



# PARENT HANDBOOK 2016-2017

“La << Casa dei Bambini >>...’e << Una Scuola nella casa >>.”  
(Maria Montessori)

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## Welcome Note

Dear Parents and Families,

We are happy to welcome you and \_\_\_\_\_ to Cinquegranelli!

The early years from 3 to 6 are formative years where a child can discover new-found capabilities and explore a host of extended learning opportunities in the Montessori learning environment.

Our Italian language and cultural celebrations follow traditional themes with music, songs, games, dances and daily experiences.

We thank you, parents and families for enrolling your child and encourage your active support in your child's early learning by becoming acquainted with the goals, expectations and policies of our school. Please keep this handbook accessible so that you can refer to the guidelines throughout the year.

Thank you!

Sincerely,

Gail Longo

Founder & Director

## Our Inspiration



Dr. Maria Montessori graduated from the University of Rome in 1896 as a physician and pediatric specialist. Although she had a formal education in science, mathematics and anthropology, she was also a renowned philosopher, lecturer, educator and social activist.

Montessori's philosophy around education and child development is rooted in her observations of children's immense curiosity and capacity for learning. From this body of work, she authored

“The Secret of Childhood”.

Her discoveries led her to advocate for the young child's right to learn. Inspired by a child's unique abilities, Dr. Montessori inaugurated a scientific approach to education that followed the individual child's passage through developmental stages, continuing into adolescence. Though Montessori turned her attention to education reform more than a century ago, her vision remains fresh, inspiring and widely embraced.

The result of Montessori's efforts and ideas is a worldwide movement in private and public schools alike that inspires teachers and families to support learning as a child's life unfolds. As parents, teachers and politicians listen and work together to meet the vital physical and mental health needs of our children, we are developing insight, awareness and courage to share in our vulnerability and walk together alongside them. Montessori's vision for education inspires us to form a confident, compassionate and more peaceful world.

*“If we can orientate ourselves in the world, it is because the child gives us the means for doing so. And if we are conscious of ourselves it is because the child has made this possible. We are rich because we are the heirs of a child who started with nothing and provided us with the foundation for our future life.*

*The child acts for the sake of acting. This is the way of creation.”*

The Secret of Childhood

## Getting to know Cinquegranelli Montessori

Cinquegranelli Montessori is the first Montessori Primary School in the Pacific Northwest to incorporate the Italian language and culture as a daily component in the curriculum. Located in Ballard's Sunset Hill, Cinquegranelli Montessori has been serving families in North Seattle since 1989. We accept children ages 3 to 6 years old and the school is open from 9 a.m. to 1 p.m. from Tuesday to Friday.

Our program boasts some unique features:

- Focus on the Montessori philosophy and Italian language and culture
- Teacher-student ratio of 1:6
- Multi-age classroom
- Cozy home environment in a quiet neighborhood
- On-site play area and frequent walks to nearby park

At Cinquegranelli we strive to create an environment where children learn at their own pace, guided by their intrinsic developmental needs. It is our responsibility to recognize those needs and to guide them to activities that satisfy their hunger for learning. It is our intention that each child becomes confident, creative, competent and respectful human beings.

Our work and philosophy are shaped by the pedagogic philosophy of Maria Montessori:

*"... we discovered that education is not something which the teacher does, but it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment for the child. ... Man himself must become the center of education and we must never forget that man does not develop only at the university, but begins his mental growth at birth, and pursues it with the greatest intensity during the first three years of his life."*

Maria Montessori, *The Absorbent Mind*, published in 1949



*"The child...is but an ardent explorer of a world that is new to him."* (Maria Montessori. *The Discovery of the Child*)

## Your Child's Day

Montessori referred to the learning environment for 3 to 6 year olds as a "Children's House". Cinquegranelli is an environment where children come together as an extended family, fully engaged in discovering their own unique abilities and interests and excited to share what they are learning with one another.

