

If you would like your child to share their cultural experiences with their class, please speak to the teacher at the beginning of the school year.

Each year, individual classroom teachers decide if they will celebrate events such as International Children's Day, Historical Halloween, or Valentine's Day.

Birthdays

When parties are planned, please use email or the family files to pass on invitations. This approach helps reduce potential hurt feelings when the whole class is not involved. If you would like to send a treat to class to honour your child's birthday, please check in with the teacher beforehand to discuss class parameters and allergies.

Library

Our school library is known as ***The Bear's Den***.

Bears are a symbol of curiosity, resourcefulness, knowledge, introspection, healing, and transformation. The library is often a space for peace, rest, and quiet time for our students.

Every student in the school has a library card which is stored in the library. Our Librarian is available to assist with locating books of interest and for book check-out. The Bear's Den has a wide variety of fiction and non-fiction books including picture books, level readers, novels, sports, cultural arts, and reference books. There is also a section on child development and information on Montessori in our parent and teacher section.

Parents are welcome to check out a book using their child's library card. Books may be taken out for 1 week and can be renewed as required.

Students and parents are welcome to browse and check out books before and after school. Kindergarten through Grade 3 students attend weekly visits to the library for story time and to check out a book. Grade 4-8 students may visit the library before and after school, and with the permission of their classroom teacher.

Library Hours

Open at 7:45 am

Close at 4:00 pm (Bear's Den closes at 3:25 on Staff Meeting days)

Parent Volunteers

Parent volunteers are always needed and appreciated! Our bi-annual book fairs are a great way to get involved. Contact Bree if you have a knack for processing books, book repairs and have a general appreciation for books!

We look forward to seeing you in The Bear's Den!



Parking, Drop-off, and Pick-up

Parents are encouraged to park responsibly. Local transit, carpooling, walking / biking to school are options many of our parents enjoy. Bike racks at the back of the school are available for parents and students.

Street parking along Jutland:

One-hour parking is available on Jutland Road, but these spaces fill up quickly. Please do not invent your own parking space or double park when there are no other spots available. Even if you stay in your vehicle, other cars will cross the center line to go around you, putting our children at an increased risk.

U-TURNS are illegal (there is signage) on Jutland Road and result in a hefty traffic fine. Be aware that there is a fire hydrant in front of our school near the crosswalk and a 5- minute school drop off zone. Please do not block access to the hydrant or park within the boundaries of our crosswalk.

Kiss and Go Zone:

This area is for elementary and middle school children. It is located along the back of the school on Jackladder Lane. Pull in, kiss your child goodbye, watch them enter through the back door, then go. Please stay in your vehicle. If you need to get out of your vehicle, please don't use the Kiss and Go. Drop-off hours are between 8:30-9:00 am. After school pick-up operates similarly. Classrooms will be dismissed outside of the back doors between 3:15-3:25pm. Please remain in your car, along the blue painted curb. If your child is not ready, you may be asked by staff to circle around the school to make space for another parent whose child is waiting, to keep traffic flowing. Please be mindful: Jackladder Lane is a two-way street! If you park near the cardboard and garbage disposal bins you will be blocking the entire lane, and your car will be towed.

Legion Parking:

To make parking easier, we are fortunate to have the support of the Pro Patria Branch of the Royal Canadian Legion. Located at the corner of Jutland and Gorge, this spacious parking lot is the place to park if you need to accompany your child to the school at drop-off or pick-up times. **Please do not park in the spots marked "Reserved"**. We ask that all students in the senior class be dropped off here unless they have a younger sibling. Be sure to get a special parking pass from the school office and remember there is a 15-minute limit for these spaces. These spaces are not to be used for class parties or other school functions as the Legion requires the spaces for their use throughout the day and evenings.

Supplies

The staff and administration are responsible for preparing the school environment, providing the Montessori materials and collective supplies necessary for each level of your child's education. However, there are some notable exceptions, as outlined below.

A short list of individual supplies will be sent via email to parents in June for the following school year.



All Students

Please clearly label all personal items with your child's name. Ensure that your child is properly dressed and ready to participate in outdoor activities, no matter the weather.

- ❖ All students require indoor athletic footwear EVERY DAY to be prepared for gym and to preserve our lesson space
- ❖ A complete change of clothing to be prepared for all weather recesses and Outdoor Education work causing wet or uncomfortably dirty clothing

All elementary and middle school students have a locker for personal belongings. Please provide a non-locking closer (carabiner closures work well). We want to be sure that all lockers are securely closed in case of an earthquake. Nothing is to be stored on top of the lockers.

