



School at Home: A Handbook for Parents



This handbook is not intended to create a contract. The school reserves the right to modify, at any time, any of the policies described or privileges granted.

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Responsibility and Contribution to Community



Being in a Montessori school is often described by students as being part of a big family. All of the aspects detailed throughout these pages result in a feeling of belonging to a community and with that, we learn that there is a responsibility to ourselves, others and the environment. It is our commitment to each child at Montessori Children's House as we move to a new School at Home model that our school's Mission continues to be the thread that holds our community together. Nurture and Nature inform our daily messages of compassion, community, safety and academics. Your child's Passions and Strengths fuel our own passions to continue to serve our families through this uncertainty. We are very excited to implement this new endeavor!



As each program developed their home models, our Portrait of a Graduate became our “check and balance” to make sure we continue to provide the connectivity and quality our families have come to rely on. We will continue to pursue and provide children with opportunities to become passionate learners, advocates for others, respectful and confident in themselves, and- continue to approach life with JOY!

A full list of our Portrait of a Graduate can be found here: <https://www.mchkids.com/what-we-stand-for.html>

Learning from a Montessori Perspective



When embarking on a time of School at Home, our aim is to create a Montessori-based framework that serves our students while supporting parents as we all adapt to a different daily routine. It is important to us that the children's activity during this time be enjoyable, thoughtful, challenging, and rewarding. Replicating what happens in our classrooms is not something we can achieve during this period. Our goal is to work in collaboration with families to keep alive the culture of learning that is unique to Montessori and provide families with connection, support and activities that match the developmental needs and characteristics of each child in our community.

How do we establish this at home?

The Montessori method is all about the process. While completion of work is important, it is our approach that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home. Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instills a great sense of ownership and responsibility in the child. It is important to us that we maintain a feeling of connectedness through this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured. The guidelines in this Handbook outline how Montessori Children's House's faculty, administration, and staff will support all our families throughout this period.

The Prepared Environment



For our younger students, the learning environment is your home and surroundings. This means finding ways to support independence, engage in meaningful tasks and supplement learning through various activities suggested by teachers. For the Lower School we will also provide a “virtual classroom” through Bloomz to support community connection. Zoom will also be used for meetings and virtual circle time.

For our Upper School students, this will mean all of the above, except the Upper School community will be using Microsoft Teams as a digital classroom environment, plus establishing a quiet space in which to work, and expectations and routines for any specific assignments shared by teachers through Microsoft Teams.

- Ask them where to set up their space (if applicable)
- Make a schedule together that works for your family (when to take breaks / have time outdoors etc) This schedule should also support the child’s meaningful participation in learning activities.
- Gather ideas for activities and projects
- Organize materials

For our older students, it will be important for them to maintain their routine of meetings, lessons, collaborations, and connections with teachers through Microsoft Teams and Zoom meetings. Overall, we can approach this as an opportunity to be creative and collaborative; we are here to support you through this process.

Practical Life

Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practicing coordination, planning and problem solving.

Practical life activities:

- foster order and sequence;
- develop concentration;
- foster physical independence;
- foster the development of fine motor control; and
- provide opportunities for planning and carrying out tasks.

The Practical Life area also provides children with opportunities to contribute to family life. Inherent in these activities are the development of key executive functions: decision making, organization, problem-solving, impulse control, collaboration and communication. These skills form the foundation of a child's academic learning. For example, sequencing a task is a pre-reading skill.

Examples of practical life might include:

- setting the table;
- watering plants;
- tidying and organizing rooms;
- taking care of pets;
- preparing a snack/meal;
- helping with shopping lists/budgeting; or
- planting a small garden.



Practical life is engaging for children at all stages of development and tasks are designed according to their level of coordination and independence. You can organize a job chart or list of family projects as a way to help guide your child's interests. Planning and gathering resources to complete the tasks is purposeful work. These ideas foster a sense of contribution, responsibility, shared experiences and satisfaction.

As our children get older, these activities lead naturally to volunteer experiences and beginnings of community work. Specific outcomes for the older child would be helping children build meaningful connections with the broader community, developing empathy, understanding how the world works, gaining independence and more. Many of these practical life experiences are the foundation of their sense of belonging and personal vision.

The Uninterrupted Work Cycle



Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters child-centered as opposed to teacher-directed learning.

Ownership of Tasks and Sharing in Learning

Montessori learning environments are often referred to as “optimal learning environments” because of the inherent skills and outcomes that result from being in a rich and

interesting classroom, coupled with the dynamic of interactions amongst peers and teachers. In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of the child and their interests.

Here are a few key points that aid in cultivating a child’s self-direction and attention to their work:

- Choice
- Participation in planning and organizing tasks
- Conversation
- Finding good resources
- Sharing of knowledge

You will be receiving regular communication from your child’s teachers in the coming weeks.