### Flexible Daily Schedule

9:00am	Arrival and greeting; children take care of their wraps
9:10am – 9:30am	Circle Time: children gather for music and movement
9:30am – 10:30am	Individual Lessons/ group demonstrations/free choice
10:30am – 11:20am	Snack is available
11:30am – 11:55am	Outdoor Play
12:00pm	2 ½ and 3 year olds dismissal
12:00pm – 12:50pm	Lunch for 4 to 6 year olds
12:50pm – 1:00pm	Closing Ceremonies
1:00pm	Dismissal

### Slow Start/First days

A "Slow Start" week is planned to help children become acclimated to their new experience. A slower- paced introduction helps them feel secure and sets the tone for the days ahead. During the phasing- in period, each child is shown how to handle materials carefully and how to replace them on the shelves when they complete an activity. As they become familiar with the environment and routines, children acquire self- confidence and trust in themselves, and will grow to be independent, active participants in their community.

The first day of school may be your child's first formal learning experience away from home. Arrange time to have breakfast together, and talk about activities that s/he likes that s/he may also enjoy at school.

Assure your child that you will stay on the first day. While some children readily adjust, others may worry. It can take time for children to feel totally secure, and it is not at all uncommon for a child to cry. It is helpful when you do not linger or react with alarm if your child is hesitant about separating. When a young child gets absorbed in an activity s/he will become calm and begin to develop trust.

Every day we will demonstrate several new materials and invite your child to choose from them until we close the day with a song. As the days go by, we gently remind children, who are feeling anxious, that parents will return after school, and you have asked us to guide and care for them until your return.

We understand that not just the child, but also the parent, may feel some anxiety about this new experience; make it a ritual to do something reassuring for yourself, too!

## Typical Day

**ARRIVAL:** When children arrive each morning at 9 a.m., they hang their coats, remove their shoes, put on slippers and gather with their teacher. These simple acts help develop their independence and let them transition into their school day. Next the children have circle time, which often begins with music and creative movement. We sing a greeting song in English or Italian and share conversation, stories or poems.

**MORNING:** Circle time is followed by lesson demonstrations and free choice activities. In a Montessori environment, the teacher's role is to guide students to educational materials or "works" that are appropriate for the developmental needs of a child. After an initial demonstration, children choose work from orderly shelves and tables. When they complete a work, they replace it and make another choice. Children may use the materials for as long or short a time as they wish. Older or more experienced children frequently demonstrate works to younger or less experienced students.

By providing children the opportunity to select activities that spark their interest, we help students develop life-long intellectual curiosity and a passion for learning. By allowing children to decide how long they need to spend on a project, they have the chance to master a new skill before moving on. This approach develops students who are self-directed and motivated and who find satisfaction in their accomplishments.

**LATE MORNING:** After the free choice period, children have a snack and play in the fenced-in backyard. Outdoor play improves coordination and strength, and helps children acquire confidence and build relationships.

**LUNCH:** The children then come in for lunch in the kitchen. Children share in the preparation and clean-up of their meal, and frequently we will read a story during lunch that corresponds to the theme of the week.

After lunch, there is a brief closing ceremony before school concludes at 1 p.m.



## Daily Reminders

Regular attendance at school is essential for continuity in the educational process and in maintaining the consistency of our educational program. Beginning on time allows your child to make the most of the full work time each day. **To ensure a productive day of learning and help develop a positive habit, we require on-time arrivals. A late arrival causes your child to miss opening ceremonies, greetings, lessons, presentations or discussions.**

Tardiness and irregular attendance creates disruption in the community as well as limiting your child's opportunity to devote time to social and academic skills.

## Arrival

For the safety of your child, please accompany him/her to the front entrance and sign in on the "Sign-In & Out" form (always with your complete first and last name); then, kiss your child, greet the teacher, and allow your child to walk into the work area alone to start the day. Be certain a staff member is there and recognizes your child's arrival. Please leave as quietly and quickly as possible. It makes transition time easier for all.

If your child will be absent, please call us (206-706-0803) at 7:00am or as soon as possible before school begins for the day.

### Late Arrivals/Pick-Ups

An arrival **after 9:00am**, or a pick-up **after 1:05pm**, is considered late. Please refer to our *Business Policies* for details on late arrival/pick-up charges.