What's So Special About Our Middle Years Program?



“Education is a natural process carried out by the child and not acquired by listening to words but by experiences in the environment.”
Maria Montessori

The Philosophy and Importance of Field Studies

There is a special focus on Community Building in the Middle Years programs. Maria Montessori stressed the importance of “placing” the student in a natural environment to facilitate the journey toward adulthood. Given that the critical work of adolescence is to develop an ability to adapt to a rapidly changing world, this prepared environment includes elements that challenge the student to problem-solve and grow. Montessori understood the urgency for young people to make deep connections as stewards of the land in a setting that lends itself to mindful reflection. These experiences provide the students opportunities to form a strong community through shared work projects and various activities that foster their need for fun and healthy risk-taking in safe situations. Our spring “Erdkinder” or field study will integrate our outdoor education program with classroom science curriculum. There are many academic outcomes to these trips, but it goes even further than that!

Field Studies

- Provide the opportunity for students to develop independence, interdependence, and self-reliance.
- Foster relationships between students, their teachers, and the environment.
- Encourage freedom to act on individual initiative within limits and rules that give necessary guidance.
- Cultivate in students the power of self-adjustment to new environments, which ultimately results in a happy social life and that facilitates individual progress.
- Attune us all to the wonders of nature.
- Support students in understanding their place in the world.



Immersion Week

What is Immersion Week?

Immersion Week is an opportunity for students to immerse themselves in the study of one area for a week, rapidly acquiring a skill set, while developing a deep understanding of the content in that area. They will be led by a teacher-expert and will culminate the week with a showcase that allows groups to share what they have learned on Friday afternoon.

Who is Immersion Week for?

This experience is designed specifically to meet the developmental needs and interests of our Middle Years students, grades 5 through 8.

When is Immersion Week?

Immersion week will run the last week before spring break. There will be some significant adjustments to the schedules to accommodate this program. Students will hear more about that from their classroom teachers.

Past Immersion Week Topics

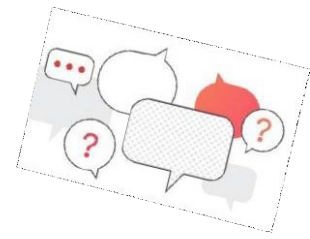
- Wildcrafting
- Photography
- Driftwood Sculpting
- A Tasty Tour – Sketching & Tasting
- Wheeled Adventures
- Book Nook
- Becoming a Foodie
- Coding
- Being an Artist in Canada
- Water, Wheels & Ice
- Meditation & Mindfulness
- Backyard Bounty- The Joys of Urban Farming
- Introduction to Web Design
- Acrobatics
- All Creatures Great & Small
- One With Nature
- Bike & Hike
- Drama
- Life Sports: What's All This Raquet?
- Lego Robotics & Engineering
- Karate
- The Art of Busking
- Get Messy with Clay
- Down on The Farm
- Yoga
- Eco Cities & Architectural Design
- Selkirk on Stage
- Global Citizenship
- Young Entrepreneurs

Communications About Your Child



"The things they see are not just remembered; they form a part of their soul."
Maria Montessori

Levels of Communication



There are several different types of communication that might take place between school and home, on a day-to-day basis, or because of special individual circumstances.

Communication might be initiated by the teachers, by the school's administrative team, or by you, the parent. It might also come from the SPG, either over email, or through your child's class rep. There are three levels of school communications: personal communications regarding your child, class wide and school wide.

- 1. Personal:** Communication concerning your child/ren may be as simple as calling the school to report an absence or sending a note to school in your child's planner. If you have a specific query or concern, you'd like to discuss with your child's teachers, don't hesitate to set up a meeting. The most direct way to contact classroom teachers is through classroom email accounts. Similarly, the teachers may reach out to you to organize a time to meet if they have something they wish to discuss with you.

If your child is going to be absent or late, please call the school. If your child needs to leave school early or for part of the day (e.g., for a dentist's appointment), please write the details in a brief email to the teacher ahead of time.

If a significant change occurs in your home, please inform the administration as soon as possible. All information will be regarded as confidential. We will accept your judgment as to the kinds of changes that may affect your child's behaviour, security, and general well-being.