We encourage parents to follow teacher suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

A note regarding sharing and presenting work:

It is a regular occurrence in Elementary or Middle School classrooms for children to present their work or projects to one another. This can be replicated at home, and through our online community. Planning a presentation or sharing time at the end of a project is very exciting for young children and gives our older students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain and express yourself clearly. It feels celebratory as well! Our Lower School can also participate by posting completed works to their Bloomz Classroom page. This also supports our teacher’s ability to continue assessing their knowledge and skill level.



The Infant and Toddler Program



Infants

Possible Daily Schedule for your Infant

Following the lead of your infant at home is most important. Each infant has their own rhythm for sleeping, eating, and activity so routines will vary for each child.

Older infants will be able to follow the suggestions listed in the Toddler section of this handbook. They will benefit from a daily routine.

For older Infants

Routine and consistency is important for older infants:

Morning	Wake up and change diaper using standup diapering. Brush teeth. Make breakfast with your child, eat and clean up. Rotate through activities one at a time for an hour. Have a few choices of activities for children to choose from. Remember to make time for a bathroom break.
Mid - Morning	Snack Break: children can help set the table, eat, and clean up.
Late Morning	Outdoor time or nap time depending on the child for up to an hour. If weather is unfavorable stay inside and read stories, sing songs, listen to music.
Lunch	Set up for lunch and have lunch. Clean up and use the bathroom.
Afternoon	Use the bathroom and take a nap for 2 hours. Wake up and use the bathroom. Listen to music and look at books

Infant Program Expectations

Students may be expected to:

- Enjoy family life with developmentally appropriate contributions.

Parents are invited to:

- Follow the lead of your child
- Remain mindful and respectful about the growing self-esteem and sense of independence that your child is developing.
- Help your child with the hardest part of a task (not the whole task).
- Initiate verbal communication frequently, ask question, share concerns and observations.
- Be consistent; follow routines and clear sequences for each activity.
- Provide opportunities for outdoor activities (gross motor skill development).
- Let go of perfection. What you are experiencing now is not the final goal, it is foundational.
- Enjoy and appreciate time with your child.



Infant teachers will:

- Initiate individual support and communications based on each child's needs.
- Provide detailed updates and consultation (as required) regarding sleeping habits, and activities (fine or gross motor).
- Will use Bloomz to help guide parents in setting up daily routines at home.
- Share general and individual suggestions for activities for fine and gross motor skills, providing pictures, videos, and descriptions
- Provide suggestions for books and songs to support language acquisition.
- Provide videos of teachers singing and performing hand actions to well-loved class songs.
- Share suggestions for practical life activities
- Be responsive to parent questions and be available to offer guidance and tips for activities or any other element of support for your child's development via Zoom Conference



Older Infants can also follow the guidelines for toddlers in the Toddler Prepared Environment and Activities for Toddlers at Home.

Toddlers

Possible Daily Schedule for your Toddler

Routine and consistency are very important for your toddler.

Morning	Wake up and assist in making bed. Use the bathroom, brush teeth. Make breakfast with your child, eat and clean up. Rotate through activities one at a time for an hour and a half. Have a few choices of activities for children to choose from. Remember to make time for a bathroom break.
Mid - Morning	Snack Break: children can set the table, eat, and clean up.
Late Morning	Work time (indoor or outdoor) for an hour. Read stories, sing songs, listen to music and singalong
Lunch	Set up for lunch and have lunch. Clean up and use the bathroom. Outside play time if the weather is appropriate, for at least 30 minutes.
Afternoon	Use the bathroom and take a nap for 2 hours. Wake up and use the bathroom. Listen to music and look at books

It is important to continue toilet independence during this time at home. The teachers will be in touch with you to help guide you with each child's toileting pattern.



Toddler Program Expectations

Students may be expected to:

- Enjoy family life with developmentally appropriate contributions.

Parents are invited to:

- Remain mindful and respectful about the growing self-esteem and sense of independence that your child is developing.
- Help your child with the hardest part of a task (not the whole task).
- Initiate verbal communication frequently, ask question, share concerns and observations.
- Be consistent; follow routines and clear sequences for each activity.
- Include your child in household chores.
- Provide opportunities for outdoor activities (gross motor skill development).
- Let go of perfection. What you are experiencing now is not the final goal, it is foundational.
- Enjoy and appreciate time with your child.