## Departure

It is important that your child be picked up on time at the end of their school day. In order to not disturb any closing ceremonies, we ask parents to wait on the porch or in the yard for their child. We shall send your child out to you as we see you. Please sign out on the "Sign-In & Out" form. No child will be allowed to walk alone to a parked car. If an unfamiliar person (to the staff) will be picking up your child, there must be a written statement with the name and description of the person, signed by you and given to the teacher before the person comes to pick up your child. This person should also be listed on the Enrollment form. They must sign out on the "Sign-In & Out" form (The front door will be locked during class time for safety reasons.)

## Safety Concerns

For safety reasons please follow these precautions. Always keep your child/children by your side. Never allow them to run ahead. Please close the fence gate after entering or exiting. Do not block the driveways. Emphasize caution and follow safety directions at all times. Do not let your child step beyond the orange line by the fence gate because of the close proximity of the neighbor's driveway (e.g., neighbors back their car out of the driveway). If you parked across any street, please hold your child's hand while crossing, and have your child enter the car from the curbside. **Please realize, once you have signed the "Sign-Out" form, you are legally responsible for your child. Always be aware of your child's location. Children can only leave the school with parents or designated persons.**

At times, there's the inclination to use the pick-up time to converse with other parents. While we encourage building a community among our families, we are also concerned about the potential hazards (e.g., children jumping, climbing, or falling in front yard, or running into street traffic). So, we'd like to suggest parents visit nearby parks, such as Webster Park on the grounds of the Nordic Heritage Museum, where the premises are well furnished and have large play areas.

## Weather Closure Policy

Cinquegranelli follows Seattle School District's weather closure policy. If Seattle Schools close we will also cancel. Your family's safety is a priority. If you believe it is unsafe for you to transport your child to school, please stay home and contact us at: 206-706-0803.

## Special Daily Communications

These must be written down on the "Comments" section of the "Sign-In & Out" sheet in the morning. Verbal communications are easily misunderstood, forgotten, and/or can distract attention away from the children. To approve another person to pick up your child, see the section of handbook labeled "**Departure**." Important notes to teachers and tuition checks can be left in an envelope in the hanging basket inside, by the entry door. If your plan is to pay cash for tuition, it **MUST** be in an envelope stating your name, your child's name, amount enclosed, and what the payment is for. (e.g., materials fee, late pick-up fee, tuition etc.)

## Nutrition

**Today, because big agriculture involves farming with heavy pesticide use and foods that have been genetically modified to kill pests, we are concerned, particularly when children are developing more allergies. For optimal health we give preference to foods that are certified organic and avoid GMO's.**

### 1. Snacks

Children enjoy being the host/hostess. A snack time allows each child a turn to bring, prepare, and share with his/her friends. A snack calendar is posted on a clipboard at the front porch. Please sign your child's name to bring a snack item once a month. Snack will include one or more dairy or protein source, provided daily, in addition to bread or bread alternate, fruit, or vegetable.

### 2. Lunch

Children bring lunch to school in a clearly labeled container. Please keep in mind that lunches will not be placed in the refrigerator. Please use an ice pack for lunches if needed. Microwaves will not be used to warm foods during lunch. Please use a thermos for foods that need to remain warm. Size the portions appropriate to your child's appetite with small, easy-to-handle servings. A "no-waste" lunch is encouraged. We hope to establish habits of social courtesy along with good nutrition awareness. The value of low salt/low sugar/low fat food items should be considered when making lunch. Exclude gum, candy, highly sugared foods, or chunky food, such as whole grapes.



Parents /guardians are encouraged to ensure that the lunches consist of at least one item from each of the following list:

- Protein sources, such as meat, poultry, fish, eggs, cooked dried peas or beans, cheese or peanut butter.
- Two vegetables, or one vegetable and one fruit, or two fruits.
- Cereal or whole grain or enriched bread products
- Grade A vitamin D milk

### **Candy and soda are prohibited**

If there's a severe food allergy, please inform the staff immediately. We will ask other parents not to send their children with a food that causes allergic reactions for another child. We will keep the food away from the environment and send it back with the child. As an extra precaution, we will post children's names and allergies on the kitchen refrigerator.

### **3. Cooking Projects**

Periodically during the year, we may have special food preparation projects as part of a theme in the curriculum. Each family may be asked to bring an item.

