Nurturing your child’s curiosity through discovery and creative expression
Welcome to Nahunta Hall!

Dear Parents,

On behalf of the teachers and staff at Nahunta Hall, “Welcome!”

My name is Miss Barbara. I was born and raised in Utah. I have four children who bring joy (and a whole lot of craziness) to my life. I spend my free time reading and doing logic puzzles. I’ve been a Cub Scout leader, a Girl Scout leader. I roller blade. I sing. I garden and raise chickens. I enjoy an adventure. I love life.

How did I end up the directress of a Reggio-Emilia inspired Montessori school? When I was young, I used to pretend to be a teacher. I would give math and writing assignments to my siblings and then grade their work with red pencil. When I grew up, I decided to study mathematics and dance education at Brigham Young University. Over the years I have taught reading, math, dance, music, visual art and U.S. History. I have been with public schools, private schools, home schools, alternative schools and charter schools. Several years ago, I discovered Montessori and fell in love the philosophy. As a dancer and a musician, I embraced the Reggio-Emilia belief that self expression through fine art is the gateway to academic success. The fusion of these two complementary approaches led to the creation of Nahunta Hall.

Our first year of operation brought many wonderful experiences. We thank those who joined us for that exciting journey and now welcome our new families for another adventure. I encourage you to be active in the Nahunta Hall Parent Group. We welcome your support and input. You can help your child prepare for the new school year by attending the summer activities and meeting other families, by visiting the school and exploring the classrooms, by picking out school uniform items together, by reading the introductory materials from your children’s teachers and by talking with your child about their fears and hopes regarding changes the new school year will bring.

As always, if you have questions or concerns, please send me an email or call the front office to arrange a phone discussion or an in-person appointment—whichever fits your schedule best.

Thank you for giving Nahunta Hall the opportunity to work with your delightful children. Let’s have a fabulous year together!

Sincerely,

Barbara Alldredge, Directress
Directress@NahuntaHall.org
A Message from the Nahunta Hall Parent Group

Dear Parents,

We are thrilled to welcome you to the Nahunta Hall Parent Group! All parents of students enrolled in a daytime program at Nahunta Hall belong to the Nahunta Hall Parent Group. There is no membership fee so we hope you will join us at meetings and participate in the decision making process.

Our goal is to provide opportunities for meaningful participation at the school from parents of Nahunta Hall students while enriching the educational experience of our children.

Please join us as we:
- Support our teachers
- Coordinate parent educational programs
- Promote school social events
- Facilitate school to home communication.

If you are interested in serving on the leadership board, please contact the school.

Sincerely,

Nahunta Hall Parent Group
NHPG@NahuntaHall.org

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<th>NAUNUTA HALL PARENT GROUP COORDINATED EVENTS</th>
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The Nahunta Hall Experience

At Nahunta Hall, a Reggio Emilia-inspired Montessori school, we nurture your child’s curiosity through activities that inspire creativity and encourage exploration.

CORE VALUES

Three Nahunta Hall core values are the pivotal educational ideals that provide a framework designed to drive the decision making process at Nahunta Hall.

- **High Achievement Through Student Directed Learning**
  - Extended Learning Periods where Students Are Encouraged to Follow Their Interests
  - Inquiry-Based Instruction with Practical Applications and Project Based Tasks
  - Progress Assessed on Benchmark Mastery not Seat-Time

- **A Sense of Community and Personal Responsibility**
  - Multi-age Classes where Students Help Other Students, Share Materials, and Participate in Intellectual Discussions
  - Teachers as a Facilitators of Learning, Working with the Same Students for Consecutive Years
  - Grace and Courtesy Lessons Replacing Punishment (Discipline) and Reward (Grading) Systems

- **The Prepared Environment as the Third Teacher**
  - High Quality, Hands-on Materials Stored Within Reach of Students
  - Beautiful, Orderly Classrooms Cared for by Students
  - Outdoors as an Extension of the Classroom
## WHAT MAKES NAHUNTA HALL DIFFERENT?

Experience the difference of a Reggio-Emilia inspired Montessori education at Nahunta Hall:

<table>
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<tr>
<th>NAHUNTA HALL</th>
<th>TRADITIONAL MODELS</th>
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<td>Child who is intrinsically motivated to learn because he is allowed to follow his passion and choose activities that complement his learning style</td>
<td>Teacher who chooses when and what the child will study and attempts to motivate high performance by punishing or rewarding the child</td>
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<td>Extended learning sessions where children select multi-sensory materials and hands-on activities that foster their individual interests and needs</td>
<td>Teacher who schedules when and for how long a child will study each concept</td>
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<td>Inquiry based experiments and research projects that provide practical applications to real-life with cross-curricular activities that reinforce student-led discovery of new ideas</td>
<td>Teacher driven, whole class lectures followed by drill and practice worksheets that bore students and waste paper with additional busywork sent as daily homework</td>
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<tr>
<td>Teacher who plays an unobtrusive role in the classroom and who stays with the same students for multiple years serving as a long-term, trusted learning guide</td>
<td>Teacher as ultimate controller of knowledge in the classroom with white board and teacher desk as the focal point of the learning experience</td>
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<td>Active education where students learn by doing, moving frequently to stretch both the body and the mind—choosing their own location for work</td>
<td>Rows of assigned desks facing the white board, filled with students sitting silently all day long</td>
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<td>Mixed age classrooms where students mentor one another and learn to show compassion for those who are different</td>
<td>Students segregated by age and ability</td>
</tr>
<tr>
<td>Grace and courtesy lessons which teach children to respect adults and other students</td>
<td>Competition and bullying</td>
</tr>
<tr>
<td>Outside activities as central part of the educational experience developing a sense of respect and caring for the natural world</td>
<td>Limited recess, sometimes taken away as punishment for poor behavior</td>
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<tr>
<td>Beautiful, comfortable classrooms with attractive decorations that support learning by soothing the soul and enriching the mind</td>
<td>Cluttered walls and counters that distract from learning and create an atmosphere of disorder</td>
</tr>
<tr>
<td>Hands-on materials stored in reach of students with responsibility to repair broken items given to the children</td>
<td>Hands-on activities stored and controlled by the teacher and generally reserved as rewards for compliant behavior</td>
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Maria Montessori was the first woman in Italy to receive a medical degree. She developed the Montessori Method from a scientific standpoint, observing children and evaluating how they best learned. She believed that motivation to learn comes from within due to a natural curiosity and love for knowledge. For her work in education she was nominated three times for the Nobel Peace Prize.

Loris Malaguzzi is known as the father of the Reggio Emilia approach to education. After World War II, he set out to develop schools in Italy that reflected a view of children as active and competent contributors to society.

Together Montessori and the Reggio Emilia approach embrace the idea that any child will excel academically when his individual creativity is nurtured through an inquiry based program that allows him to develop his own creativity, responsibility and resourcefulness.

Reggio Emilia inspired schools support high academic achievement through integrated fine arts—math is explored through music and dance; science experiments spark creative writing, poetry or debate.

*We all start out as fledgling dancers, actors, musicians and artists. We learn to move through and communicate with the world by using the basic elements of creativity: curiosity, observation, experimentation, translation, communication. When we arrive at school, we already have a highly successful system of learning that we have been perfecting all of our lives.*

*No wonder “sitting still and being quiet” is so difficult and discouraging for many young learners. We are being asked to abandon approaches to learning with which we have had great success. Those methods have made us who we are.*

*The argument that arts learning must take place only after basic academic skills have been mastered ignores the fact that we are already masters at gaining skills in ways that are the essence of learning through the arts. Doesn’t it make sense to build on that successful model of learning rather than insisting on a completely different approach?*

— Janet Eilber, Artistic Director at the Martha Graham Center of Contemporary Dance

Maria Montessori called children’s hands the “instruments of their brains.” The critical thinking skills developed through a hands-on Montessori education prepare children for success in life. Notable individuals educated at Montessori schools include:

- Larry Page and Sergey Brin, founders of Google
- Julia Child, author and star of TV cooking shows
- Jeff Bezos, founder of Amazon.com
- Jimmy Wales, founder of Wikipedia
- Jacqueline Kennedy Onassis, former First ady
- Prince William and Prince Harry
- Dr. T. Berry Brazelton, pediatrician and author
- Elizabeth Berridge, actress
- Kami Cotler, actress
- Gabriel Garcia Marquez, Nobel Prize winner
- Anne Frank, author and diarist from World War II
- Sir Andrew Lloyd Webber, Broadway composer
- Hugh Grant, actor
- George Clooney, actor
- John and Joan Cusack, brother and sister actors
- Dakota Fanning, actress
- Helen Hunt, actress
- Lea Salonga, actor
- Friedensreich Hundertwasser, artist
- Peter Drucker, management guru
- Will Wright, designer of SIMS video game
- Katharine Graham, Washington Post owner-editor
- David Blaine, magician
- Sean Combs, media mogul
- Joshua Bell, musician
PRIMARY CLASSROOM CURRICULUM GUIDE

Our Primary Classroom is an all day program for 3-6 year olds who are potty trained. (In a traditional school, this age range includes children attending two years of preschool and a full year of kindergarten.) There are a limited number of half-day slots available.

The Montessori Primary curriculum covers six areas of development:

- Language—Reading and Writing
- Mathematics
- Social Studies—History and Geography
- Science—Botany and Zoology
- Sensorial Work
- Practical Life—Grace and Courtesy, Care of Self

In contrast to the simple school readiness skills taught at traditional pre-schools, in a Nahunta Hall Montessori Primary Classroom children learn to read, do mathematics normally seen only in upper elementary school, study world geography and attain an advanced science vocabulary.

Children eat, work and play in a self contained classroom with a play space designed just for preschool age children. Each day begins with the traditional Montessori extended learning period where students work independently. Although some small group activities are included throughout the day, teachers spend the majority of the class period working one-on-one with each child. Each class has a lead teacher and an instructional assistant who constantly monitor the children’s emotional and academic needs. During the week, students also participate in P.E., visual art, theatre, dance and music instruction.

LITERACY—READING AND WRITING

Our comprehensive literacy model emphasizes six areas of focus for reading: vocabulary, phonological awareness, motivation and interest, phonics, fluency and comprehension integrated with the writing activities of spelling, composition and penmanship. The beautiful hands-on Montessori materials make reading and writing fun for even the most reluctant students.

VOCABULARY

READ-ALOUDS give young students opportunities to learn vocabulary words that may be above their current reading level but which are easily assimilated into a child’s oral language skills. Teachers also present new oral vocabulary along with PICTURE CARDS during the science, math and geography three period lessons where students learn the names for geographic landforms, countries, animals and musical instruments, among others.

The miniature environments, including the FARM and the OBJECT BOXES, are a child’s first formal exposure to printed vocabulary. In addition, mathematics, science, art, music, geography and history each have a unique set of vocabulary words that students learn through use of the NOMENCLATURE CARDS. These three part card sets teach content area vocabulary to even our youngest students and also provide practice with sight words.
Students at each level increase their oral vocabulary through discussion groups in other subject areas. Leveled **subject area books** and **themed book bags** allow students to read fiction and non-fiction across the curriculum. Carefully designed **environmental print displays** and thoughtfully selected **object labels** enrich classroom areas.

**Phonological Awareness**

To be successful readers, students must be able to manipulate the vowel sounds in words and they must be able to identify and feel the beat of syllables and words. Emergent readers practice these skills through hands-on activities such as block builder words, the **sandpaper phonemes**, sound pattern games like *I Spy*, and songs.

**Motivation and Interest**

Although students are exposed to great works of literature to pique their interest—students at all grade levels have small group story-time called **read-alouds** where they develop their imaginations along with a love for reading—the central tenet of the Montessori method is personal choice so students at all grade levels have time for **independent reading** from the classroom and school libraries.

**Phonics**

The Montessori method uses systematic, explicit phonics instruction to teach phonemes, graphemes and the relationship between oral and printed words. Students learn the structure of words and the basic rules that guide English pronunciation. Individually, they go on **word and letter hunts**, with pointers, letter swatters and magnifying glasses. In the Nahunta Hall literacy centers, students work with the **sorting boxes**, **sandpaper letters**, **moveable alphabets**, **iPad apps** and **whisper phones**. In small groups, they play games, sing songs and join in hands-on literacy activities.