Toddler teachers will:

- Initiate individual support and communications based on each child's needs.
- Provide detailed updates and consultation (as required) regarding toilet learning, sleeping habits, and activities (fine or gross motor).
- Create a thriving class routine on Bloomz and suggest guidance in setting up daily routines at home.
- Share general and individual suggestions for activities for fine and gross motor skills, providing pictures, videos, and descriptions
- Provide suggestions for books and songs to support language acquisition.
- Provide videos of teachers singing and performing hand actions to well-loved class songs.
- Share suggestions for practical life activities at home such as recipes, food prep, house chores, clothing tips, etc.
- Be responsive to parent questions and available to offer guidance and tips for activities or any other element of support for your child's development via Zoom Conference

Toddler Prepared Environment

“A place for everything and everything in its place” is one of the critical principles of Montessori at home. Having a place for everything, on a child-friendly scale, means that children know where to find what they need, and have a place to put things when they’re done. This is an essential tool in teaching them to be responsible for their belongings. External order gives the children internal order and security. An ordered environment also has fewer distractions, allowing children to focus on the task at hand.

Have a place in each room for your child’s carefully chosen belongings: by the front door have a stool to sit on and a place to hang coats and keep shoes. In the living room have a place for your child’s books and toys – neatly and attractively organized. Think out the activities and materials for all living spaces and arrange the environment to include your child’s activities.

- Store clothing in low drawers or baskets, as well as move the rod in the closet down to eye-level so your child can reach their clothing.
- Place step stools in both the kitchen and bathroom to enable them to wash their hands and, in the case of the kitchen, help with meal preparation.
- Place toys, games and art supplies on low shelves where your child can easily access them, then separate these toys into various baskets, bins or shelves, so the items stay separate and are easy to find without sifting through piles of other toys.
- Store healthy snacks down low in your refrigerator or pantry so your child can help themselves.
- Keep beverages in small pitchers located on the lower shelf in the fridge, with child-friendly cups nearby. When your child is thirsty, allow them to help themselves — just be sure to keep a sponge/ some rags nearby, so they can clean up any messes they make.
- Limit the number of toys and books out at one time. Rotating is a good idea. Children grow and change, and they need help to keep their environment uncluttered and peaceful.

Activities for Toddlers at Home:



Practical Life

Food Preparation

- Preparing their own snack: cutting half of an apple (cut horizontally) using an apple slicer, squeezing orange juice, spreading cream cheese or jam on half of a bagel or bread.
- Slicing vegetables and fruit for snack and dinner.
- Baking: have ingredients pre-measured and in jars.

Care of Self

- Dressing and Undressing: give your child enough time to practice dressing and undressing by themselves.
- Toileting: It’s important to continue with the toilet learning process.

Care of Environment

- Mopping, sweeping, or use of a dustpan and dust brush.
- Helping with laundry.
- Watering plants and leaf washing.

- Window washing, dusting, and wood polishing of large furniture in the home.
- Taking care of pets.
- Loading and unloading dishwasher, dishwashing by hand.

Artwork

- Coloring, painting, collage, playdough, sidewalk chalk.

Outdoor Activities

It is always fun for children to spend time with their parents in nature. So, take some time out of your busy schedule to explore outdoors with your child. I guarantee, you'd enjoy the experience as well as your children would. Here are a few ideas for connecting your child with nature:

If you have 15 minutes:

- Watch the clouds and see what animals you can make out of them.
- Hug some trees and try to find one that your arms fit perfectly around.
- Turn over a rock and see what is hiding underneath.

If you have 30 minutes:

- Do a backyard/nature treasure hunt.
- Try your hand at rock stacking.
- Grab some leaves or pieces of bark and race them down a creek.

If you have an hour:

- Go for a walk and make note of all the sounds you hear.
- Find a nature trail and help children make up a game or collect bugs or leaves.
- Pack some food and have a picnic.



Language

- Naming things in both indoor and outdoor environments.
- Read together: let your child choose the books, talk about how the characters might be feeling and wonder together what will happen next. Reading with your child teaches more than literacy and language skills. They are learning that you value their interests and choices, and that you love them and enjoy being close to them. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience.
- Singing songs and do finger- plays
- Narrate what you do as you go through your daily routines. This helps your child connect words with objects and actions. "I'm washing the dishes. I'm squeezing the yellow dish soap into the warm water."

The Early Childhood Program



Possible Daily Schedule for Early Childhood

Early Morning	Set up and clean up breakfast, load dishwasher. Basic chores: collect dirty clothes, sort laundry, help load washing machine. Prepare morning snack (place in accessible area to be eaten later), clean up.
Mid-Morning	Uninterrupted work cycle. Children should engage in activities to practice skills for practical life, sensorial work, language, or math.
Lunch	Prepare (set up, clean up) lunch. Quiet Time: this may include nap, reading books, handwork, reflective time.
Afternoon	Afternoon work time. Include time for care of the environment and preparation for the next day's work.