## **Clothing and Other Items from Home**

Children's clothing should be comfortable and washable. We work with water, clay, and tempera and acrylic paint. All removable garments such as sweaters, hats, coats, and mittens, should be clearly marked with your child's name. A laundry-marking pen can suffice to label all extra clothing – socks, underwear, dress, shirt, pants. Please consult the "Supply List" included in the admission packet regarding extra clothes, emergency kit, and school supplies. If your child's clothing becomes wet or soiled, they will change into their extra clothing. We will send soiled clothes home in enclosed in a plastic bag.

Remind your child that toys may be kept in the car or at home because there are many enjoyable things to use in the environment.

## **Discipline**

Young children have only been on the planet a short while. They will meet with difficult times in their relationships, but this is a natural part of human interaction. Dr. Montessori challenged us to learn to live together in peace. When children are disturbed by incidences that distress them, we would like to support them by facing problems together. We create opportunities for learning during times of emotional upset.

Our philosophy fosters cooperation, kindness and care for one another. These values support young children to feel comfortable and safe. We incorporate grace and courtesy lessons to demonstrate through role- play or puppetry, how to treat one another and repair injured relationships. At school, we assist the children by facilitating a mediated conversation and plan circle time activities sharing songs and games that are intended to help children work through their feelings. It is reassuring to the children when our school families work together with the school to help the children resolve difficult situations.

As we work to help the children develop skills necessary to live peaceably in the world, we will mediate conflict at school using words. Physical acts of aggression are not acceptable. There is to be no hitting, no kicking, no biting, no name-calling, no pushing or pinching. In short, no behavior, either physical or verbal that is intended to inflict harm is acceptable.

We have borrowed this process from author, Maren Schmidt, as follows:

**1. “Stop! I think we have a problem!”**

*(The adult helps children realize they are in a conflict situation.)*

**2. What is the problem?**

*(The adult through observation and questioning helps children verbalize the problem. This also involves a statement of commitment from all parties involved to come to a peaceable and win-win solution. **For example**, if two children are fighting over a piece of equipment, we would agree come to a solution that both are happy with no one would work with the material.)*

**3. What are all the solutions to the problem?**

*(The adult guides the children through possible ways to solve the problem)*

**4. What is the best solution?**

*(The adult guides the children to agreeing on a solution and implementing it.)*

**5. Is it working?**

*(The adult checks back through observation and questioning to make certain that the solution agreed upon is meeting the needs of the children.)*

This model of problem solving also helps children learn critical thinking skills. We hope you will use this model of problem solving with your child. We think you will be amazed at how well a three and four year old can be stepped through this process. And it is heartwarming to see a five year old use it without adult guidance! Thank you for your help in providing a safe and happy environment for our children.

## **Birthdays**

We hold a traditional celebration to honor the birthday child where the child carries a globe of the Earth around the ellipse. Each complete time around represents one year in the child's life as well as one year in the Earth's life. We ask your assistance by providing one photograph for each year, along with a few lines of information describing your child's personal time line. **Your child may bring a nutritious birthday snack. Make certain that you sign-up on the “Snack Calendar.”**

## Health

### Immunizations

Washington State requires that a Certificate of Immunization be prepared, and **kept up-to-date**, for each child. The Form DOH 348-013 must be prepared and brought to school on or before the first day of your child's attendance.

### Medication

It is a parental responsibility to administer medications; a parent may come to school to do so. Children that have Epipens, and those who have severe or life-threatening allergies must have an allergy action plan on file. This is a written treatment plan along with medications prescribed by their doctor.

When we have children who have peanut or nut allergies, we ask our community to NOT BRING ANY FOOD CONTAINING NUTS OR PEANUTS. We have found that peanuts are one of the most common allergies among people today. That being said, we will not knowingly distribute peanut butter or peanut products to the children. Furthermore, the children are instructed not to share food amongst them during lunchtime.

### Health

Please keep your child home if s/he has any of the following:

- Fever temperature over 98.6F
- Vomiting on one or more occasions within the past 24 hours
- Diarrhea (2 or more watery stools within the past 24 hours)
- Discolored or profuse amounts of mucous from the nose
- Eye discharge or "pink eye"
- Fatigue that prevents participation in regular activities
- Lice or mites
- Contagious disease.