**Fluency**

Research shows that fluency is increased more rapidly when students read out loud so Nahunta Hall students have daily reading activities such as small group **guided reading**, **independent reading conferences**, **cloze reading**, **choral reading**, and **readers’ theater**. Students read both classic children’s literature and skill-targeted books. The **stuffed friends reading buddy** activities give reluctant students practice in a less intimidating environment.

**Comprehension**

The **listening center** and **flannel board stories** complement **shared reading** and **interactive read-alouds** while **independent reading conferences** allow teachers to monitor individual reading comprehension.

**Writing**

In a Montessori classroom, most students learn to write before they learn to read. This is accomplished through the skilled use of hands-on literacy materials such as **play-doh letters**, **wood...**
CAPITAL PIECES, and the MOVEABLE ALPHABET.

The SANDPAPER LETTERS, and WRITING INSETS accompanied by small group musical and gross motor activities help each child develop the necessary fine motor skills for beautiful penmanship.

Once children have mastered the basic concepts of composition, they delve further into syntax and grammar with the GRAMMAR MATERIALS. They identify parts of speech and diagram sentences and when they are ready, they begin spelling and vocabulary work with WORD SORTS.

MATHEMATICS

MONTESSORI BEAD MATERIAL
The most essential material in the mathematics center of a Montessori classroom is the beautiful bead material.

Each number 1-9 is represented by a unique color of beads.

1. Red
2. Green
3. Pink
4. Yellow
5. Light Blue
6. Purple
7. White
8. Brown
9. Dark Blue
10. Gold

The bead materials are stored in a wooden cabinet. They include the individual bead bars, short bead chains, long bead chains, bead squares and bead cubes. Children use the beads to model basic operations (addition, subtractions, multiplication, division) as well as squares and square roots. They practice skip counting, play the snake game and learn least common multiples and greatest common factors.

GOLDEN BEADS
The golden beads represent ones, tens, hundreds and thousands. They teach base concepts including place value, decimals, regrouping (“borrowing” and “carrying”), and money.

NUMBER RODS
The number rods are ten wooden pieces identical in length to the sensorial red rods, but divided into red and blue sections. The shortest rod is red. The second is twice the size of the first; one half is painted red and the other half is blue. The third rod is three times the size of the first and is divided into three sections; the first painted red, the second is blue, and the third red. All the
subsequent rods are divided in a similar fashion, alternating red and blue, the first section always being red.

**Sandpaper Numerals**
The numerals from 0 to 9 are cut out of sandpaper and mounted on individual green boards. The 0 is presented after the Spindle Boxes once the concept of zero has been introduced. The sandpaper numerals teach the child symbols for the numbers he knows.

**Spindle Box**
Forty-five wooden spindles are tied with ribbons and placed in the spindle box—six spindles in the compartment labeled 6, four spindles in the compartment labeled 4 and so on. The spindles clarify the idea that the numerical symbols represent a certain number of separate objects and reinforce the natural sequence of the numerals. We also use the spindles to introduce the concept of zero and its symbol.

**Number Balance**
The number balance allows children to solve Algebraic equations by balancing weights of identical mass at varying distances from the center, mimicking a number line.

**Colored Counting Bars**
The counting bars match the colors of the Montessori beads and are used to visually display addition sums and to compare the difference between various numbers (subtraction). Children learn that addition and subtraction are inverse operations.

**Fraction Manipulatives**
Through frequent experiences with the Fraction Circles and Fraction Skittles, young children develop an accurate sense of the meaning of fractions. Then, they expand their knowledge of fractions to include the basic operations of addition, subtraction, multiplication and division, with Attribute Blocks, UNIFIX Cubes and Pattern Blocks.

**Algebra and Patterning**
Sorting and categorizing activities help children develop the skills necessary to understand Algebra. Sensorial items are also repurposed for patterning activities.

**Geometry**
At the primary level, the geometry manipulatives are located with the sensorial items.

**Measurement Boxes**
Rulers, tape measures, measuring tapes, measuring cups and spoons, the pan balance, spring scales, thermometers, sand timers, clocks stopwatches and assorted bills and coins are available for student exploration. We also use the clocks and time measurement devices in our history lessons.
SOCIAL STUDIES—GEOGRAPHY

Our Montessori geography materials give our young students a hands-on way to explore the world.

SANDPAPER GLOBE
This Montessori globe has sand covered continents for a rough texture to contrast with the smooth blue oceans. Students learn to distinguish between land and water.

LAND AND WATER FORM TRAYS
With the hands-on land and water form trays, children learn geographic features such as straight, lake, island, cape, bay, isthmus, archipelago, gulf, systems of lakes and peninsula.

LAND FORM SANDPAPER CARDS
The sandpaper cards are a two dimensional representation of the land and water forms explored earlier with the water trays.

WORLD GLOBE
Each continent on the world globe is painted a different color and children quickly learn to recognize each continent. (South America is pink; Africa is green; Asia is yellow; North America is Orange; Australia is brown; Antarctica is white; Europe is red.) Children learn which animals live in which parts of the world and which climates and biomes are present in different countries.

PUZZLE MAPS
There are eight basic puzzle maps in our primary classroom, one for each inhabited continent, one world map (matching the colors of the world globe) and one puzzle map with the individual states of the United States. Children learn the names of the countries of the world and the states of the U.S. They see the relational size of each and learn their placement.

FLAGS OF THE WORLD
This activity features flags from around the world that are inserted into the corresponding country on the map. At the primary level, students learn to recognize the various elements from the flags of different countries and take this knowledge to the elementary level where they begin to learn why different countries included specific elements on their countries’ flags.

CULTURE BASKETS
Our baskets feature items from around the world that children can see, touch and smell. We welcome donations of small items or culturally accurate souvenirs such as money, toys, fabric or newspapers.

CONTENT AREA READERS
As students reading skills increase, they begin to read non-fiction books that highlight geography concepts such as culture, holiday celebrations, map skills and world travel.
CLASSROOM ANIMALS
By caring for classroom animals, children learn respect for animals, the Earth and all of nature. In our primary classroom we have a fish tank. From time to time we also have insects, small mammals, reptiles and amphibians.

BOTANY PUZZLES (LEAF, TREE, FLOWER)
Three botany puzzles and their accompanying activity cards give children practice with identifying the individual parts of plants. (For the flower, this includes peduncle, receptacle, pedicel, calyx, corolla, perianth, nectar, stamens, and pistils.)

BOTANY LEAF CABINET
The leaf cabinet is a wooden cabinet with three drawers containing the forms of the leaves. Two of the drawers have six insets each while the third drawer has two insets and four wooden squares.

There are three sets of cards matching each shape in the botany cabinet:
- A set with the whole leaf figure in green
- A set with a thick green outline of the leaf
- A set with a thin green outline of the leaf.

Their purpose is to teach the child to discriminate between the various forms (an important skill for reading) and to prepare the child for botany studies.

ANIMAL PUZZLES
With the animal puzzles, primary students learn five classes of the animal kingdom: fish, mammals, birds, reptiles and amphibians. They learn the body parts of each animal and how these body parts define the different classes. Once they have learned the first five classes, students explore additional animals such as insects and mollusks.

EXPLORATION OBJECTS AND MODELS
At the exploration table, children care for plants, sort shells, arrange pinecones, investigate rocks, build simple machines and complete hands-on experiments.

ANIMAL FAMILY MODELS
Language and science collide when a student works with the animal family models. Children learn the words for different animal groups (including the names for male, female and baby animals) and they begin to identify the locations on Earth where these animals live. As an extended benefit, students can also use the figurines as models for drawing in visual art class or for foreign language vocabulary studies.
**SCIENCE NOMENCLATURE CARDS**

Three part nomenclature cards move students from the concrete (hands-on objects) to the abstraction (words representing objects.) As students complete the activities, their vocabularies increase.

**CONTENT AREA READERS**

The science center is divided into the areas of botany, zoology, earth and space science, and physics. Each area is accompanied by organized sets of content area readers—books about the science topics currently on display. In this way, a student can read about sharks and then touch a real shark tooth, or water the classroom plants then read about the process of photosynthesis.

**SENSORY WORK**

Maria Montessori believed that the foundation for work in visual art, advanced mathematics and science was sensorial work that trained the child’s senses to distinguish differences between color, sound, size, weight or texture. The Nahunta Hall Primary Classroom has a full complement of the traditional Montessori sensorial materials.

**SENSE OF SIGHT**

**COLOR TABLETS**

Three boxes hold the beautiful color tablets. Box one features six tablets—one pair of each primary color. These tablets are used for color matching and learning the names of the primary colors. Box two contains eleven colors: red, blue, yellow, orange, green, purple, pink, brown, grey, black and white. Box three has gradients of nine different colors (all the colors from box two excepting black and white). Children learn to order the colors from light to dark shades.

**KNOBLESS CYLINDERS**

Four sets of ten sturdy cylindrical blocks (red, green, yellow, blue) teach children patterns and spatial reasoning. The individual blocks in each block set vary in height, weight and circumference. In the yellow box, the cylinders increase in diameter and height. In the red box, the cylinders increase in diameter while the height remains the same. In the blue box, the cylinders increase in height but the diameter remains the same. In the green box, the cylinders increase in diameter and decrease in height.

**BROWN STAIRS**

Ten brown prisms of the same length but differing in breadth and height—each prism is 20 centimeters long with the widest being ten centimeters wide and the narrowest being just one centimeter wide—teach thickness and ratio and prepare a child for work in the decimal system.
**Constructive Triangles**
By assembling and disassembling the constructive triangles, children learn to see patterns, infer how area formulas are developed and visualize relationships between various geometric shapes.

**Geometric Cabinet**
Various shapes are inset into wood trays placed in drawers. The six drawers of the geometric cabinet contain:

1. Circles
2. Rectangles
3. Triangles (including equilateral, isosceles right-angled, isosceles acute-angled, isosceles obtuse-angled, scalene right-angled, scalene obtuse-angled)
4. Polygons (including pentagon, hexagon, heptagon, octagon, nonagon, decagon)
5. Curvilinear figures (including oval, ellipse, quatrefoil, and curvilinear triangle)
6. Irregular figures (including rhombus, parallelogram, trapezoid, trapezium).

The geometric cabinet teaches the names of the geometric shapes and serves as a preparation for writing.

**Geometric Solids**
Ten geometric three-dimensional solid figures made from wood and painted blue help children learn the names and shapes of:
- Sphere
- Cone
- Ovoid
- Ellipsoid
- Triangle-based pyramid
- Square-based pyramid
- Cube
- Cylinder
- Rectangular prism
- Triangular prism

**Long Red Rods**
The shortest red rod is ten centimeters long and the following rods increase progressively by ten centimeters each, with the last one reaching one meter in length. In addition to visual discrimination of the dimension of length, children also develop a visual reference for the metric decimal system and base ten numbering.

**Pink Tower**
The pink tower consists of blocks of increasing sizes. A child’s spatial sense is developed as they discriminate between height and volume. They also learn ratio and develop a visual sense of linear growth. The first one is one cubic centimeter in size and they increase regularly in size to the last one which is ten cubic centimeters in size.
**Binomial Cube**
The binomial cube is a three dimension puzzle cube with eight prisms: one red cube, three black and red prisms, three black and blue prisms and one blue cube. The puzzle pieces represent the binomial equation \((a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3\). Use of this material prepares students for Algebra.

**Trinomial Cube**
By assembling and disassembling the trinomial cube puzzle, children learn about the binomial equation \((a+b+c)^3 = a^3 + b^3 + c^3 + 3a^2b + 3a^2c + 3ab^2 + 3b^2c + 3ac^2 + 3bc^2 + 6abc\).

The prisms of the trinomial cube include one red cube, one blue cube, one yellow cube, six red and black prisms, six blue and black prisms, six yellow and black prisms, and six black prisms.

**Sense of Taste**

**Tasting Bottles**
By matching sets of tasting bottles, students refine and develop their sense of gustatory discrimination.

**Sense of Touch**

**Baric Tablets**
By handling the wooden tablets of various weight, the child learns to discriminate between weights.

**Fabric Box**
While blindfolded, the child matches the pairs of fabric swatches. This helps the child develop a sensitivity in their hands necessary for delicate fine motor control during penmanship and future art activities.

**Mystery Bag**
The mystery bag contains various object that the child feels and sorts without looking into the bag.

**Rough and Smooth Boards**
Sandpaper is glued onto a smooth wood board. Various grading of sandpaper are used later as an extension of this activity to help the child discriminate between them. This work aids in delicate tactile sensing necessary for penmanship.