Common causes of distress or distraction may include:

- Either or both parents being away from home for any reason or for an extended period
- A new person living in the home
- Illness of either a parent or sibling
- Any hospitalization, accident, or death in the family
- A new caretaker
- Moving
- Death of a pet

The teacher and/or administration will also keep you informed of any significant changes in the school environment that may affect your child.

2. **Class-wide:** Classroom communication is filtered to parents by teachers via email, through Transparent Classroom. In addition, you may hear about class-specific activities directly from your child’s classroom teachers in the form of a letter, or from the class rep. Important dates and activities are also included on a monthly calendar.

3. **School-wide:** Activities, policies and other information affecting the school as whole will be communicated regularly. The school primarily communicates to all parents by email, through Transparent Classroom, and makes information available on the school’s website.

Hummingbird Morning Class (Amabel and Lia)

September 2021

Themes: All About Me • My School • Terry Fox



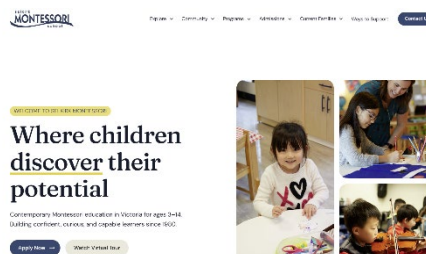
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Family Meetings 8:45-9:15 AM	Family Meetings	
	Labour Day	First Day of School Morning Session Group 1 Group 2	Group 1 and 2	All Children 8:45-10:15 AM 10:30-11:45 AM	All Children 8:45-10:15 AM 10:30-11:45 AM	
	Last day to send in golden dolls	Parent Orientation 8:45-10:15 AM 10:30-11:45 AM	Terry Fox Run 10:30-11:45 AM			
	Non-Instructional Day		Happy 8th to Mrs. Knapton	National Day of Truth and Reconciliation 2021		September 20th GRAND OPENING 10:00 AM

Communication Channels

The **school office** is often the first point of contact to check in concerning absences, changes to pick-ups or to ask a question about an event or program. Office hours, phone numbers and administrative staff information can be found on page 14. The office staff can also transfer you to classroom/specialist voicemail boxes, which are checked by teachers at the end of the day.

Our **website** (www.selkirkmontessori.ca) is an important regular source of information. You can use the website to look up contact details, find copies of class calendars, check dates on the school’s annual calendar and to read news of upcoming events. The website also contains links to the school’s policies, to information about community activities, and is updated as a source of information if we have an unexpected closure (e.g., due to snow).

Facebook – We often post photos and event reminders on our Selkirk Montessori School page. Please ask us to join!



Communication channels cont'd

The school **directory** is emailed to families in October, and contains contact details of the parent community, as well as class lists and an internal staff listing. We do our best to ensure that all information is correct. We ask that you notify the office of any changes to your personal information in a timely fashion. To opt out of the directory, or to modify which information you share in it, please mark your preferences in Transparent Classroom.

Transparent Classroom is a student information system used by Montessori schools around the world. Selkirk Montessori uses the system to track and communicate student progress. One advantage of this system is the ability for parents to see exactly what their child has practiced and accomplished. We are also able to share a few pictures of special learning moments on a child's profile. This is an American company, and all data is stored in the United States; there is no Canadian equivalent. If you have any questions, please discuss them with Erin Hayes (Head of School) in preparation to set up your family profile. A link will be emailed to you to set up your family account before school starts in September.

Mobile Phones/Electronic Devices

For all elementary students, grade 6 and under, devices should remain turned off and stored in backpacks/lockers between 8:45am and 3:15 pm, unless approved for a specific educational purpose. Our Senior students, grades 7/8, are asked to hand over any devices at the beginning of the day and pick them up again once class is dismissed.

The school is not to be held responsible for lost, stolen or damaged devices. Any students found using an electronic device without approval from the teacher will have the device taken away and stored until the end of the day.

Participating in Your Child's Montessori Experience



*"Montessori is an education for independence, preparing not just for school, but for life."
Maria Montessori*

The Montessori Experience for You and Your Child

“It is necessary for the teacher [or parent] to guide the child without letting them feel their presence too much, so that they may always be ready to supply the desired help but may never be the obstacle between the child and their experience.”

Maria Montessori

There are a variety of meaningful opportunities to see your child at work, and to understand how the Montessori method is shaping him or her for the future!