When your child is staying home for these or any reason, please call us by 7:00am or as soon as possible (tel: 206-706-0803 for voicemail).

Minor injuries will be treated by a staff member trained in first aid (please refer to the medical statement on the application form).

In case of an emergency, we shall immediately proceed to contact you. If necessary, "911" will be called and/or your child may be transported to Swedish Medical Center-Ballard (5300 Tallman Ave NW, Seattle, WA 98107-3932), emergency #206-781-6341, in accordance with the medical consent form. A staff member will stay with your child until you arrive. Be sure the phone numbers in your file are up-to-date.

All injuries requiring any treatment will be recorded and reported to you.

## Parent Activities

### Parent/Child Nights

Twice a year, we invite parents to join us for our Parent/Child Night activities while the children demonstrate the “work” they’ve learned or are interested in learning. It is a special opportunity for you to become a Montessori student, see the environment through your child’s eyes, and spend a great evening of bonding together. The children are eager to give a demonstration to their parents and feel confident in their accomplishments. So, we ask you to arrange childcare for siblings so that you can give your full attention to your child.

### Parent Education Nights

We plan to hold Montessori Parent Education/Community Nights three times a year. These are planned for parents and adults only. Topics cover Montessori philosophy, curriculum and materials.

### Parent Conferences

A Parent Conference is an opportunity to discuss the learning progress and outcomes for your child, as well as sharing ideas to assist your child in development. You are welcome to ask questions, review purposes of materials, and/or bring up any concerns that you may have. Conferences are held twice a year, and are for parents and teachers only.

### Observations

We encourage you to observe your child at work a few times throughout the school year. Observations begin in November and will be approximately 20 minutes long. Please make an arrangement with the Director prior to your visit. We ask you to sit quietly in designated areas so that the children will not be distracted by your presence and continue with their daily routines. However, if your child wants your attention during your visit, please feel free to let your child be with you. For example, if your child wants to sit on your lap, s/he may do so. We would encourage your child to bring out a rug and do their work next to you. Please know that it is not a time to talk about your child with a teacher/intern.

### Parent Involvement

We value parent involvement as an integral part of your child’s education. When parents share talent, resources, and skills, children thrive. They experience an enriched environment that demonstrates community, cooperation, determination, and creativity. We hope that each family contributes one to three hours per month to support our program, whether it be from home or in the environment. Please refer to our “Parent Involvement” form for ideas to get involved. Thank you very much for your support!

## Directory Information

The school publishes an annual student directory for parents with periodic updates during the school year. The information includes the students first and last name, parent/guardians' names, addresses, home phone number, and emails. Families have the right to refuse to have their directory information released.

## Field Trips

We do not plan frequent formal field trips. If a trip away from school is planned during the year, detailed information regarding the outing will be sent home before the field trip. We prefer that parents accompany their own child. However, we do take neighborhood walks. A favorite excursion is the walk to the Webster Park playground. A parent volunteer is welcome to accompany us.

## Fundraising

Cinquegranelli would welcome a fundraiser. We have not held an event for several years and would like to purchase some new equipment, and broaden our Italian library.

We welcome any tried and true suggestions.

Our non-profit organization has a link on Amazon Smile that when selected (for any purchase through Amazon) will accrue a percentage of donations to benefit our educational organization, The Maria Montessori Language and Cultural Center. (MMLCC).



## Curriculum

Cinquegranelli (pronounced *ching - queh - gra - nel - lee*) means "Five Little Grains" in Italian and represents the five focus areas of our curriculum.