**Cylinder Blocks**
In set one, the cylinders increase in diameter and height. In set two, the cylinders increase in diameter while the height remains the same. In set three, the cylinders increase in height but the diameter remains the same. In set four, the cylinders increase in diameter and decrease in height.

The cylinder blocks match the sizes of the knobless cylinders but they are plain wood colored. The cylinder blocks each fit into a cutout holder so for easy removal, they also have knobs on the top (which also enhances the child’s pencil grip.) Children learn visual discrimination of dimension including volume, thickness and height as they arrange the blocks.
**Thermic Bottles**
Water of different temperatures is added to metal bottles. The child lines them up from hottest to coldest. Tactile discriminations of temperature.

**Thermic Tablets**
The thermic tablets develop a child’s tactile sense and their ability to distinguish temperatures.

**Sense of Smell**

**Smelling Bottles**
By matching sets of smelling bottles, students refine and develop their olfactory sense.

**Sense of Hearing**

**Sound Cylinders**
There are two boxes, each containing six cylinders. One set of cylinders have red tops and the others have blue tops. When shaken, each cylinder of the same color gives off a different sound. The sound from a red cylinder is matched with the same sound from a blue cylinder.

**Bell Set**
The bell set consists of twenty-six bells, a wooden mallet for striking the bells, a silencer for stopping the sound and two boards painted green with white and black rectangles in the pattern of the black and white keys on a piano keyboard.

The bells with white bases produce the whole tones of a major scale: Middle C, D, E, F, G, A, B and C. Those with black bases produce the half tones or sharps and flats of the tones listed above. The bells with natural wood bases match the tones of the black and white bells.

Use of the bells refines a child’s auditory discrimination of sound (i.e., pitch) and helps a child to develop a sense of the individual musical tones as they order and match the sounds produced.

**Practical Life**
The preschool years are a time for children to learn independence. Practical life activities teach children the skills they need to develop into responsible adults.

**Grace and Courtesy**
Students in a Montessori classroom receive instruction in “Grace and Courtesy.” The lessons include:

- Introduction
- Greeting a Person
- Please and Thank You
- Excuse Me
- Introduction of One's Self
• Yawning  
• Coughing  
• Interrupting  
• Getting the Attention of Another Person  
• Offering Help  
• Waiting  
• Expressing Admiration

Grace and courtesy lessons teach self-respect, acceptance of the uniqueness and dignity of others, kindness, peacefulness, compassion, empathy, honor, individual responsibility and courage to speak from our hearts.

**CARE OF SELF**

• Hand Washing  
• Putting on Your Shoes  
• Hanging up Your Jacket  
• Blowing Your Nose  
• Dressing Frames:
  - Buckles  
  - Hook & Eye  
  - Lacing  
  - Ribbon Tying  
  - Safety Pins  
  - Buttons  
  - Snaps  
  - Velcro  
  - Fasteners  
  - Zippers

**CONCENTRATION AND COORDINATION**

• The Silence Game  
• Walking on the Line

**FINE MOTOR**

Folding, cutting, pasting and gluing, stringing beads, opening jars and bottles, lacing and sewing cards—all of these activities refine a child’s ability to handle small objects which is a necessary precursor to beautiful penmanship and advanced fine motor skills (painting, drawing, playing a musical instrument, etc.)

Other fine motor skills practiced in the Montessori classroom include pouring, grasping, carrying, scooping, spooning, and using tongs, tweezers, eye droppers, sponges, syringes and turkey basters.

**HOUSEKEEPING AND HOME REPAIR**

Montessori children learn and practice a variety of home skills:

• Dustpan and Brush Sweeping  
• Flower Arranging  
• Dusting  
• Food Preparation: Cutting  
• Food Preparation: Peeling  
• Food Preparation: Juicing
- Washing and Drying Laundry
- Ironing
- Locking and Unlocking Padlocks
- Mirror and Window Cleaning
- Napkin Folding
- Table Washing
- Table Setting
- Plant Leaf Washing and Trimming
- Plant Watering

- Washing Dishes
- Squeezing a Sponge
- Sewing
- Weaving
- Shoe Polishing
- Hammering
- Connecting Nuts and Bolts
- Driving Screws
The quintessential Montessori program for children ages six through twelve (or in grades one through six) is our Elementary Classroom. The Montessori Elementary curriculum covers six areas of academic growth:

- Language—Reading and Writing
- Mathematics
- Social Studies
- Science and Technology
- Self Expression—Visual and Performing Arts
- Practical Life

The hallmark of the Montessori program is the extended learning period—uninterrupted time for the student to focus on academic studies of their choice. Small group lessons give the children just enough to spark their interest so they will return to the material on their own. Extended project based activities involve learning and research that may take weeks to complete. Each day, students gather in small groups as teachers read aloud from favorite children’s books, current best sellers or classic literature. In addition, students in Nahunta Hall elementary classrooms have PE, art and music instruction from specialty teachers twice each week and weekly dance and theatre classes. Frequent class excursions give students the chance to see the world outside the classroom.

Children are inquisitive by nature but each child has different ideas about what they want to learn. The Montessori classroom encourages children follow their interests wherever that passion leads. Children do not need coercion to learn—they want to learn! They just need places where they feel safe to explore and to grow. Students learn to see their mistakes as natural steps in the learning process. Montessori students learn through hands-on experiences and Montessori educators lead children to discover the answers for themselves.

**Language Arts: Reading**

Our comprehensive literacy model emphasizes six areas of focus for reading: vocabulary, phonological awareness, motivation and interest, phonics, fluency and comprehension.

**Vocabulary**

*Read-alouds* give young students opportunities to learn vocabulary words that may be above their current reading level but which are easily assimilated into a child’s oral language skills. Teachers also present new oral vocabulary along with *picture cards* during the science, math and geography three period lessons where students learn the names for geographic landforms, countries, animals and musical instruments, among others.
The miniature environments, including the **Farm** and the **Object Boxes**, are a child’s first formal exposure to printed vocabulary. In addition, mathematics, science, art, music, geography and history each have a unique set of vocabulary words that students learn through use of the **Nomenclature Cards**. These three part card sets teach content area vocabulary to even our youngest students and also provide practice with sight words.

Older students learn vocabulary strategies that enable them to independently deduce the meaning of unknown words they encounter. Through a combination of collaborative resources (dictionaries, the internet, forums and discussion groups) and individual activities such as **Word Sorts** that teach prefixes, suffixes and roots, students begin to expand their own personal vocabularies.

Students at each level increase their oral vocabulary through discussion groups in other subject areas. Leveled **Subject Area Books** and **Themed Book Bags** allow students to read fiction and non-fiction across the curriculum. Carefully designed **Environmental Print Displays** and thoughtfully selected **Object Labels** enrich the classroom areas. Students also participate in the school-wide **Vocabulary Word of the Day**.

At home, parents use radio listening and T.V. watching as opportunities for learning by defining potentially unfamiliar words such as subway, avalanche or silo.

**Phonological Awareness**
To be successful readers, students must be able to manipulate the vowel sounds in words and they must be able to identify and feel the beat of syllables and words. Emergent readers practice these skills through hands-on activities such as block builder words, the **Sandpaper Phonemes**, sound pattern games like I Spy, and songs.

At home, parents play games to increase a child’s ability to manipulate sounds. Tongue twisters, rhyming games and silly songs are some of the fun ways parents help their children.

**Motivation and Interest**
Although students are exposed to great works of literature to pique their interest—students at all grade levels have small group story-time called **Read Alouds** where they develop their imaginations along with a love for reading—the central tenet of the Montessori method is personal choice so students at all grade levels have time for **Independent Reading** from the classroom.
and school libraries. Students also participate in book discussion groups called Literature Circles that are created by both reading level and personal interest while school-wide activities such as the Read-A-Thon and Storytelling Festival generate enthusiasm for reading.

At home, parents make reading time special during bedtime routines, family reading time and one-on-one interaction with each child. Parents model positive reading attitudes through their own daily reading habits.

**Phonics**

The Montessori method uses systematic, explicit phonics instruction to teach phonemes, graphemes and the relationship between oral and printed words. Students learn the structure of words and the basic rules that guide English pronunciation. Individually, they go on Word and Letter Hunts with pointers, letter swatters and magnifying glasses. In the Nahunata Hall reading centers, students work with the Sorting Boxes, Sandpaper Letters, Moveable Alphabets, iPad Apps and Whisper Phones. In small groups, they play games, sing songs and join in hands-on literacy activities.

Nahunata Hall students also use the Tactile Letters of the Touchphonics® program accompanied by Oral Reading (Bob Books, McComber Phonics). Older students are taught more complex phonics rules and syllabication that enable them to read longer and unfamiliar words with ease.

Nahunata Hall provides classes for parents in how phonics instruction works so that they can confidently apply the techniques at home.

**Fluency**

Research shows that fluency is increased more rapidly when students read out loud so Nahunata Hall students have daily reading activities such as small group Guided Reading, Independent Reading Conferences, Cloze Reading, Choral Reading and Readers' Theater. Students read both classic children's literature and skill-targeted reading books. The Stuffed Friends Reading Buddy activities and R.E.A.D. Therapy Animal Program (Reading Education Assistance Dogs) give reluctant students fluency practice in a less intimidating environment.

At home, parents encourage each of their children to read aloud. Older siblings read to younger siblings and younger children read aloud to Mom or Dad.

**Comprehension**

The Listening Center, Flannel Board Stories and individual comprehension activities such as story mapping and image charts completed during Personal Journal Responses and Book Reports complement Shared Reading and Interactive Read-Alouds while Independent Reading Conferences allow teachers to monitor individual reading
comprehension. Students also use computer programs that simulate standardized, online reading comprehension testing.

At home, parents use family movie night to discuss cause and effect, plot summary and character identification.

**READ LIST**

Each day, teachers read aloud to students from various genres exposing children to award winning children’s books, bestselling authors, classic literature and favorite stories.

<table>
<thead>
<tr>
<th>Selections Read Aloud in Lower Elementary</th>
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<td><strong>Genre</strong></td>
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<td>Adventure</td>
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<td>Classic Fiction</td>
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<td>Comedy and Humor</td>
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<tr>
<td>Contemporary Realistic Fiction</td>
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<td>Fantasy</td>
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<td>Historical Fiction</td>
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<td>Horror and Gothic Fiction</td>
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<tr>
<td>Mystery and Suspense</td>
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<tr>
<td>Science Fiction</td>
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<tr>
<td>Western</td>
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<tr>
<th>Selections Read Aloud in Upper Elementary</th>
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<tr>
<td><strong>Genre</strong></td>
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**LANGUAGE ARTS: WRITING**

Our comprehensive literacy model emphasizes seven areas of focus for writing: ideas, organization, voice, word choice, sentence fluency, conventions, presentation. These are known as the 6+1 Writing
Traits. Grammar and spelling are taught under the traits of “conventions” and penmanship is covered under the trait of “presentation.” We also use a an organizational technique for composition known as four square writing. In addition, Nahunta Hall teachers use poetry and children’s picture books as the model for composition and as a review of grammar.

**PRESENTATION: PENMANSHIP**

At Nahunta Hall, children learn cursive as soon as they are ready—generally between the ages of four and eight. Children practice the fine motor skills necessary for beautiful penmanship as they use the **sandpaper letters, sand trays, writing insets** and practical life activities. Once a child has mastered basic cursive, they will move into a second manuscript with the focus being on learning fine motor control and muscle memory. Keyboarding skills begin in pre-school and continue through high school.

**CONVENTIONS: SPELLING**

**Words Their Way** is an inquiry based spelling program where, true to the Montessori philosophy, each student works on an individualized level. Instead of weekly lists with pre- and post-tests, students complete activities called word sorts where they observe spelling patterns and categorize words, identifying similar words in real-life situations such as children’s literature.

**CONVENTIONS: GRAMMAR**

The Montessori grammar materials make learning grammar fun. We also have small group lessons that introduce grammar topics through poetry.

**MATHEMATICS**

Students in the elementary classroom continue with many of the Montessori math manipulatives introduced in the primary classroom and expand their problem solving skills with new materials that focus on abstract thinking.

In a Reggio-Emilia inspired Montessori math classroom, students acquire more knowledge yet demonstrate better retention of math concepts and show a greater understanding of high level mathematical skills. Teachers integrate language arts throughout the math curriculum with math journals and literature connections. Memorization of multiplication tables and other basic facts is fun and easy using research proven memory techniques and multi-sensory activities such as singing the tens, cheerleading the twos and jump roping the fours. Gross motor activities such as using giant rubber bands to explore vertices and plane figures provide a multi-sensory way to learn mathematical concepts. The year culminates with cross-curricular projects designed by students.