Parent Orientation/Meet the Teacher

The first formal meeting of the school year is the new parent orientation meeting, held in September. Parents are invited to meet the administration, teaching staff and attend a brief introduction session in their child’s classroom. This is a great time to learn more about the Montessori philosophy and ask questions about the day-to-day operations of the school and classroom.

Following parent orientation/meet the teacher, we invite you to be a part of your child’s educational experience through the following events:

Child-Hosted Visits

In October, these visits give families an opportunity to explore classrooms with the child as tour-guide.

Formal Observation

Classroom observations take place in November, after the children have had an opportunity to settle into routines.

Open House/Transition Night

Our annual Open House is held in January and includes transition meetings. We encourage you to attend enjoy the experience of exploring your child’s classroom work on display, and to attend presentations that highlight the opportunities for growth in the years to come!



Parent Education Nights

These nights are organized and sponsored by the SPG. Parents and staff work together to identify topics parents are seeking more information about and arrange respected speakers in their fields to present at the school. These nights are typically free of charge. They may have a Montessori, child development or a parenting theme.

Reporting

Scheduled parent/teacher meetings occur in late November or early December, following reporting periods. Beginning in Grade 3, these meetings are three-way conferences that include the child. Report cards and child evaluations are distributed ahead of time, through Transparent Classroom.

Children in **Kindergarten to grade 8** receive three written reports throughout the school year. These dates are listed on our annual calendar, which can be found on Transparent Classroom and our Website.

We are a team! If at any time you are concerned about some aspect of your child's progress, you are encouraged to contact the teacher or the administration and plan either a school meeting or a telephone conference.



Healthy Conflict

"The quality of our lives depends not on whether or not we have conflicts, but on how we respond to them."

Tom Crum

Strong, healthy relationships are rooted in trust and respect. Students here grow to truly care for each other through genuine shared experiences, getting to know each other, and developing relationships that last well beyond graduation. Students develop friendships regardless of similarities or differences, common interests, or uncommon perspectives. These relationships develop over time, through common experiences, and are not without conflict.

A few key aspects to working through the inevitable conflicts of human differences, in a positive and healthy way, are cornerstones to our school:

- Grace and courtesy are developed at an early age, allowing students to prepare for inevitable conflict with just that - grace and courtesy
- The Montessori approach encourages interdependence between the students. Students rely on and value each other, academically, socially, emotionally. Relationships are built over time, and, with guidance, students learn to respond to and move past conflicts in a healthy way
- The low student to teacher ratio allows teachers to get to know students - truly get to know them. It allows students and teachers to build relationships and work together
- The low ratio also allows teachers to respond to issues in real time, as they arise, supporting older children in doing the same
- Kindness matters – kindness is encouraged, modeled and practiced
- Second Step (KP to grade 2) and URSTRONG programs to help students build a repertoire of language and skills to use when managing conflict

As kids grow from preschooler to preteen and beyond, the strength of their established relationships sees them through inevitable conflicts. Because the students truly value each other, when conflicts do arise, students are motivated to resolve them in a healthy way. Conflicts are resolved with kindness, and relationships are eventually further strengthened through the resolution.

An interesting example of this would be the approach the Leadership students took to Anti-Bullying Day one year. After discussing their options for highlighting this important day, the students decided to create a very special kindness tree. For an entire week this heart-warming tree graced our entranceway. Students, parents, and staff were encouraged to commend others for kindness, big and small. These senior students recognized that the only way to truly combat bullying was to identify the behaviors and interactions we want to see in the world. They understood that celebrating and expecting kindness leads to positive healthy relationships - relationships that can withstand the inevitable conflict, and work through it in a healthy way.

Health and Safety



Medical Concerns and Allergies



There are children in the school for whom allergies are life-threatening. For this reason, we ask all families not to use any peanut products or derivatives in any part of a child's food. Please check that commercially prepared foods do not contain peanut oil.

Teachers will inform you of any additional medical concerns or allergies in the school or classroom that you will need to be aware of. Thank you for your understanding and concern about the welfare of all children in your child's program.

First Aid

We have a basic first aid area at the school. Any minor cuts and scrapes are cleaned with soap and water and bandaged. For more serious injuries, the student is assessed, first aid is applied, and an ambulance may be called if deemed necessary. Parents will be called.