- **Practical Life** - Daily living exercises develop skills in self-care and care for the environment. This includes lessons in grace and courtesy, which help build respect for self, others and our world. Young children enjoy washing dishes, learning to sweep, pouring themselves a glass of water, or successfully putting their coat on a hanger. To an adult the tasks are a simple, but for a child they build independence and confidence.
- **Sensorial** - Through hands-on experiments with special materials, children refine the five senses. They encounter specific aspects of shape, weight, color, texture, length, width, temperature, taste, smell, sound and discover how to name, sort, classify, arrange in order, and describe sensory impressions.
- **Mathematics** - Hands-on materials help internalize number concepts forming the bridge to abstract operations. Children explore the decimal system and concepts in addition, subtraction, multiplication and division.
- **Language** - Children are often read to and listen to real-life stories told by teachers and guests about lives of others, different places and the secrets of the world of nature. Language materials are used to develop basic skills linking sounds with symbols. Individual expression is encouraged in creative writing, reading and drama.
- **Cultural** – At Cinquegranelli we recognize and value diversity as essential for building community. We study world cultures by providing experiences of different traditions and inviting community members to share time and activities with the children. The children study geography, history, life sciences, literature, Italian language, music, art and creative movement. Life sciences are a rich focus at Cinquegranelli.

*“Once this foundation is laid, future learning for children is easier. The children have a positive self-image, they trust that the world is a wonderful place to be, and they trust themselves and their abilities to function in this world.” (Judi Orion)*

## Italian Language and Culture

"Discovering Italy" is the language and culture curriculum that we have developed for Cinquegraneli. Children experience Italy through activities in language, music, folk dances, stories, books, plays and food. Every fall our students perform Italian folk songs and dances on stage at Festa Italiana hosted by Seattle Center.



*"La madre natura  
ha quattro bambini:  
primavera, estate,  
autunno, inverno."  
(canto popolare)*

We celebrate the seasons



## Calendar

Date	Day	Time	Event
August 29	Monday	6:00-7:30pm	PARENT ORIENTATION NIGHT (no children)
August 30	Tuesday	9am-1pm (20min sessions)	ORIENTATIONS FOR NEW CHILDREN
August 31	Wednesday	6:00pm	Picnic at Salmon Bay Park (Dr. Maria Montessori's Birthday)
September 6-9	Tuesday - Friday	9:00 - 10:00am	1-Hour SLOW START for New Students
		10:30am - 1pm	Returning students (bring a lunch to school)
September 13-16	Tuesday - Friday	9am-12:00pm	SCHOOL SCHEDULE CHANGE FOR ALL (3 Hours)
September 20	Tuesday-Friday	9-12:00pm (2 1/2-3yr olds)	SCHOOL FOR ALL; 3 Hours
		9-1:00pm(4 and 5yr olds)	4 Hours REGULAR SCHEDULE
September 24	Saturday	9:45am	Festa Italiana (children dance on stage at SEATTLE CENTER)
October 6	Thursday	6-7:30pm	Parent Ed Night (PARENTS ONLY)
November 7	Monday	8am-12:30pm	Parent/Teacher Conferences (6 families)
November 21	Monday	8am-12:30pm	Parent/Teacher Conferences
November 24-25	Thursday-Friday	-	NO SCHOOL - Thanksgiving Holiday
December 2	Friday	6-7pm	Open House (adults only) Enrolling new students for Jan-June 2017
December 9	Friday	6-7pm	Parent/Child Night (no siblings)
December 19, 2016 - January 2, 2017	Monday - Friday	-	NO SCHOOL - Winter Break
January 3	Tuesday	9am-1:00pm	SCHOOL RESUMES (all students)
February 7	Tuesday	ANNUAL DUE DATE	RE-ENROLLMENT (due for returning students)
February 13	Monday	6-7:30pm	OPEN HOUSE for Prospective Parents (PARENTS ONLY)
February 13	Monday		OPEN ENROLLMENT (for new students)
February 21-24	Tuesday-Friday	-	NO SCHOOL - Mid-Winter Break
February 28	Tuesday	9am-1:00pm	SCHOOL RESUMES (all students)
March 10	Friday	6-7:30pm	Parent Ed Night (PARENTS ONLY)
April 10-14	Tuesday-Friday	-	NO SCHOOL- Spring Break
April 18	Tuesday	9-1:00pm	SCHOOL RESUMES (all students)
April 21	Friday	5:30-6:30pm	Cinquegranelli Parent/Child Night
May 8	Monday	TBD	Parent/Teacher Conferences
May 22	Monday	TBD	Parent/Teacher Conferences
June 9	Friday	5-7pm	Potluck Picnic
June 16	Thursday	9-1:00pm	Last Day of School

**Note:** The dates and times may be subject to change.

## Business Policies

Cinquegranelli is an "in home" neighborhood Montessori environment with a limited number of students. Our "Children's house" is multiage and we strive to balance ages and genders. In order to build a strong community in hand with the learning process, we ask families to keep children enrolled for the full cycle of our program (ages 3 to 6 years).