**TOUCHPOINT NUMBERS**

The TouchPoint numerals combine visual and kinetic approaches to learning number concepts.

**SIGN LANGUAGE**

As children learn American Sign Language for numbers, fractions, time and money, they begin to more deeply understand the concepts behind numeracy and arithmetic.
MONTESSORI BEAD MATERIAL
The most essential material in the mathematics center of a Montessori classroom is the beautiful bead materials.

Each number 1-9 is represented by a unique color of beads.

1. Red
2. Green
3. Pink
4. Yellow
5. Light Blue
6. Purple
7. White
8. Brown
9. Dark Blue
10. Gold

The bead materials are stored in a wooden cabinet. They include the individual bead bars, short bead chains, long bead chains, bead squares and bead cubes. Children use the beads to model basic operations (addition, subtractions, multiplication, division) as well as squares and square roots. They practice skip counting, play the snake game and learn least common multiples and greatest common factors.

GOLDEN BEADS
The golden beads represent ones, tens, hundreds and thousands. They teach base concepts including place value, decimals, regrouping (“borrowing” and “carrying”), and money.

NUMBER RODS
The number rods are ten wooden pieces identical in length to the sensorial red rods, but divided into red and blue sections. The shortest rod is red. The second is twice the size of the first; one half is painted red and the other half is blue. The third rod is three times the size of the first and is divided into three sections; the first painted red, the second is blue, and the third red. All the subsequent rods are divided in a similar fashion, alternating red and blue, the first section always being red.

NUMBER BALANCE
The number balance allows children to solve Algebraic equations by balancing weights of identical mass at varying distances from the center, mimicking a number line.

COLORED COUNTING BARS
The counting bars match the colors of the Montessori beads and are used to visually display addition sums and to compare the difference between various numbers (subtraction). Children learn that addition and subtraction are inverse operations.

FRACTION MANIPULATIVES
Through frequent experiences with the Fraction Circles and Fraction Skittles, children develop an accurate sense of the meaning of fractions. Then, they expand their knowledge of fractions to include the basic operations of addition, subtraction, multiplication and division, with Attribute Blocks, UNIFIX Cubes and Pattern Blocks.

**Algebra and Patterning**
Patterns and categorizing activities at the elementary level become more complex as they incorporate functions. Elementary students also use Algeblocks and X,Y,Z Bosse Tiles as they study polynomials. Manipulatives for solving systems of equations are also introduced.

**Measurement Boxes**
Rulers, tape measures, measuring tapes, measuring cups and spoons, the pan balance, spring scales, thermometers, sand timers, clocks stopwatches and assorted bills and coins are available for student exploration. We also use the clocks and time measurement devices in our history lessons.

**Geometry**
Additional geometry materials are added at the elementary level including the inscribed concentric insets, mirras and geoboards. Students also learn to use protractors, compasses and right angles for geometric constructions.

**Social Studies**
Our social studies program focuses on four components: history, geography, political science (civics and government) and social studies (sociology, culture and economics). As in other subjects, literature plays an important role as students read about history and develop the technical writing skills that apply to the social sciences.

History classes are taught using primary source documents. Primary sources include documents such as the Bill of Rights, census records, personal letters home from soldiers, journal entries of immigrants, the Mayflower Compact, and other first-hand historical records. Activities in the classroom center around these records to keep our history program relevant and accurate. Students at every grade level study Utah history and U.S. history.

In geography, they learn basic skills such as map reading then move into studying more complex topics such as how the natural environment influenced the settlement and development of specific geographic areas.

Children learn about citizenship and community responsibility by studying current events and through school-wide service projects.

Students in every grade study individual and group social structures. They learn about family and
community relationships, humanities and world cultures. They study local perspectives in order to create global connections and an understanding of the interconnectedness of science, technology and economics. Nahunta Hall also participates in a "sister school" program with schools in other states and countries.

<table>
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<tr>
<th>Social Studies Matrix by Grades</th>
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<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
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<tr>
<td><strong>CIVICS</strong>: Self-Identity</td>
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<tr>
<td><strong>First Grade</strong></td>
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<tr>
<td><strong>CIVICS</strong>: My family</td>
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<tr>
<td><strong>Second Grade</strong></td>
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<tr>
<td><strong>CIVICS</strong>: Neighborhoods, schools and communities</td>
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<tr>
<td><strong>Third Grade</strong></td>
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<tr>
<td><strong>CIVICS</strong>: Cities and counties</td>
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<td><strong>Fourth Grade</strong></td>
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<tr>
<td><strong>CIVICS</strong>: The Great State of Utah</td>
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<tr>
<td><strong>Fifth Grade</strong></td>
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<tr>
<td><strong>CIVICS</strong>: The United States</td>
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</tbody>
</table>
**United States History**

**Kindergarten: An Introduction to U.S. History through Major Holidays**
- Columbus Day (Early Explorers)
- Thanksgiving (Colonial Period)
- Independence Day and George Washington’s Birthday (American Revolution)
- Pioneer Day (the Expansive 19th Century)
- Martin Luther King, Jr.’s Birthday (Times of Change)
- Veteran’s Day (The World Stage)

**Essential Questions:**
- Why do we celebrate holidays?
- What makes someone famous?
- How do we know what happened in the past?

**People:**
- Christopher Columbus
- Martin Luther King, Jr.
- Squanto [Tisquantum]
- George Washington
- Abraham Lincoln
- Thomas Jefferson

**Primary Source Documents:**
- Martin Luther King, Jr.’s “I have a dream...” address
- Declaration of Independence
- Preamble to the Constitution (memorize)

**Events and Defining Concepts:**
- Christopher Columbus’s voyage to America
- The journey and arrival of the Mayflower
- The American Revolution
- The assassination of Martin Luther King Jr.
- The arrival of the Mormon pioneers in the Salt Lake Valley
- Current events in U.S. or world news

**Wars:**
- Revolutionary War
• Brief overview of 20th century wars in the context of Veteran’s Day

Extension Activities:
• Thanksgiving Feast
• Veteran’s Day Assembly

FIRST GRADE: EARLY EXPLORERS OF THE NEW WORLD

Essential Questions:
• Why do explorers face the dangers of leaving their homes and families to explore new places?
• Why is America called the “New World?”
• How does the arrival of explorers affect the people already living in the area?

People:
• Christopher Columbus
• Hernan Cortez
• Ponce de Leon
• Jonathon "Johnny Appleseed" Chapman
• Leif Eriksson
• Sir Walter Raleigh
• David "Davey" Crockett

Primary Source Documents:
• Christopher Columbus’ journal
• The Saga of Eric the Red, 1387

Events and Defining Concepts:
• The Conquistadors

Extension Activities:
• Tending the Apple Orchard
• Voyage of Christopher Columbus
• Map Making
• Wax Museum

SECOND GRADE: COLONIAL AMERICA

Essential Questions:
• How did geography affect the early settlement of the United States?
• How did Puritanism shape American values today?

People:
• Thomas Hooker
• Anne Hutchinson
• William Bradford
• John Smith
• Pocahontas
• Powhatan

Primary Source Documents:
• Mayflower Compact
• The Repentance of a Witchcraft Accuser (Ann Putnam)
• The Quaker Ideal of Religious Tolerance, 1675 by William Penn
• Puritan Economics, 1640 by John Winthrop
• The First Thanksgiving Proclamation 1676
• Edward Winslow’s Mourt’s Relation
• Of Plimoth Plantation by Governor William Bradford

**Events and Defining Concepts:**

• The First Thanksgiving
• The Jamestown settlement

**Wars:**

• King Philip’s War

**Extension Activities:**

• Thanksgiving Feast
• Wax Museum

**THIRD GRADE: WE THE PEOPLE—AMERICAN REVOLUTION**

**Essential Questions:**

• What is independence?
• Why is taxation without representation unfair?

**People:**

• George Washington
• Paul Revere
• King George III
• Patrick Henry
• Thomas Jefferson
• Thomas Paine
• Betsy Ross
• Benjamin Franklin

**Primary Source Documents:**

• Thomas Paine’s “Common Sense”-January 1776
• Patrick Henry’s “Give Me Liberty or Give Me Death” speech
• George Washington’s “Resignation to Congress”
• Declaration of Independence
• George Washington’s Journal
• The Sugar Act of 1764
• The Tea Act of 1773
• Declaration of Independence (1776)
• Articles of Confederation (1777)
• Constitution of the United States (1787)
• President George Washington's First Inaugural Speech (1789)
• Bill of Rights (1791)
• Song: Yankee Doodle

**Events and Defining Concepts:**

• The American Revolution
Wars:
- Revolutionary War (1775-1783)

Extension Activities:
- Ride of Paul Revere
- Historical Fashion Show
- Wax Museum

FOURTH GRADE: WESTWARD HO! — THE EXPANSIVE 19TH CENTURY

Essential Questions:
- What does “Manifest Destiny” mean?
- Why did the U.S. expand its territory during the 19th century and why did settlers move west?
- What was the relationship between European settlers and the indigenous people (Indians)?
- Where did the various cities and geographic landmarks in the west get their names?
- How have the ways human beings communicate with each other changed over time?

People:
- Tall Tale Legends: "Johnny Appleseed" Chapman, Daniel Boone, David “Davy” Crockett ("Remember the Alamo"), John Henry*, Casey Jones, Paul Bunyan*
- Fathers Dominguez and Escalante
- Trappers and Traders: Jedediah Smith, Jim Bridger, Miles Goodyear, Peter Ogden, Etienne Provost
- Wild West “Heroes”: Billy the Kid, Jesse James, Annie Oakley, William Frederick Cody “Buffalo Bill”, Calamity Jane, Wyatt Earp, Orrin Porter Rockwell, Pecos Bill*
- Explorers: Gunnison, Powell, Stansbury
- Brigham Young
- Francis Scott Key
- Lewis and Clark, Sakagawea
- Sequoyah
- General Custer, Sitting Bull, Crazy Horse
- John C. Freemont

Primary Source Documents:
- Star Spangled Banner (song and signed manuscript/poem), 1814
- “A View of the Bombardment of Fort McHenry,” J. Bower (color illustration), 1816
- Maps from the Lewis and Clark Trek (map)
- Jefferson's Secret Message to Congress Regarding the Lewis & Clark Expedition, 1803
- Lewis & Clark Journals (journal)
- Louisiana Purchase Treaty, 1803
- Daniel Boone’s Journal (journal)
- Chester Harding’s “Portrait of Davy Crockett,” 1834 (painting) contrasted with William Henry Huddle’s “Davy Crockett,” 1889 (painting)
- Ballad of John Henry (song)
- Ballad of Davy Crockett (song)
• Homestead Act, 1862 (transcript and document)
• Image of (photography), Homestead Certificate of (document), and Proof of Improvements for Homestead of (document) Daniel Freeman
• Buffalo Bill’s Wild West (image)
• “Exhibition of Rifle Shooting at Glass Balls” Edison Kinetoscope of Annie Oakley, 1894 (movie)
• Monroe Doctrine, 1823
• Northwest Ordinance of 1787
• Dominguez-Escalante Expedition (painting) from the Utah State Capitol Building
• Diary and Itinerary by Silvestre Velez de Escalante (journal)
• Declaration of Spanish-American War by William McKinley, 1898
• President Andrew Jackson's Message to Congress 'On Indian Removal', 1830
• Maps showing “Trail of Tears” routes (map)
• “Buffalo Dusk” by Carl Sagan (poem)
• Bronze panel featuring Sequoyah by Lee Lawrie, 1939 (bronze relief)
• Coming and Going of the Pony Express, by Frederick Remington, 1900 (painting)
• Pacific Railway Act, 1862
• Check for the Purchase of Alaska, 1868
• Treaty with Russia for the Purchase of Alaska, 1867
• Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States, 1898
• California State Route Shield compared to Utah State Route Shield
• San Francisco, 1851 (photo)
• “Clementine” (song)
• Joint Resolution of Congress for The Annexation of Texas, 1845
• Chief Joseph’s “Surrender Speech”
• King Kamehameha IV’s speeches
• Freemont petroglyphs (image)
• Personal diaries and stories of Mormon Pioneers
• Excerpts from The Little House on the Prairie series by Laura Ingalls Wilder (book)

Events and Defining Concepts:
• The Trail of Tears
• The transcontinental railroad
• The near extermination of the bison
• Oregon Trail, Donner Party, Mormon Pioneers, 49’ers/California Gold Rush
• Annexation of Texas, annexation of Hawaii, Louisiana Purchase, purchase of Alaska, War of 1812, Mexican-American War, Spanish-American War

Wars:
• War of 1812 (1812-1815) • Spanish-American War (1898)
• Mexican-American War

Extension Activities:
• Pioneer Trek
• Pony Express Trail
FIFTH GRADE: TIMES OF CHANGE—FROM THE CIVIL WAR TO CIVIL RIGHTS

Essential Questions:
- Who should be allowed to vote?
- How powerful should a national government be?
- How and why does a nation decide to go to war?
- Why do some people stand by during times of injustice while others try to do something to stop or prevent injustice?