Preparations for the next day and chores can be performed throughout the day. Activities can be modified according to child's readiness and developmental needs.



Early Childhood Program Expectations

Students may be expected to:

- Enjoy family life with developmentally appropriate contributions.

Parents are invited to:

- Remain mindful about your child's stress or worries during this time of change.
- Monitor communication about your child from your teachers.
- Initiate communication with teachers about questions, ideas, concerns, or feedback.
- Support your child's independence in daily life activities.
- Be mindful of and allow children to continue periods of concentration.
- Establish daily routines and expectations.
- Provide opportunities for daily physical activity.

Early Childhood teachers will:

- Create a vibrant, interactive online classroom through the Bloomz platform
- Will post a good morning video to start each day
- Willing to support and give guidance in setting up a daily routine.
- Host Kindergarten meetings through Zoom three times per week to continue their academic growth and need for social development.
- Post two activities a day for children to explore areas such as developing fine motor skills, gross motor skills, practical life, sensorial, thematic curriculum, language, math, and outdoor engagement.
- Hold a live Zoom circle three times per week (the other two will be a specialist circle)
- Share videos from EC specialists that will continue providing curriculum in art, music, Spanish and gardening. Kindergarten programming will also continue with Nature Club and PE.
- Initiate weekly individual one on one time with your child via Zoom Conference
- Will also be available for parents one on one via Zoom Conference
- Be prompt in replying to your emails if you need additional guidance and support.

Program-Specific Needs and Characteristics:

- Children aged 3 to 6 thrive in environments that promote repetition, routine and the mastery of purposeful movement.
- Allow your child to choose independent activities and give the opportunity for periods of time without distractions. One of the main objectives is building focus and concentration.
- The key to a successful learning environment is order, access to tactile resources, space to explore and meaningful activity.



For the Early Childhood child, work and play should be interchangeable—a natural, fun and exciting part of life.

Looking for more? Suggested activities for Early Childhood families to do at home



Practical Life

Ages 3 to 4:

- Meal or Snack Preparation: slicing vegetables, fruit, cheese, etc.
- Baking: measuring and mixing ingredients.
- Kitchen Care: loading and unloading the dishwasher, washing dishes by hand, sweeping floors.
- Pet Care: walking, playing with, and grooming.
- Dusting: the leaves of plants with a soft cloth or furniture around the house.
- Nature walks in the yard or about the neighborhood with a list of things to find.
- Walking on the Line: make a masking tape line throughout the house and walk carefully on a line.
- Art: coloring, painting, collage, sidewalk chalk.
- Cutting and gluing - for example find and cut all of the plants in a magazine, glue into a collage.

- Sewing shapes/pictures onto napkins, hand/kitchen towels, etc.

Ages 5 to 6 — Any of the above plus:

- Cutting (advance searches: mammals, birds, amphibians, etc.)
- Baking: reading, measuring and mixing simple recipes.
- Handwork: crocheting, finger knitting, or sewing words, initials, or pictures on napkins, hand towels, etc.
- Origami

Sensorial

Ages 3 to 4:

- Exploring the home for 2 dimensional shapes (rectangles, squares, circles, etc.).
- Exploring the home for 3 dimensional shapes (spheres, cylinders, cones, cubes, prisms).
- Explore the home for textures that are rough or smooth.
- Exploring sound by tapping on different objects (pot, glass, wooden cutting board, etc) with different objects as well (tap with a metal spoon, then a wooden spoon).

Ages 5 to 6:

- Exploring spices and attempting to recognize them by scent.
- Comparing the various shapes of leaves found amongst the house plants.
- Drawing a picture that includes certain shapes i.e, 1 circle and 3 rectangles, or 1 square and 4 triangles).



Language

Ages 3 to 4:

- Sound Games/I-spy: Something that begins with the sound /s/.
- Question Game: Have a conversation using who/what/when/where/why questions.
- Singing new songs (different languages).
- Tracing shapes, letters in flour (pour flour in a cookie sheet).

Ages 5 to 6:

- Write a letter to a friend or family member or your elementary buddy to mail.
- Assist in writing list of things to do for a day or a week.
- Write a story or a play and read aloud or act out when finished.



Mathematics

Ages 3 to 4:

- Scavenger hunt/counting objects collected.
- Counting objects (beans, pennies, etc.).
- Sorting laundry.
- Sorting silverware.

Ages 5 to 6:

- Hopscotch math—all operations can be done, just make your hopscotch go higher than 10.
- Math facts with dice.