If students are in class and feeling unwell, parents will be called and asked to come and pick them up.

Prescription and Non-Prescription Medications



For any medications which are to be given to a student or supervised by staff at school, parents must have the physician complete a **Medication Administration Form** BEFORE bringing the medication to school. These forms are available from the office.

Medication must be provided in the original bottle with a prescription label provided by the pharmacist. If you have any questions about medications or medical concerns, please contact Erin Magnus in the office.

School Closures

Weather Related

- ❖ If District 61 closes, so will Selkirk Montessori School - automatically. In other words, if the district closes because of bad weather conditions, we will too. Occasionally when SD61 is open we may have to remain closed due to travel conditions. The administration will use its best judgment on Weather closures.
- ❖ Selkirk Montessori School will close if we cannot arrange for a suitable number of teachers to be present.
- ❖ Closure will be announced over local radio stations and/or on the school website. www.selkirkmontessori.ca



Professional Development

Selkirk Montessori School is closed for several staff professional development days throughout the year. These and other special closures will be listed on the annual calendar, in the newsletter and on the monthly calendar for each class.

Emergency Preparedness

The Selkirk Montessori School building complies with building codes and regulations. The steel frame construction provides outstanding protection against earthquake damage.



Earthquake and fire drills take place on a regular basis throughout the 10 months of the school year. Lockdown drills are implemented once in the fall and once in the spring, and both have the attendance of the police department. Tsunami Drills are performed once a year. A comprehensive emergency preparedness plan is in place, with individual emergency kits and supplies on hand. Staff are first aid trained.

Earthquake and Tsunami Drills

An announcement is made at the beginning of the earthquake drill for the students and staff to Drop, Cover and Hold under desks or tables. Students face away from windows and are on their knees with hands clasped behind their neck.

Students then count to 60 (earthquakes can last more than 1 minute. This is used as a guideline and as a calming tool). After the counting is completed, further instruction is provided over the PA system, ending the drill.

Once a year, we perform a Tsunami Drill combined with an earthquake drill. During this drill we will practice moving all students to the top two floors of the building after a simulated earthquake that would trigger a tsunami warning. This ensures that students and staff are safely relocated to higher ground, following the correct protocols in case of a real emergency.

Fire Drills

When the alarm is sounded, the students line up in a single file at their classroom door and follow the teachers' instructions. All students meet in designated areas on the Green behind the school. The students are all accounted for by the teachers, and they wait for further instructions.

Lockdown Drills

Lockdown drills are conducted once in the fall and once in the spring. The police department is always in attendance for our lockdown drills. An announcement is made over the PA system to begin the lockdown drill. Teachers look in the hallways and take all individuals quickly into their classrooms; shut the already locked door; turn off the lights; ensure that all blinds are down and move everyone into the designated lockdown area. The police will then go through each of the floors to ensure all is secure. A second announcement will be made over the PA system to conclude the drill.

If parents are in the building during any of the drills, they are asked to participate in the drill as if it were a real event. This sets a good example for the students and is good practice for you as well.

Suggested Montessori Readings for Parents

These readings are listed in a specific order, starting with books that are of a more introductory nature.

Introductory Books:

Montessori: A Modern Approach by Paula Polk Lillard

The Essential Montessori by Elizabeth Hainstock

The Discovery of the Child by Maria Montessori

The Secret of Childhood by Maria Montessori

The Absorbent Mind by Maria Montessori

Biographies:

Montessori by Rita Kramer

Maria Montessori: Her Life and Work by E.M. Standing

Parent-Oriented Books

How to Raise an Amazing Child the Montessori Way by Tim Seldin

Montessori: The Science Behind the Genius by Angeline Stoll Lillard

All these books can be found in the school library!

Our School Song

We Can Make a Difference

Here we are at the dawning of a new day
Soon all of the future will be ours
And we can do our part to make a better world
If we always keep on reaching for the stars!
If we try, you and I can make a difference
If we try, we can make our dreams come true.
And one day, we can live to see a world
Of peace and harmony
Yes, we can make a difference
If we try.

Side by side, we can learn to work together
Hand in hand, we can build a better day
For what the future brings
Is up to you and me
So let's do our very best along the way.
If we try, you and I can make a difference
If we try, we can make our dreams come true.

And one day, we can live to see a world
of peace and harmony
Yes, we can make a difference
If we try
Yes, we can make a difference,
You and I.