People:
- Rosa Parks
- Susan B. Anthony
- George Washington Carver
- Martin Luther King Jr.
- Thurgood Marshall
- Bill “Bojangles” Robinson
- Jackie Robinson
- Thomas “Stonewall” Jackson
- Eleanor Roosevelt
- Franklin D. Roosevelt
- Booker T. Washington
- Nat Turner Jefferson Davis
- Frederick Douglass
- Sojourner Truth
- Harriet Tubman
- Robert E. Lee
- Ulysses S. Grant
- Abraham Lincoln
- Sandra Day O’Connor

Primary Source Documents:
- Gettysburg Address
- Emancipation Proclamation (1863)
- Sojourner Truth’s “Ain’t I a Woman?” Speech
- Frederick Douglass’ “What to the Slave is the Fourth of July” Speech
- Missouri Compromise (1820)
- Gettysburg Address (1863)
- 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)
- Dred Scott v. Sanford (1857)
- President Woodrow Wilson’s 14 Points (1918)
- 19th Amendment to the U.S. Constitution: Women’s Right to Vote (1920)
- 14th Amendment to the U.S. Constitution: Civil Rights (1868)
- 15th Amendment to the U.S. Constitution: Voting Rights (1870)
- Chinese Exclusion Act (1882)
- Plessy v. Ferguson (1896)
- Executive Order 9066: Resulting in the Relocation of Japanese (1942)
- Surrender of Germany (1945)
- United Nations Charter (1945)
- Surrender of Japan (1945)
- Senate Resolution 301: Censure of Senator Joseph McCarthy (1954)
- Brown v. Board of Education (1954)
• Susan B. Anthony’s Speech after Her Conviction for Voting
• Diary of Anne Frank
• Executive Order 10730: Desegregation of Central High School (1957)
• President John F. Kennedy’s Inaugural Address (1961)
• Personal diaries of Japanese internment camp residents
• Ansel Adams “Suffering Under a Great Injustice”

Events and Defining Concepts:
• Prohibition
• Great depression
• Separate but Equal
• Civil Rights Movement

Wars:
• Civil War (1861-1865)
• World War I (1914-1918)
• World War II (1941-1945)

Extension Activities:
• Suffrage movement reenactments
• Blue and Grey Civil War Ball
• Civil War Reenactment
• Wax Museum

SIXTH GRADE: MAKING CONNECTIONS—THE U.S. ON THE WORLD STAGE

Essential Questions:
• What obstacles keep individuals from getting involved in their communities and larger world?
• How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present?
• How does a society integrate immigrants and how do immigrants transform societies?
• How does the contribution of one individual change the world?
• How have other societies and cultures (past and present) influenced life in the United States?
• What are the limits of a free press?

People:
• Bill Gates
• Albert Einstein
• Princess Diana
• Mahatma Gandhi
• Nelson Mandela
• Winston Churchill
• Anne Frank
• Helen Keller
• Adolf Hitler
• Saddam Hussein
• Mikhail Gorbachev
• Mother Teresa

Primary Source Documents:
• President George W. Bush’s Remarks at National Day of Prayer and Remembrance
• Maps of the U.S. National Parks
• John F. Kennedy’s Inauguration Address
• Personal choice exploration from the Library of Congress archives
Events and Defining Concepts:
- September 11, 2001
- Immigration
- The United Nations

Wars:
- Korean War (1950-1953)
- Vietnam War (1960-1975)
- Desert Storm (1990-1991)
- Enduring Freedom (2001)

Extension Activities:
- Personal diary keeping
- Veteran’s Day Assembly
- Wax Museum
- Medieval Faire and Renaissance Festival

History of Ancient World Civilizations
Each year, a different group of native American peoples is studied (New World) and cultural groups from specific geographic locations are studied (Old World).

New World: The Americas
- Canada and Alaska: Inuit and Aleutian First Americans (Kindergarten)
- Central and South America: Aztec, Maya, Inca, Olmec, Chibcha (First Grade)
- Eastern Woodland (Second Grade)
  - Huron
  - Iroquois
  - Mohican
  - Delaware
- Southwest (Third Grade)
  - Dine [Navajo]
  - Hopi
- Great Basin (Fourth Grade)
  - Shoshone
  - Bannock
  - Ute
- Plains (Fifth Grade)
  - Blackfoot
  - Comanche
  - Crow
  - Kiowa
- Southeast (Fifth Grade)
  - Cherokee
- Pacific Northwest (Fifth Grade)
  - Kwakiutl
- Plateau (Fifth Grade)
  - Nez Perce
- Central and South America: Aztec, Maya, Inca, Olmec, Chibcha (Sixth Grade)
**Old World: Eurasia and Africa**
- East Asia, India, Australia and the South Pacific: Japanese, Chinese, Australia, the Pacific (grades 1 and 4)
- Mesopotamia (the Middle East): Africa, Egypt, Rome, Greece, Islam (grades 2 and 6)
- Europe: Scandinavia [Vikings], Great Britain [Celts], Russia, Eastern Europe (grades 3 and 5)

**Geography**
Students continue their geography studies with the aid of Montessori materials.

**Land and Water Form Trays and Sandpaper Cards**
With the hands-on land and water form trays, children learn geographic features such as straight, lake, island, cape, bay, isthmus, archipelago, gulf, systems of lakes and peninsula. The sandpaper cards are a two dimensional representation of the land and water forms explored earlier with the water trays.

**Puzzle Maps**
The puzzle maps first explored in our primary classroom are also found in the elementary classroom. There are eight: one for each inhabited continent, one world map (matching the colors of the world globe) and one puzzle map with the individual states of the United States. Children learn the names of the countries of the world and the states of the U.S. They see the relational size of each and learn their placement.

**Culture**

**Flags of the World**
This activity features flags from around the world that are inserted into the corresponding country on the map. At the primary level, students learn to recognize the various elements from the flags of different countries and take this knowledge to the elementary level where they begin to learn why different countries included specific elements on their countries’ flags.

**Culture Baskets**
Our baskets feature items from around the world that children can see, touch and smell. We welcome donations of small items or culturally accurate souvenirs such as money, toys, fabric or newspapers.

**Content Area Readers**
As students reading skills increase, they begin to read non-fiction books that highlight social studies concepts such as culture, holiday celebrations, map skills and world travel.

**Science**
Following the scientific process learned in the primary years, our student scientists classify living organisms and nonliving materials based on physical characteristics and known relationships. They conduct experiments and use technology to explore the science topics that interest them most—investigating volcanoes, earthquakes, fossils, astronomy, magnetism and countless other
science topics. They learn about the discoveries of other scientists and apply those discoveries to cross curricular research and design projects.

**CLASSROOM ANIMALS**
By caring for classroom animals, children learn respect for animals, the Earth and all of nature. In our primary classroom we have a fish tank. From time to time we also have insects, small mammals, reptiles and amphibians.

**CONTENT AREA READERS**
The science center is divided into the areas of botany, zoology, earth and space science, and physics. Each area is accompanied by organized sets of content area readers—books about the science topics currently on display. In this way, a student can read about sharks and then touch a real shark tooth, or water the classroom plants then read about the process of photosynthesis.

**SELF EXPRESSION: VISUAL ART**
Teaching for Artistic Behavior, also known as TAB, is a nationally recognized, choice-based approach to teaching art. This methodology allows students to experience the work of the artist through teaching which is responsive to their needs and interests. Students express their own ideas and work at their own speeds. One student may work on a single painting project for several weeks while another may use multiple centers every class period. As in all Montessori study, students have the opportunity to work on a given task over and over again until they achieve mastery.

In addition, the focus of any Reggio Emilia-inspired school is the integration of art with academic subjects and student expression through art. Students have authentic art experiences in their content area classes via cross-curricular projects and they participate in competition-free showcases that feature both student and faculty artists from Nahunta Hall. Periodically, master artists visit as guest instructors and professional mentors to students in the Nahunta Hall art program.

**CURRICULUM OUTLINE**
The elementary years are a time of exploration into art. Students are taught that artists create art about things that fascinate them. They learn different techniques and analyze various artists’ styles and they learn to recognize artworks by each master artist. After this orientation phase, they enter middle school ready for deeper exploration of those artists and media that interest them most.

<table>
<thead>
<tr>
<th>Masterworks and Artists Studied in Lower Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST GRADE</strong></td>
</tr>
<tr>
<td><em>Illustrators of Children’s Books: Collage, Printmaking</em></td>
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<tr>
<td>Illustrators of Children's Books:</td>
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<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Theodore Giesel (1904)</td>
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<tr>
<td>Surreal</td>
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<tr>
<td>David Shannon (1960)</td>
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<tr>
<td>Renaissance and Baroque</td>
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<tr>
<td>Michelangelo (1475)</td>
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<tr>
<td>Impressionist</td>
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<tr>
<td>Henri Matisse (1869)</td>
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<tr>
<td>Post Impressionist</td>
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<tr>
<td>Paul Cezanne (1839)</td>
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<tr>
<td>Abstract</td>
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<tr>
<td>Helen Frankenthaler (1928)</td>
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<tr>
<td>Fabric Arts</td>
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<tr>
<td>Annelise Albers (1899)</td>
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<tr>
<td>Work #1</td>
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<tr>
<td>Midsummer Eve by E.R. Hughes</td>
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<tr>
<td>Work #2</td>
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<td>Work #3</td>
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<tr>
<td>Individual Artists</td>
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<tr>
<td>Hokusai Katsushika (1760)</td>
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<tr>
<td>Kazimir Malevich (1879)</td>
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<tr>
<td>Georgia O'Keeffe (1887)</td>
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<tr>
<td>Group of Artists</td>
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<tr>
<td>Nature and Science: John</td>
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<tr>
<td>The American Revolution:</td>
</tr>
</tbody>
</table>
### Masterworks and Artists Studied in Upper Elementary

<table>
<thead>
<tr>
<th>Illustrators of Children's Books: Collage, Printmaking</th>
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<tbody>
<tr>
<td>James Audubon, Judith Leyster</td>
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<table>
<thead>
<tr>
<th>Illustrators of Children's Books: Drawing</th>
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<tbody>
<tr>
<td>Leo Lionni (1910)</td>
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<tr>
<td>Dav Pilkey (1966)</td>
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<table>
<thead>
<tr>
<th>Illustrators of Children's Books: Drawing</th>
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<tbody>
<tr>
<td>Salvador Dali (1904)</td>
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<table>
<thead>
<tr>
<th>Renaissance and Baroque</th>
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<tbody>
<tr>
<td>Andrea del Verrocchio (1435)</td>
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<table>
<thead>
<tr>
<th>Impressionist</th>
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<tbody>
<tr>
<td>Vincent van Gogh (1853)</td>
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<tr>
<th>Post Impressionist</th>
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<tbody>
<tr>
<td>Paul Guaguin (1848)</td>
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<table>
<thead>
<tr>
<th>Abstract</th>
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<tr>
<td>Stanton McDonald Wright (1890)</td>
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<tr>
<td>Fabric Arts</td>
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<tr>
<td><strong>Work #1</strong></td>
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<td><strong>Work #2</strong></td>
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<td><strong>Work #3</strong></td>
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### The Art Studio

Elementary students meet in the TAB choice-based art studio for instruction. Upper school students have open access to the large studio and additional facilities for ceramics, photography and industrial arts.