The Elementary Program



Lower Elementary

Possible Daily Schedule for Lower Elementary

9:00-10:00	<ul style="list-style-type: none"> • Teacher office hours for parents, students, and individual check ins on Teams. <ul style="list-style-type: none"> ◦ During this window of time, students, with the help of their parents, should log onto Teams, check for scheduled lessons, connect with their teachers in their individual Chat groups, and plan their days. ◦ Students also go to the Attendance Channel and post a “good morning” as a way of signaling their arrival at school for the day.
10:00-12:00	Lessons in small groups or for individuals happen through Teams. Lessons for larger groups are conducted through Zoom.
12:00	Lunch and outdoor break time. Please note that on Wednesdays, this is the end of the School at Home day.
1:00-3:00	Open Class time with independent work, reading, lessons, collaborative teamwork time, and pre-scheduled play scene rehearsals. Teachers are continuing to give lessons throughout this time.
3:00-3:30	End of day jobs, including clean up from the day, pack work away, tidy learning spaces so that everything is ready for tomorrow.

Lower Elementary Program Expectations

Students are expected to:

- Plan and organize work with guidance and support from parents.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on assigned tasks, suggested projects, and academic work—do your best!

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule together.
- Follow along with the teachers' suggested activities to maintain skills and concepts.
- Provide opportunities for your child to share and present work to you.
- Communicate frequently with teachers in order to build a collaborative partnership.



Lower Elementary Teachers will:

- Prepare and offer a variety of lessons in all subject and activities for children to complete at home in order to maintain and move their learning forward.
- Encourage children to follow their passions and interests while providing guidance to parents about how to support children's individual needs. Examples of this may include projects, journals, creative writing, geometry constructions, Practical Life at home.
- Communicate regularly and frequently with parents, including frequent video calls, Teams chat check ins and quick responses to parents concerns that are communicated via emails or Team (within one school day).
- Maintain a collaborative, responsive, flexible approach to helping each family navigate the digital learning environment according to individual needs and interests
- Respect the stage of development—many Lower Elementary students are at a “concrete level” and require the Montessori materials to complete certain tasks. Teachers will guide you regarding what work makes sense for your child. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.

Upper Elementary

Possible Daily Schedule for Upper Elementary

9:00-9:30	<ul style="list-style-type: none"> Teacher office hours for parents, students, and individual check ins on Teams. <ul style="list-style-type: none"> During this window of time, students, with the help of their parents, should log onto Teams, check for scheduled lessons, connect with their teachers in their individual Chat groups, and plan their days. Students also go to the Attendance Channel and post a “good morning” as a way of signaling their arrival at school for the day.
9:30	Daily Community Gathering
10:00-12:00	<p>Lessons in small groups or for individuals happen through Teams. Lessons for larger groups are conducted through Zoom.</p>
12:00	Lunch and outdoor break time. Please note that on Wednesdays, this is the end of the School at Home day.
1:00-3:00	Open Class time with independent work, reading, lessons, collaborative teamwork time, and pre-scheduled play scene rehearsals. Teachers are continuing to give lessons throughout this time.
3:00-3:30	End of day jobs, including clean up from the day, pack work away, tidy learning spaces so that everything is ready for tomorrow.



Upper Elementary Program Expectations

Students are expected to:

- Plan and organize work as independently as possible.
- Follow teachers' guidelines and academic expectations.
- Be own advocate when assistance or further clarification is required.

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule.
- Follow along with the teacher's suggested activities to maintain skills and concepts.
- Meet and review your child's assignments; provide opportunities at home for work presentations.
- Communicate regularly with teachers to create a partnership that support the child's education.

Upper Elementary Teachers will:

- Prepare a variety of lessons, appropriate tasks, projects, and activities for children to complete at home in order to maintain and move their learning forward.
- Give lessons to individuals, small and large groups in a wide variety of ways that are designed to meet the social, emotional, and learning needs of every student.
- Communicate regularly and frequently with parents, including frequent video calls, Teams chat check ins and quick responses to parents concerns that are communicated via emails or Team (within one school day).
- Maintain a collaborative, responsive, flexible approach to helping each family navigate the digital learning environment according to individual needs and interests.



Program-Specific Needs and Characteristics

- Respect the stage of development - some students may still be at a “concrete level” and require the Montessori materials to complete certain tasks. Avoid “teaching” shortcuts for subjects such as Mathematics.
- Develop ideas that allow the opportunity for Upper Elementary students to build from their interests, passions and strengths. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.
- Upper Elementary students are extremely social. At this time, not being able to be directly with their friends can feel challenging. We strongly encourage parent monitoring of texts, emails, and group chats to ensure that the students are using grace and courtesy towards themselves and others.

Looking for more? Suggested activities for Elementary families to do at home

Math Facts (Limit to 10 Minutes at a Time)

- Create flashcards of multiplication math facts 0-9.
- List all the factors of 18, 24, 36, and 54.
- Dice Rolling
- Jump rope while skip counting.