### Tuition

In order to maintain budget stability in a small school, tuition for Cinquegranelli is a full year requirement. In other words, a family electing to withdraw their student before the school year is over, is required to pay tuition for the remainder of the school year. Although individual circumstances will be reviewed, the tuition will not be refunded or forgiven unless or until Cinquegranelli is able to fill the open student spot created by the withdrawal.

#### **Payment Plan: 10-Monthly Payments**

Tuition is \$875 per month. The payment is due the first day of the month (e.g., September tuition is paid September 1st, October tuition is paid October 1st).

#### **Late Fee**

Tuition is late after the 5<sup>th</sup> of the month at which time a late fee of \$25 is due.

*Any tuition changes will be announced in the spring for the following school year.*

### Other Fees (non-refundable)

#### **New Student Registration Fee**

\$150 per new student entering Cinquegranelli. This fee covers our slow start program beginning September 6<sup>th</sup>. Fee due upon submission of the application form.

#### **Re-enrollment Registration Fee**

\$125 per returning student is due February 7<sup>th</sup>, or prior, with submission of application form for re-enrollment. This will hold a space for your child. If the school has not received your forms and fees by February 7<sup>th</sup>, the space will become available to families who have applied for admission.

## Other Fees (non-refundable) cont.

### Material and Activity Fee

A non-refundable fee of \$175 per student is due September 1<sup>st</sup> 2016, or at the time of enrollment.

### Returned Checks

A \$35 fee will be charged for any returned checks.

### Late Pick-Up Fees

Three late pick-ups per child will be acceptable per school year in case of emergencies. A late pick-up fee of \$10 will be charged for a child picked up after the five-minute grace period. The fee will be due at the time of pick-up.

## Withdrawals

For children (5 years or older), there is an initial provisional period of 2 weeks where the appropriateness of the school environment for the child is assessed.

Withdrawal of children from the school after the beginning of the school year is actively discouraged. Such action can have unfortunate negative consequences for the children in question, and for their classmates and teachers. In cases where withdrawal after enrollment is unavoidable, we ask the parent or guardian to inform the school in writing, no less than 2 months prior to the child's last day.

If there is an occasion where the staff may decide that our setting does not provide for the needs of a particular child, a conference will be arranged to seek a resolution. If parents and staff cannot resolve the issue, then up to thirty days may be given for a parent to find another placement for their child.

*Cinquegranelli Montessori  
does not have make-up  
days or refunds for  
illnesses, absences, or  
vacation.*

## Our Staff

### GAIL LONGO, FOUNDER AND DIRECTOR



*"I created the Cinquegranelli Montessori learning environment so that young children could practice Italian vocabulary by linking the language to everyday activities using Montessori materials. Our children practice new vocabulary through movement, listening to stories and folk songs, dancing together, and acting in plays that connect them to cultural traditions related to life experiences. It is a joy to behold their enthusiasm and interest as they communicate in a new and different way. One result of our program is that children learn to accept, understand, and appreciate that there are different languages people speak on our planet."*

Gail founded Cinquegranelli Montessori in 1989 and the Maria Montessori Language & Cultural Center (MMLCC) a decade later. The MMLCC is a non-profit organization that helps raise awareness of the Montessori system of education by offering the public greater access to information about Montessori approach. It provides public lectures and teacher workshops that emphasize relationships between social-emotional development, cognitive growth and respect for individual differences. See our website for information and resources: <http://themmlcc.wix.com/mmlcc>

A graduate of Seattle University, Gail is a Washington state certified teacher in elementary and secondary education and she completed her Montessori certification at Montessori Teacher Preparation of Washington. Gail has taught young children in public and parochial schools near and far, from co-op preschools affiliated with North Seattle Community College to children in Brindisi, Italy.

In May 2003, Gail joined with Eileen Knobbs and Sara Orton of Ballard High School in designing a Montessori lab school as a joint initiative with Seattle Public Schools through 2010. Gail remains a longtime advocate for bringing an authentic Montessori model of education into our public schools.