Our well-stocked studio contains:

- Easels (variety of types and sizes)
- Both a Chalkboard AND a Whiteboard
- Sinks
- Electrical Outlets
- Variety of Tables, Chairs and Stools
- Lots of Recycling and Garbage Bins
- Shelves, Cabinets, Rolling Bins, Buckets, Trays
- Overhead Projector
- Natural Lighting and Beautiful Views
- Document Camera
- Ceiling Projector
- Scanner
- Sound System
- Frames and Mats
- Display Cabinets
- Hallway Display Areas
- Portable Exhibit Display Panels

### Group of Artists

<table>
<thead>
<tr>
<th></th>
<th>N.C Wyeth (1882)</th>
<th>Joseph Cornell (1903)</th>
<th>Donatello (1386)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The American West:</strong></td>
<td>Albert Bierstadt, Ansel Adams, Frederic Remington, Christensen, Maria Martinez, Mabel Frazer, Maynard Dixon</td>
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<tr>
<td><strong>Female Artists:</strong></td>
<td>Georgia O'Keefe, Lois Ehler, Elisabeth Vigee, Jean Leighton Lundberg Clarke, Lee Udall Bennion, Rosa Bonheur</td>
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<tr>
<td><strong>Cartoonists:</strong></td>
<td>Charles Shultz, Theodor Giesel, Crockett Johnson, Thomas Nast</td>
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</table>

### The American West

- Albert Bierstadt
- Ansel Adams
- Frederic Remington
- Christensen
- Maria Martinez
- Mabel Frazer
- Maynard Dixon

### Female Artists

- Georgia O’Keefe
- Lois Ehler
- Elisabeth Vigee
- Jean Leighton Lundberg Clarke
- Lee Udall Bennion
- Rosa Bonheur

### Cartoonists

- Charles Shultz
- Theodor Giesel
- Crockett Johnson
- Thomas Nast
Lighting Fixtures, Clamps, Extension Cords

Each student needs their own sketchbook and a portable art kit (pencil, sharpener, eraser, pen, colored pencils, watercolor set, water bottle with water, paintbrush, and rag stored in a pencil pouch or cloth bag). Portable elementary art kits are sold in the school store.

The Instructor
Teacher guidance is essential in a choice based art classroom. Each center has a station map that describes the materials available, proper care of the materials, inspirational materials and basic instructions. Following the Montessori method, detailed instruction is given to small groups or individuals as they work. Teachers control the use of materials through classroom guidelines, the types and quantities of materials that are set out, which centers are available at any point during the year and center instructions. Students are responsible to share the materials and clean up their projects at the end of each class period. The end of the class when is also when students share their discoveries about art.

Centers/Station/Mini Studios
The TAB studio is organized into stations where students find materials, tools and resources. Students are taught how to set up their workspace and generate and explore their own ideas based on their experiences, interests and passions. Students work at their own pace, alone or with peers. New concepts, methods, content, media, and techniques are delivered at the beginning of every class session. Small groups or individuals can work directly with the teacher when mastering new techniques or solving difficult problems.

Each center’s “grand opening” happens in one class period where students learn the procedures for each station. Students need to know that new centers are earned with their good artistic behavior. Materials and tools are introduced only as their use and care is explained. All centers are introduced within the first semester (as indicated by the following order) and new materials are be added to existing centers concurrently.

1. Drawing (Library [i.e., books, mini museum, games, still-life models])
2. Collage (Mixed Media)
3. Painting
4. Printmaking
5. Sculpture (Paper Mache, Origami, Construction, 3D Crafts [i.e., Jewelry/Beading, Puppetry, Mask Making, Book Making, Basketry, Woodworking], Visual/Temporary Design)
6. Clay
7. Fiber Arts
8. Digital Arts
A center based studio functions well because:
- Students can find what they need without the teacher’s input,
- Students are able to create a wide variety of pieces using the center,
- There is adequate space to work in the center OR materials can be easily transported to work tables elsewhere,
- Clean up takes place quickly and materials are put away properly, due to the teacher’s good directions and organization.

**Center #1: Drawing (Library [i.e., books, mini museum, games, still-life models])**

The Drawing center consists of materials on student accessible shelving. Students select the needed materials or reference items and return to work tables elsewhere in the classroom.

**CANVASES**
- Paper
- Copy Paper
- Drawing Paper
- Newsprint
- Scratch Paper
- Parchment
- Pre-printed “coloring pages”
- Mini Whiteboards (with markers)
- Mini Chalkboards (with chalk)
- Pre-made Scratchboards
- Older students should have their own higher quality sketchpad

**TOOLS**
- Pencils (Variety)
- Crayons
- Colored Pencils
- Window Crayons
- Charcoal
- Calligraphy Pens
- Calligraphy Ink
- Magic Markers (Wide and Fine Tip)
- Pens
- Hard Pastels
- Soft Pastels
- Sharpie Markers
- Templates
- Stencils
- Rulers
- Compasses (Geometric Safety)
- Protractors
- Triangles
- Corner Squares
- Erasers

**LIBRARY**
- Books
  - “How to Draw” Books
  - Cartooning Books
  - Craft Books
  - Art History Books
  - Shorewood Catalogue
  - Artist Biographies
  - Optical Illusions
  - I Spy Books
  - Illustrated Children’s Literature
  - Art Connection Books
  - College Art Textbooks
- Mini Museum
  - Digital Museum (iPad)
  - Webquests
  - PowerPoint presentations
  - Bookmarked Images and (Student and Teacher created)
Videos
- Notebook (pictures in sheet protectors- used art calendars)
- Museum Websites
- Bookmarked Wiki Pages of Biographies
- Museum Postcard Idea Box

Games
- Etch-a-Sketch
- Magnetic Faces
- Matching Games
- Concentration
- Montessori Flashcards

Still Life Objects
- Toy Horses
- Dinosaurs
- Trucks
- Seashells
- Mirrors
- Flashlights
- Flexible Neck Desk Lamp
- Living Plants
- Gourds
- Dolls
- Miniature Furniture
- 3D Geometric Shapes
- Color Photographs of animals, landscapes, flowers, fruits, architecture, and people

Center #2: Collage (Mixed Media)
Mixed Media is a substation located within the Collage center. Materials are located on shelves and a table (with chairs) is placed within the station, although students may choose to work at separate tables.

CANVASES
- Construction Paper
- Tag Board
- Cardboard Scraps
- Shrink Film (with instructions)
- Laptop and Digital Programs
- Paper Bags

TOOLS
- Crayons
- Glitter Glue
- Needle Nose Pliers
- Dowels
- Scissors
- Paper Cutter
- Paper Punches
- Eyelet Setter
- Fasteners
  - Brads
  - Stapler and Staples
- Adhesives
  - Elmer’s Glue
  - Rubber Cement
  - Glue Sticks
  - Sticky Dots
  - Masking Tape
- Paper Clips
- Eyelets
- Scotch Tape
- Duck Tape
- Electrical Tape
- Hot Glue Gun and Glue Sticks
- Stencils
Center #3: Painting
The Painting center is located between the Printmaking center and the Clay center. Depending on the type of painting, students may use the designated workspace or may take a painting kit and work outside the classroom.

- Smocks
- Drying Racks
- Copy Paper
- Water Color Paper
- Butcher Paper
- Heavy White Paper
- Plastic Cups
- Paints
  - Acrylics
  - Oils
  - Temperas
  - Finger Paint
  - Watercolors (basic tray and tubes)

- Hardboard
- Canvas
- Clothespins
- Brushes (Variety including Foam Brushes as Cotton Swabs)
- Palettes
- Palette Knives

Center #4: Printmaking
The Printmaking center borrows many items from other centers but has a designated work space.
• Drying Racks* (Painting Center)
• Heavy White Paper* (Painting Center)
• Smocks* (Painting Center)
• Colored paper* (Collage Center)
• Tissue paper* (Collage Center)
• Wrapping paper* (Collage Center)
• Discarded art work* (Collage Center)
• Newspaper* (Collage Center)
• Watercolor markers
• Paint* (Painting Center)
• Fabric Paint
• Screen Printing Screens
• Contact Paper
• Freezer Paper
• Ironing Board
• Iron
• Paint Roller
• Squeegee
• Screen Printing Spatula
• Stamp Pads
• Clothespins
• Stamps
• Wood Blocks
• Foam Blocks
• Hot Glue Gun
• Caulk
• Vegetables
• Sponges
• Sponge Brushes
• Rolling Sponges/Brushes
• Stencils* (Collage Center)
• Carving and Wood Burning Tools* (Sculpture Center)

Center #5: Sculpture (Papier Mache, Origami, Balloons, Construction, 3D Crafts [i.e., Jewelry/Beading, Puppetry, Mask Making, Book Making, Basketry, Woodworking], Visual/Temporary Design)

The Sculpture center requires a variety of organized items and large workspaces for differing projects. Clean-up between projects is crucial for efficiency in this center. Many tools and items in this center require teacher supervision for younger students.

TOOLS
• Beading Tools
• Blender (for Paper Making)
• Screens (for Paper Making)
• Sand Paper
• Double Boiler
• Carving Tools
• Carving and Wood Burning Tools
• Duck Tape
• Masking Tape
• Electrical Tape
• Packing Tape
• Hot Glue Gun
• Clothespins
• Goggles
• Respirator Masks
• Variety of Buckets and Trays

MATERIALS
• Mask Forms
• Badges
• Wood Shapes (2D and 3D)
• Wood Dowel Rods
• Grout
• Mosaic Tiles
• Bar Soap
• Wax Blocks
• Wax Sheets
• Paraffin
• Wicks
• Plants, Botanicals and Flowers
(for Paper Making)
- Shells
- Drinking Straws
- Pipe Cleaners
- Dryer Lint
- Lanyard Hooks
- Egg Cartons
- CDs
- Curling Ribbon
- Tin Cans
- Reed (for Basket Making)
- Construction/Architecture/Temporary Design
  - Geoboards and Elastics
  - Mosaic Boards
  - Cuisenaire Rods
  - Legos
- Pantyhose
- Wire Clothes Hangers
- Paper Strips
- Newspapers
- Paper Plates
- Wire
- Silk Flowers and Greenery
- Plastic Vases
- Origami Paper
- String
- Corrugated cardboard scraps

**Center #6: Clay**
The Clay center is located near the sinks for access to water for molding and clean-up.

**MEDIUM**
- Play-Dough (Commercial and Home Made)
- Red Clay
- White Clay
- Air-Dry Clay
- Modeling Clay

**TOOLS**
- Smocks* (Painting Center)
- Newspapers
- Wire
- Sponges
- Popsicle Sticks
- Clay Tools
- Sticks and Old Pencils
- Kitchen Mallet
- Meat Tenderizer
- Garlic Press
- Pasta Maker
- Pizza Roller
- Pie Cutter
- Rolling Pins or Hard Cardboard Tubes
- Combs
- Cookie Cutters
- Fishing Line
- Lice Comb
- Buttons
- Knife, Fork, Spoon
- Toothbrushes for Scoring
- Handmade Texturing Design Tools (Caulk on Blocks or Rollers)
- Alphabet Pasta (burns out if fired and leaves embossing)
- Fabric, Lace, Sandpaper, Screen, Burlap, Bark, Embossers, Lego Bricks, Seashells, Sea Urchins, Cabinet Knobs, Shelf Liner, Rocks, and Other Found Objects for Textures
- Lubricant for Texturing Tools
- Kiln
Center #7: Fiber Arts

TOOLS

- Paper Scissors
- Fabric Shears
- Pinking Shears
- Variety of Looms
- Embroidery Hoops
- Popsicle Sticks
- Knitting Needles
- Crochet Hooks
- Toothbrushes (for use as giant crochet hooks)
- Needles (variety of sizes and types, labeled)
- Thimbles
- Magnifying Glasses
- Needle Threaders
- Safety Pins
- Straight Pins in Pin Cushions
- Seam Rippers
- Bodkins

- Tweezers
- Rulers
- Clothespins
- Measuring Tapes
- Seam Gauges
- Small Quilting Frames
- Thumb Tacks
- Variety of Plastic Buckets, Tubs and Trays
- Plastic Zipper Bags
- Non-Latex and Latex Gloves
- Cookie Racks
- Leather Stamps
- Wood Burning Tools* (in Sculpture Center)
- Patterns
- Sewing Machine
- Serger

MATERIALS

- Ribbons
- Buttons
- Sequins
- Lace

- Embroidery Floss
- Batting Scraps
- Fabric Glue
- Plastic Cording
• Leather Cording
• Elastic
• Velcro
• Thread
• Plastic Canvas
• Puff Fabric Paints
• Embellishments (e.g., Appliqués)
• Fabric Paint* (in Printmaking Center)

Fabric:
• Large Scraps
• Old T-shirts
• Felt
• Muslin “Bandanas”
• Empty Drink Pouches
• Weaving materials:
  o Raffia
  o Ribbon
  o Yarn
  o Fabric Strips
  o String

Burlap Squares
Gingham Squares
Aida Cloth Squares
Leather Hide Pieces

Center #8: Digital Arts
The Digital Arts Center consists of materials on student accessible shelving that is easily supervised by the teacher. Students select the needed equipment and return to work tables elsewhere in the classroom.