Fractions

- Follow a recipe.
- Construct something using measurements less than one inch.
- Order fractions on a number line from least to greatest.
- Divide figures into fractional amounts and label them. Decimals
- Have your own “Showcase” and price household items, then add them together.
- Look for advertisements in the mail and add prices together.
- Create a shopping list and add items together.

Language

- Make a poem book.
- Try to write a poem in an author’s style.
- Memorize a poem.
- Go on a word hunt in a novel: make a list of adjectives on a page and write an antonym and synonym for each one.
- Find sentences in your current book, identify the subject and predicate.

Geometry

- Identify shapes around the house.
- Identify angles as either: right, acute, obtuse, or straight.
- Look for congruent and similar figures.
- Measure things in one and two dimensions.
- Find the perimeter of things.
- Find the area of rectangular figures.



Science

- Spend 15 silent minutes a day in nature and record your observations.
- Sketch plants inside or outside.
- Research an endangered animal. Why is it endangered?

History

- Make a timeline of your life.
- Make a timeline of your day and include it in your work journal.
- Interview a family member in your house or over the phone about their life.

The Middle School Program



Possible Daily Schedule for Middle School

9:00	Students log on and check in by posting in the classroom group chat. Once everyone is signed in, students will have a community meeting through Teams, led by the week's facilitator student. Speaking of which, students will rotate through the meeting roles each week, just like normal, with a meeting facilitator, music selector and challenge selector. Check in with your child at the beginning of the week to see which role they have for that week.
9:20-12:00	<p>Open class time for students and teacher. This will vary day to day, but this is the time when I will give new lessons through video chat. After a lesson, students will type up and show me their "to-do" plan for the morning that they can check off as they work. This will take the place of checking off assignments on the study guides in person, though the study guides will still be placed in their respective channels (Social World, Math, etc.).</p> <p>During this time, students should be logged in and available to respond to teacher and classmate, unless they have been previously excused from class. This does not apply to using the bathroom or getting a snack, as long as they aren't away for more than 10-15 min. Students should set their status to away for these brief breaks, so the class knows they are not available.</p>
12:00-12:30	Lunch
12:30-1:00	Movement break guided by me. This will be a fun way to help the students stay active while learning from home.
1:00-1:20	Personal Reflection/quiet time – Students should find a distraction-free spot to rest for 20 min. During this time, they can silently rest, draw, read, meditate, etc. No technology, please.
1:20-2:00	Open class time, except for the following: scheduled 1:1 lessons, pre-scheduled Odyssey scene rehearsals, partner work and personal research projects.

2:00-3:00	Specialist classes will take place at this time with the following schedule: Monday Art class with Angela Tuesday & Wednesday Open class time. Thursdays Theater class with Nicole and Marc Fridays , Yoga class with Angela. All specialist classes will be through Teams video calls.
3:00-3:45	Open Class Time End of Day Wrap-up Students to clean up/reset their work area, just as they would their classroom!



Middle School Program Expectations

Students are expected to:

- Schedule their own time for work
- Review lessons and readings
- Keep their teacher up to date on their work plan for the day
- Check both email and the Teams channel throughout the day for updates
- Submit assigned work according to guidelines in Teams

Parents are encouraged to:

- Maintain daily conversations about work progress
 - Help their child set up a distraction-free, designated workspace.
- Encourage their child to feel empowered by the space, and to make it their own.
- Print out or re-create the schedule so that it is clearly visible in their workspace
 - Check in with their child throughout the day, especially during transitions and if you will not be home with them during the school day.
 - Emphasize that routine is important, including for adults who must work from home, and that following the suggested schedule will help bring balance to their days.
 - Work with your child to create a snack and food plan each week, including having them continue to pack their lunch in the mornings.



Finally, please remember that Middle School students are looking for ways to contribute, and with that in mind, we offer the following suggested, non-teacher led activities as ways to engage with your child while at home together:

- Invite your child to prepare a meal for the family
- Invite your child to offer suggestions on how to improve life at home.
- Engage with their child by sharing updates from the news, as this will help them feel more assured by being more informed.

Middle School Teachers will:

- Provide study guides for each subject
- Post new assignments to the Teams Channel
- Be available for scheduled school hours for lessons, technology support and family support.
- Answer student or parent emails within 24 hours
- Check-in with each student on a daily basis.

Program Specific Needs and Expectations:

- To participate fully, students will need a dedicated computer as well as a reliable internet connection. With that being said, we understand that there are potential technology limitations and want to address those. If a family will have difficulty regularly accessing the internet, please let the school know immediately. There are potential back-up plans that can be implemented, including mailing USB drives with documents, additional phone calls for lessons, and more. It is important to let us know as soon as possible if technology limitations become a concern for your family.