### ILIANA RAINES, CO-TEACHER

Iliana Raines has acquired her experience in early childhood education from a variety of positions in public and private schools throughout western Washington. She has earned a Bachelor of Fine Arts degree from Carnegie Mellon University, a certificate in Teaching English as a Second Language, a Washington State Teaching Certificate in Elementary Education, and most recently an AMS Montessori Certificate in Early Childhood Education from the Montessori Education Institute of the Pacific Northwest. She has been employed as an ESL tutor for adults, a Bilingual Instructional Assistant in the Seattle and Olympia public schools, a substitute teacher in the primary grades in Port Townsend, a first grade teacher on Whidbey Island, and a co-teacher at Discovery Montessori School in Seattle.

This will be Iliana's second year as the lead teacher at Cinquegranelli Montessori, and she looks forward to taking the returning children into the second year of the Montessori cycle and guiding the newcomers in the first year. She sees herself as an ongoing student, and anticipates learning as much from the children in the coming year as they do from her! Iliana believes deeply in the value of an individualized curriculum, the beauty and order of the environment, the respect for the child, and the independence that are fostered by a Montessori primary education.

Apart from teaching, Iliana has a passion for dancing, hiking, snowshoeing, creative writing, drawing, playing mandolin, vegetarian cooking, foraging for wild edible plants, reading fiction in English and Spanish, and exploring the world both near and far.

### **LISA PLACE, ASSISTANT TEACHER**

Lisa came to know Gail eight years ago at the Maria Montessori Language and Cultural Center. After two years in her MMLCC program, she worked an additional two years at Cinquegranelli before moving onto other work. In the next four years, she worked at Montessori Garden and MMSC ECC, the first Jewish Montessori school in Seattle.

Lisa attended Bellevue Montessori as a child and has fond memories of her experience. In fact, she chose to do her Montessori training at the National Center for Montessori Education through Bellevue Montessori in 1992. She holds a BA in Sociology from the University of Washington and has worked at Amazon. Being a Northwest native, she appreciates all the area has to offer. She has been a ski instructor at Stevens Pass, enjoys sailing with her family, and loves the local music scene.

### **YEON-HEE YIM, ADMINISTRATIVE ASSISTANT**

Yeon-Hee is a dependable, creative, and inspiring individual who identifies as a teacher, composer, and linguist. She holds a bachelors degree in Scandinavian Area Studies, with minors in Linguistics, and Swedish from the University of Washington. She has extensive experience with administrative work and organization.

In 2009, she studied abroad at the *University of Gothenburg* in Sweden and during that time, she took a solo 10-day-long trip through Italy where she visited the cities of Rome, Florence, Pisa, Milan, and Venice. She also has over ten years of teaching experience and has worked with students ranging from 1st grade through adult. She currently gives private ESL instruction and runs an audio production studio called [Sonaesthetics Studios](#) where she composes music for short videos, films, video games, and other projects.

She has a great interest in community-building, world languages, and is currently working on a project that exemplifies her personal values of: Honor, Humility, Patience, Prudence, Kindness, Integrity, and Trust. We are excited to have such a well-rounded individual assisting with administration here at Cinquegranelli!

- *Cinquegranelli is a member of the Pacific Northwest Montessori Association. We are registered as an Internship School with Montessori Teacher Preparation of Washington.*
- *In 2013, Gail attended a 4 day International Montessori Congress in Portland, Oregon. She was among 2,000 educators from around the globe. Keynote speakers shed insight on current scientific findings in brain development and our important work as parents and teachers assisting the child in self-construction*



*“The unity of all the sciences is found  
in geography.”  
(John Dewey)*

### **Suggested Books and Resources:**

The Absorbent Mind - Maria Montessori

How to Raise an Amazing Child the Montessori Way - Tim Selden

Temple Grandin: “The world needs all kinds of minds” (Ted Talk)

Center for the Developing Child – The Science of Early Childhood, a video series on healthy development, Harvard University

[www.goodatdoingthings.com](http://www.goodatdoingthings.com) – Dr. Steven Hughes, neuroscientist