• Digital Cameras (Still and Video)
• Laptops
• Photo Editing Software
• Painting Software
• Graphic Design Software
• Web Design Software
• Animation Software
• Printer

SELF EXPRESSION: Performing Arts
The fine arts are a critical piece of the Reggio-Emilia philosophy. Through the performing and visual arts, students explore their world then express the knowledge they acquired during the learning process.

DANCE
Each week, students get to move their bodies in dance classes where they jump, twirl, spin and stretch as they investigate dance styles, learn techniques, apply science concepts, explore literature connections and express themselves through improvisation.

MUSIC
In addition to learning music theory, students study music from a cultural perspective. They watch live and filmed performances; they listen to recorded musical selections; they learn to play or sing familiar songs. The varied Nahunta Hall musical repertoire includes folk music, classical symphonies, cultural anthems and iconic tunes. Sample titles include:
- A Ram Sam Sam
- A Tisket, A Tasket
- All the Pretty Little Horses
- All Through the Night
- All You Ét-A
- Aloha 'Oe
- Amazing Grace
- America the Beautiful
- An Austrian Went Yodeling
- Animal Crackers
- Ants Go Marching
- Arabella Miller
- Au Clair De La Lune
- Auld Lang Syne
- Ave Maria
- Baa Baa Black Sheep
- Battle Hymn of the Republic
- Battle of Jericho
- Big Rock Candy Mountain
- Billy Boy
- Bingo
- Blue Skies
- Buffalo Gals
- Campbells Are Comin'
- Canoe Round
- Carmen
- Carnival of the Animals
- Cat Came Back
- Chickery Chick
- Cindy
- Clementine
- Come, Follow, Follow
- Comin' Around the Mountain
- Dale, Dale, Dale
- Danny Boy (Londonderry Air)
- Des Colores
- Do Your Ears Hang Low?
- Dona Nobis Pacem
- Do-Re-Mi
- Down by the Bay
- Down to The River to Pray
- Eine Kleine Nachtmusik
- Epo I Tai Tai E'
- Erie Canal
- Fais Do Do
- Farmer in the Dell
- Five Little Monkeys
- Flight of the Bumblebee
- Follow the Drinking Gourd
- Fox Went Out
- Frere Jacques
- God Bless America
- Green Grass Grows
- Happy Wanderer
- Havah Nagilah
- Hear the Wind Blow
- Heigh-Ho
- Hey Diddle Diddle
- Hey, Ho Nobody Home
- Hickory Dickory Dock
- Hineh Ma Tov
- Hokey Pokey
- Home on the Range
- How Can I Keep from Singing
- Hush Little Baby
- I Gave My Love a Cherry
- I Had a Little Nut Tree
- I Love the Mountains
- I'm A Little Teapot
- It's A Small World
- Itsy Bitsy Spider
- Jack and Jill
- Jimmy Crack Corn
- Jingle Bells
- Keep On The Sunny Side
- Kookaburra
- Kumbayah
- La Marseillaise
- Lavender Blue, Dilly Dilly
- Let Ev'ryone Clap Hands
- Let There Be Peace on Earth
- Little Red Caboose
- London Bridge
- Los Pollitos
- Maid with the Flaxen Hair
- Make New Friends
- Maple Leaf Rag
- Mary Had a Little Lamb
- Mary, Mary, Quite Contrary
- Michael, Row the Boat
- Miss Mary Mack
- Mister Sandman
- Muffin Man
- Music Alone Shall Live
- My Aunt Came Back
- My Bonnie
- Name Game
- Noble Duke of York
- Nutcracker Suite
- Oats, Peas, Beans
- Oh! Susanna
- Old King Cole
- Old MacDonald
- On Top of Old Smoky
- On Top of Spaghetti
- One Bottle of Pop
- One, Two, Buckle My Shoe
- Peter & The Wolf
- Polly Wolly Doodle
- Pop Goes the Weasel
- Princess Pat
- Puff the Magic Dragon
- Que Sera Sera
- Rain, Rain Go Away
- Right Field
- Rite of Spring
- Rock-a My Soul
- Rock-a-Bye Baby
- Row, Row, Row Your Boat
- Rule, Britannia
- Sakura
- Sarasponda
- Scarborough Fair
- Shalom Chaverim
- Shenandoah
- Silent Night
- Simple Gifts
- Sing a Song of Sixpence
- Sing Your Way Home
- Skip to My Lou
- Star-Spangled Banner
- Sweet Betsy From Pike
- Swing Low, Sweet Chariot
- Swinging on a Star
- Take Me Out to the Ballgame
- Ten Cats Down
- Ten in a Bed
- This Land Is Your Land
- This Old Man
- Three Little Kittens
TIS THE LAST ROSE OF SUMMER
TOY SYMPHONY
TUMBAHALAIAK
UGLY BUG BALL
WALK SHEPHERDESS WALK
WALTZING MATILDA
WATER IS WIDE
WE SHALL OVERCOME
WHEELS ON THE BUS
WHY SHOULDN'T MY GOOSE
YANKIE DOODLE
YOU ARE MY SUNSHINE
YOU'RE A GRAND OLD FLAG
ZIP-A-DEE-DOO-DAH
ZUM GALI GALI

THEATRE
As part of our comprehensive drama program, students in each grade study musical theatre performances. Costuming, choreography and music are analyzed through age appropriate musical selections.

### Musical Theatre Performances Studied in Lower Elementary

<table>
<thead>
<tr>
<th></th>
<th>FIRST GRADE</th>
<th>SECOND GRADE</th>
<th>THIRD GRADE</th>
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</thead>
<tbody>
<tr>
<td><strong>MUSICALS</strong></td>
<td><strong>ANNIE</strong></td>
<td><strong>MARY POPPINS</strong></td>
<td><strong>WIZARD OF OZ</strong></td>
</tr>
<tr>
<td><strong>PETE'S DRAGON</strong></td>
<td></td>
<td><strong>BEDKNOPS AND BROOKSTICKS</strong></td>
<td><strong>WILLY WONKA AND THE CHOCOLATE FACTORY</strong></td>
</tr>
<tr>
<td><strong>CHITTY CHITTY BANG BANG</strong></td>
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<tr>
<td><strong>BYE BYE BIRDIE</strong>: “PUT ON A HAPPY FACE”</td>
<td></td>
<td><strong>HELLO DOLLY!</strong>: “HELLO DOLLY”, “BEFORE THE PARADE PASSES BY”, “PUT ON YOUR SUNDAY CLOTHES”</td>
<td></td>
</tr>
<tr>
<td><strong>MIKADO</strong>: “THREE LITTLE MAIDS FROM SCHOOL ARE WE”</td>
<td></td>
<td><strong>NEWSIES</strong>: “SEIZE THE DAY”</td>
<td><strong>HMS PINARFORE</strong>: “WHEN I WAS A LAD (RULER OF THE QUEEN’S NAVY)”, “I’M CALLED LITTLE BUTTERCUP”</td>
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</table>

### Musical Theatre Performances Studied in Upper Elementary

<table>
<thead>
<tr>
<th></th>
<th>FOURTH GRADE</th>
<th>FIFTH GRADE</th>
<th>SIXTH GRADE</th>
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</thead>
<tbody>
<tr>
<td><strong>FULL MUSICAL</strong></td>
<td><strong>SINGIN’ IN THE RAIN</strong></td>
<td><strong>MY FAIR LADY</strong></td>
<td><strong>THE SOUND OF MUSIC</strong></td>
</tr>
</tbody>
</table>
### MUSICAL SELECTIONS

<table>
<thead>
<tr>
<th>Enchanted</th>
<th>Happiest Millionaire</th>
<th>Into the Woods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paint Your Wagon:</strong> “I’m On My Way”, “They Call the Wind Maria”, “Hand Me Down That Can o’ Beans”</td>
<td><strong>Hairspray:</strong> “Good Morning Baltimore”, “You Can’t Stop the Beat”, “I Can Hear the Bells”, “Welcome to the 60s”, “Ladies’ Choice”</td>
<td><strong>Little Shop of Horrors:</strong> “Feed Me Seymour”, “Grow for Me”, “Suddenly Seymour”, “Little Shop of Horrors”</td>
</tr>
<tr>
<td><strong>Oklahoma:</strong> “Oklahoma”, “Oh What a Beautiful Mornin’”, “The Surrey with the Fringe on Top”, “I Can’t Say No”, “Many a New Day”</td>
<td><strong>Fiddler on the Roof:</strong> “If I Were a Rich Man”, “Matchmaker”, “Tradition”, “Sunrise, Sunset”, “Miracle of Miracles”</td>
<td><strong>Les Miserables:</strong> “I Dreamed a Dream”, “Castle on a Cloud”, “Do You Hear the People Sing?”</td>
</tr>
<tr>
<td><strong>Annie Get Your Gun:</strong> “Anything You Can Do”, “There’s No Business Like Show Business”, “You Can’t Get a Man With a Gun”</td>
<td><strong>Grease:</strong> “You’re the One That I Want”, “Beauty School Dropout”, “Greased Lightnin’”</td>
<td><strong>South Pacific:</strong> “Dites-Moi”, “Some Enchanted Evening”, “Bali Ha’I”, “I’m Gonna Wash That Man Right Outa My Hair”, “There Is Nothing Like a Dame”, “I’m in Love with a Wonderful Guy”, “Happy Talk”</td>
</tr>
<tr>
<td><strong>Seven Brides for Seven Brothers:</strong> “Barn Raising Dance”</td>
<td><strong>West Side Story:</strong> “Tonight”, “I Feel Pretty”, “Somewhere”, “America”</td>
<td><strong>Evita:</strong> “Don’t Cry for Me Argentina”</td>
</tr>
<tr>
<td><strong>Man of La Mancha:</strong> “Man of La Mancha”, “Dulcinea”, “The Impossible Dream”, “I’m Only Thinking of Him”, “We’re Only Thinking of Him”</td>
<td><strong>Guys and Dolls:</strong> “A Bushel and a Peck”, “Sit Down, You’re Rockin’ the Boat”, “Adelaide’s Lament”, “Luck Be a Lady”</td>
<td><strong>Mamma Mia!:</strong> “Dancing Queen”, “Mamma Mia”, “Super Trouper”, “Take a Chance on Me”</td>
</tr>
<tr>
<td><strong>Easter Parade:</strong> “Steppin’ Out With My Baby”</td>
<td><strong>Wicked:</strong> “Defying Gravity”, “Popular”, “What Is This Feeling?”</td>
<td><strong>Rent:</strong> “Seasons of Love”</td>
</tr>
</tbody>
</table>

### PRACTICAL LIFE AND PERSONAL DEVELOPMENT

As students enter the elementary years, practical life activities expand to include college preparation and technology use.

**Study Skills**

Study skills, critical thinking processes and memory training prepare students for rigorous work at the secondary and college levels.

**Assertive Learning Skills**

At Nahunta Hall, we teach the Ten Assertive Learning Skills from Knowledge Gain’s Twelve Effective Study Strategies (by A. Lynn Scoresby):

1. Organizing Work
2. Listening
3. Clarifying Instructions
4. Questioning
These ten Assertive Learning Skills empower children to take charge of their own learning.

**Organizing Work:** *I arrange and plan.*
Do I have all the supplies I need to be successful? Do I use different colors of pencil or hi-liters to separate my notes? Do I look for the best strategy to solve a problem? Am I aware of my own learning styles? Do I ask if there is a better way to simplify any confusing part? Is my environment (desk, noise level, music, chair, lighting, etc.) conducive to my success?

**Listening:** *I am an active learner.*
Am I listening to the teacher, my parents or my friends? Am I being quiet so that I can hear my inner voice? Am I paying attention? Do I listen in order to receive instructions? Do I take notes to help me remember what I learn? Do I sit where I can hear? Do I sit away from friends who like to chat?