Student Support Program



Getting used to a new routine is impactful for everyone. It also creates an extra layer of stress for parents and children who are having to navigate learning and/or behavior challenges on top of everything else. The disruption of routine and sudden change to School at Home learning can have a huge impact on everyone, and we want you to know that we are here for you!

Families who are Currently Participating in our Student Support Program

What to Expect

- Angela Spayde, our Student Support Director will schedule weekly Zoom meetings with parents in order to check in and continue to be the link between home and school for your students.
- Teachers will be working with Angela to implement any modifications needed for your child to feel successful.
- Teachers when appropriate will modify School at Home to support the needs of students and families.
- When appropriate, Angela will also be available to work directly with students via Zoom depending on their age and ability to sustain online meetings.

Families who are not Currently Participating, but are Struggling with School at Home and Would Like Support

- Angela Spayde, our Student Support Director will happily schedule a zoom conference with your family to support your specific challenges to School at Home. If you would like to take advantage of this service, please email Angela to set up a Zoom conference time-angela@mchkids.com

Montessori Children's House Specialist Program



Our Specialists will be continuing to serve our families during this time. Here is what to expect per program:

Infant/Toddler

Music: A video will be posted to Bloomz for a music circle with Ms. Amy once a week.

Early Childhood

Music: A video will be posted to Bloomz for a music circle with Ms. Amy once a week.

Spanish: A video will be posted to Bloomz for a Spanish circle with Mr. Shawn once a week.

Art: A video or activity will be posted to Bloomz for an art lesson or a cooking project with Ms. Michelle once a week.

Gardening: A video or activity will be posted to Bloomz for gardening ideas with Ms. Katherine once a week.

Kindergarten Specialists: A video or activity for Nature Club and PE will be posted to the Bloomz Kindergarten Resources page on Tuesday and Thursday afternoons.

Elementary and Middle School

Music: Ms. Amy is the Music Director for our spring musical. She will be conducting rehearsals with students.

Theater: Ms. Nicole is the Director of our spring musical. She will be holding rehearsals through Zoom and managing the play through a specific Teams site.

World Languages: Mr. Shawn has provided Rosetta Stone login information for families

Art: Ms. Michelle is delivering regular art and creative living videos and lessons in the Specialist channels for the Lower and Upper Elementary classrooms. Creativity and artistic expression are being included in a variety of ways by the Lower and Upper Elementary teaching teams.

Physical Education: Mr. Shawn is providing resources and structure for families to use in pursuit of P.E. experience. Ms. Angela is hosting weekly yoga class through Zoom.

Resources for Families



We have been hard at work building out a wealth of resources for our current families as well as the greater community that is now available on our website. These pages will continue to be updated-

MCH Connections- <https://www.mchkids.com/mch-connections.html>

This page is the hub for our connection's recourses. This also has information on a community wide singing project we are working on getting underway. This original song written by our Music Specialist Ms. Amy is from our Spring Musical "The Odyssey". You can find more information and the lyrics here!

Keeping it Together- <https://www.mchkids.com/keeping-it-together.html>

This page is a wealth of everything calming and helpful, or if you might need some comic relief. Managed by our Student Support Director, you can find mindfulness and yoga videos to do with your children led by Ms. Angela, links to self-regulation exercises and more!

Specialist Videos- <https://www.mchkids.com/specialist-videos.html>

Here you will find all of the amazing videos our Specialists have shared for our programs and greater community. Swing by if you need a few minutes of joy!

Activities at Home- <https://www.mchkids.com/at-home-activities.html>

This page has all of the activities that were shared the first week of our closure from our amazing Lead Faculty and can be broken out by Infant/Toddler or Early Childhood activities. There are also links to more resources found on websites and a list of great podcasts for children. A Pinterest style board also awaits to unlock the creativity of students.

Frequently Asked Questions

When and how can I reach my child's teacher?

Lower School teachers are using email. If you wish to speak to a teacher, please use email to set up a time for a phone call. Be aware that teachers will be calling from their personal numbers and so we ask you to respect their privacy by not using their personal number as a way to get ahold of your child's teacher via text or phone. Please email, and they will call you back. Upper School teachers are primarily using Teams chats and video calls through Teams, as well as responding to emails from parents.

When can I expect a response?

In most cases, you can expect a response to emails within 24 hours, excluding weekends and planned school breaks. For Upper School parents, teachers are expected to respond within the school day, if possible, and early the next day at the latest.

How much communication can I expect from the school?

The administration office will continue to communicate with you via MadMimi emails, should there be any updates on the COVID-19 situation that might have a direct impact on school operations.

How much technology will be used?

Due to the nature of School at Home, technology is the only way in which we are able to stay connected as a community. While providing an avenue for connection and communication with our families is of utmost importance to us, we are also aware of balancing screen time with family and outdoor connection. Our Lower School will be utilizing Bloomz and Zoom meeting software for classroom connection, while our Upper School will be using Microsoft Teams and Zoom to implement their program model. Upper School families in need of technology resources are welcome to check out a school laptop for use at home. This can be arranged through your child's teacher or Program Director.

I don't have access to a printer. What should I do?

Please reach out to your child's teacher and let them know that printing is not an option for your family.

How will the school keep me informed on the closure?

All closure updates and plans to reopen will be communicated via email (MadMimi) and text (Easy Alert).

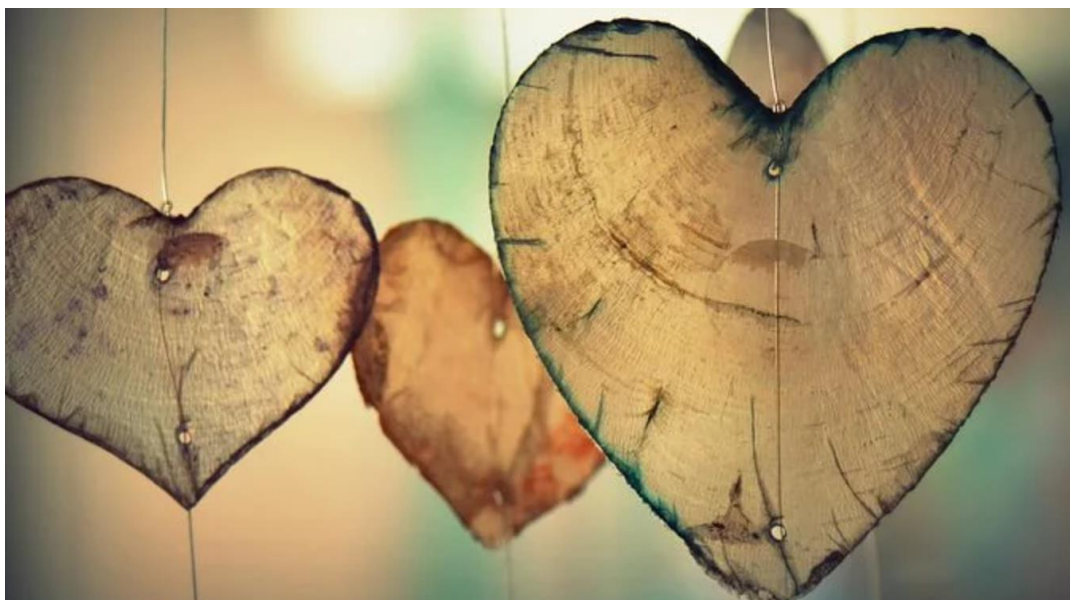
Will we get a reimbursement of tuition fees?

Montessori Children's House is operating in accordance with recommendations made by government officials given these exceptional circumstances. As such, there will be no reimbursement of tuition fees offered. Teachers continue to work remotely to support families and offer the best education services we can under these challenging circumstances.

What support will be provided to children whose parents both work full-time?

Given the guidelines provided by Public Health officials on how to operate childcare during this crisis, directives from the Department of Children, Youth and Families, and Governor Inslee's Stay Home; Stay Healthy decree, it is not possible for MCH to provide childcare for working families through April 9th or until the Stay Home, Stay Healthy mandate is limited. We are empathetic to these very real needs and concerns and understand that a sudden school closure is an inconvenience for all. If any MCH family finds themselves in an emergency situation or in truly exceptional circumstances, please contact us.

Staying Connected



People around the world, the country and our state are working through a major adjustment to their lives for the foreseeable future, including all of our incredible families. We see you. We also ask for your patience in understanding that as we adjust and lean into this new method of educating your children, there will likely continue to be adjustments and modifications as new procedures and communications are issued. We also acknowledge that these new models will probably be a little stressful at first, but as they become our new normal, we will all begin to breathe a little easier. We are right here to work with each and every family, and to check in and support each other. All of this is good, important work right now.

Allow yourself grace in that this is not a perfect model, and we absolutely understand your need to also support your work life at home. We are more than happy to adjust to any individual family needs in order for everyone to feel successful. If online programming is feeling too stressful for you right now- just reach out to your Program Director, we are here to listen and help.

So, please stay in touch. Let us know what you need, what you're thinking about, and what we can do to help you, your child and your family stay connected to the MCH community. There is strength in that- See you online!

With love,

Montessori Children's House