**Clarifying Instructions:** *I create a clear understanding.*
Do I know what my answer should look like? Am I able to repeat back to the teacher or myself what I understood that I am to do? Do I know how to start? Do the instructions make sense to me?

**Questioning:** *I ask and answer questions.*
Do I ask questions to myself, a teacher, a parent or a friend about something I do not understand or want to know? Do I consult many sources to answer my questions? Am I involved and paying attention to the discussion or activity so I will be able to contribute by answering questions?

**Estimating:** *I judge and evaluate.*
Do I remember to estimate how much time it will take me to complete my work and plan accordingly? When I finish my work, do I compare the actual time against my estimated time? Does estimating help me make better use of my time? Do I plan enough time to finish my assignments? Do I double check my answer? Do I wear a watch or set my cell phone will alarm reminders? Do I plan enough time to finish my assignments?

**Predicting the Results:** *I declare the outcome in advance.*
Do I review and evaluate my work before I turn it in? Can I predict what grade I will receive based on whether or not I accurately followed the instructions? Do I understand that my actions have consequences?

**Starting:** *I begin the work.*
Do I begin working as soon as I enter the classroom? Do I understand that “starting” means that I begin working as soon as the instructions are finished? Do I start my homework as soon as I get home?

**Staying on Task:** *I keep working.*
Do I remember to take short breaks every hour to keep my mind focused? Do I drink enough water? Do I always eat breakfast and lunch to give my body energy to work effectively? When my teacher reminds
me to get back on task, do I comply? Do I leave toys and games at home?

**Self-Monitoring:** *I evaluate my attitudes and habits.*
Do I listen to my thoughts? Do I talk through the problem solving steps in my head? Do I check my own grades to see if I am missing any assignments?

**Completing Work:** *I finish my work.*
Do I turn in my assignments after they are completed? Do I turn assignments in by the deadline? If I miss a class, do I ask the teacher for any make-up work?

**Memory Systems**
We teach Nahunta Hall students how to “work smarter” rather than drilling them to “work harder.” Efficient memorization enables students to learn more quickly and retain memorized information longer. Some of the techniques we teach include:
- Chunking
- Mnemonics
- Rhymes
- Image Association
- Sequencing
- Attaching Meaning
- Peg Systems
- Expanded Peg Systems
- Humor
- Exaggeration
- Roman Room System
- Journeying
- Linking

**Health and Fitness**
In physical education classes, two new sports are taught each year and each year after kindergarten, students review the skills they learned in previous grades.

For each sport learned, students will:
1. Know the rules,
2. Describe the game play,
3. Identify the necessary equipment,
4. Demonstrate basic skills and techniques,
5. Correctly apply the skills while participating in a game, and
6. Watch a professional/semi-professional game: online, field trip, DVD, etc.

**Kindergarten**
- Soccer
- Yoga

**First Grade**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>Yoga</td>
</tr>
<tr>
<td>SECOND GRADE</td>
<td>Soccer, Yoga, Self-Defense and Karate, Baseball or Softball, Basketball, Jump Rope</td>
</tr>
<tr>
<td>THIRD GRADE</td>
<td>Flag Football, Ultimate Frisbee, Soccer, Yoga</td>
</tr>
<tr>
<td>FOURTH GRADE</td>
<td>Volleyball, Badminton, Flag Football, Ultimate Frisbee, Soccer, Yoga, Self-Defense and Karate, Baseball or Softball, Basketball, Jump Rope</td>
</tr>
<tr>
<td>FIFTH GRADE</td>
<td>Walking, Jogging and Hiking, Badminton, Volleyball, Jump Rope, Flag Football, Ultimate Frisbee, Soccer, Yoga, Self-Defense and Karate, Baseball or Softball, Basketball, Track and Field</td>
</tr>
<tr>
<td>SIXTH GRADE</td>
<td>Hockey, Badminton, Volleyball, Jump Rope, Yoga, Flag Football, Ultimate Frisbee, Soccer, Walking, Jogging and Hiking, Self-Defense and Karate, Baseball or Softball, Basketball, Track and Field, Survey of Unusual Sports</td>
</tr>
</tbody>
</table>

**Fitness**

Students study the importance of aerobic exercise, strength training, flexibility and nutrition. They also explore other fun ways to keep physically active:

- swimming
- tennis
- cycling
- hopscotch
- boxing
- tumbling
gymnastics  skate boarding  table tennis
rugby  scooters  croquet
lacrosse  horse shoes  bowling
kickball  stair climbing  golfing
rock climbing  jogging  sitting exercises
ice skating  tag  yo-yoing
skiing  free play  juggling
snowboarding  racquetball  fencing
roller skating  handball  walking the dog
in-line skating  raking leaves  wrestling

**INTEGRATED HEALTH**
Health topics are integrated into physical education and science classes and include instruction on healthy behaviors (i.e., avoiding illicit drug use), stress reduction, sleep, safety, growth and development, body systems and first aid.
ERDKINDER CURRICULUM GUIDE

The Montessori adolescent program, known as “Children of the Earth” is a project based, experiential learning model with an entrepreneurial emphasis for students ages twelve to eighteen. Small agribusiness, online technology and personal development courses complement STEM, humanities and fine arts classes. Nature field trips, work on the school farm, overnight trips and weekend activities are integrated learning components of the program.

The three prongs of the Erdkinder program are:

- Humanities—Fine Arts, Social Studies, Culture and Religion, English Language Arts, Second Languages
- STEM—Science, Technology, Engineering, Mathematics
- Practical Life—Health and Physical Fitness, Service Learning, Career Exploration and Work Study

A full-time Erdkinder schedule includes a minimum of 8.0 credits of course study per year.

Every year (seventh grade through twelfth), students take a Humanities block, including 1.0 credits of English Language Arts and social studies. Students may be awarded additional credits depending upon the electives chosen and/or projects completed.

Every year (seventh grade through twelfth), students take a STEM block, including 1.0 credits of Mathematics and technology and 1.0 credits of science and engineering. Students may be awarded additional credits depending upon the electives chosen and/or projects completed.

Every year (seventh through twelfth), students take a Practical Life block which includes 0.5 credits of Health and Physical Fitness, 0.5 credits of Service Learning and 0.5 credits of Career Exploration and Work Study. Students may be awarded additional credits depending upon the electives and/or projects completed.

School Events

HOLIDAYS

Celebrations are a fun and enriching part of childhood and they are a link to our collective cultural identity. Holiday activities at Nahunta Hall focus on tradition and include academic activities related to the holiday. Respect for the various cultures studied is emphasized in all celebrations.

Patriot’s Day

To honor Patriot’s Day, we will conduct a formal flag ceremony followed by a moment of silence. Group activities this week will focus on patriotism.

Leif Erickson Day

The Nahunta Hall Leif Erikson party is a time for students to sample Scandinavian foods, play games and present projects highlighting Viking lore and Northern hemisphere geography.

Columbus Day
Nahunta Hall students observe Columbus Day by learning about the traditions surrounding Columbus Day celebrations in North and Latin America (i.e., Canadian Thanksgiving, Día de la Raza, Native American Day).

**Halloween**
Rather than holding a Halloween parade or having children dress in costumes, Nahunta Hall teachers fill the weeks leading to Halloween with fun activities.

**El Día de los Muertos**
Students will have the opportunity to learn about and celebrate Día de Muertos. The focus of celebrations will be honoring friends and family members who have died and paying tribute to those who sacrificed their lives for the opportunities we enjoy today.

**Diwali**
To learn about the Hindu festival of Diwali, students study the art of and create their own rangoli as a cross-curricular activity between social studies and art class. In dance class, students will learn traditional Indian dances. Festive activities and food are a part of the celebration.

**Veteran’s Day**
Each year, Nahunta Hall holds a Veteran's Day assembly featuring a formal flag ceremony, student prepared music or visual presentations and a guest speaker.

Parents and grandparents are invited to join us for this special assembly held immediately preceding a special luncheon.

**Hanukkah**
Students in Nahunta Hall classes learn about Hanukkah celebrations as part of their social studies courses. Nahunta Hall classes do not participate in gift exchanges to celebrate the holiday.

**Thanksgiving**
On the last school day prior to Thanksgiving, students prepare and eat a Harvest feast. The various grades study different aspects of the history of this holiday and the day is filled with related activities. Many volunteers are needed to make this a successful event and we appreciate the support of the Nahunta Hall Parent Group.

**Christmas**
Students in Nahunta Hall classes learn about Christmas traditions and celebrations around the world as part of their social studies courses. Nahunta Hall classes do not participate in gift exchanges to celebrate the holiday.

**Kwanzaa**
Students in Nahunta Hall classes learn about Kwanzaa traditions as part of their social studies courses. Nahunta Hall classes do not participate in gift exchanges to celebrate the holiday.
**Martin Luther King, Jr.’s Birthday**

Martin Luther King, Jr.’s Birthday is a federally recognized holiday and there will be no school. Academic studies in the weeks preceding and following the holiday will highlight this special day. A student speech contest will also commemorate this great man.

**Chinese New Year**

Nahunta Hall Chinese New Year festivities include food and decorations that highlight Chinese culture. Students study the traditions accompanying Chinese New Year in the United States and in other countries.

**Valentine’s Day**

If Valentine’s Day falls on a school day, students may wear solid white, pink or red polo shirts in place of the maroon polo shirt. In place of class parties, teachers plan celebratory activities all week long that highlight Valentine’s Day traditions. Although card and candy exchanges will not be part of the festivities, teachers may include food as part of the activities and we welcome parent volunteer help the entire week.

**George Washington’s Birthday**

Washington’s Birthday is a federally recognized holiday and there will be no school. Academic studies in the week preceding the holiday will highlight this special day.

**St. Patrick’s Day**

When St. Patrick’s Day falls on a school day, students are encouraged to wear green polo shirts or green accessories such as hair bows, headbands, socks or hats. Irish themed T-shirts will be allowed but must not make any references to alcohol or be ethnically demeaning. Simple rainbow accessories are also acceptable. Face painting, temporary tattoos and green dyed hair are not allowed.

**April Fool’s Day**

Students may wear their school uniforms backward on April Fool’s Day. Nahunta Hall teachers help students celebrate April Fool’s Day in positive ways by telling jokes, preparing and eating silly foods, studying “weird but true” events, writing crazy stories, etc. Mean-spirited pranks are not appropriate.

**Earth Day and Arbor Day**

Earth Day and Arbor Day will be celebrated during “Tree Week.” Conservation activities and service projects will be part of each grade’s learning experiences.

**May Day**

May Day is a special holiday at Nahunta Hall. Students spend weeks preparing the May Pole dances to perform for parents so families are invited to join us for this celebration of spring.

**Service Learning**

Nahunta Hall students participate in a focused service project each month. Parents who can help are encouraged to volunteer through the Nahunta Hall Parent Group.
**JULY: BACK-TO-SCHOOL KITS**
We invite patrons to attend our summer ice cream party and to donate school supplies for our back-to-school kits which are given to local charities serving children in need.

**AUGUST: STUFFED TOY DRIVE**
In conjunction with our annual Teddy Bear Picnic, students hold a stuffed toy drive. New stuffed animals are collected and donated to local charities serving children in crisis.

**SEPTEMBER: ANIMAL FRIENDS PROJECTS**
From micro loans for responsible animal husbandry in developing countries to local humane society volunteering, September’s service projects are animal rights themed and student designed.

**OCTOBER: BULLYING PREVENTION**
In conjunction with Red Ribbon Week, students participate in service projects to support bullying prevention.

**NOVEMBER: VETERANS DAY**
From writing letters to soldiers and gathering care packages for servicemen and women on active duty to recording the stories of veterans, November’s service learning projects are focused on expressing gratitude to the members of our country’s armed forces.

**DECEMBER: WINTER CLOTHING COLLECTION**
For this month’s service project, students collect and make winter scarves, gloves, hats, coats, socks and blankets for Utah families in need.

**JANUARY: CIVIL RIGHTS PROJECT**
Dr. Martin Luther King, Jr. once said, “Life's most persistent and urgent question is: 'What are you doing for others?'” As part of the Martin Luther King Jr. Day of Service, students participate in several individually chosen service projects.

**FEBRUARY: MUSICAL CONCERTS FOR LOCAL NURSING HOMES**
In February, our students visits local nursing homes to perform vocal and instrumental music shows.

**MARCH: BOOK DRIVE AND READING TUTORING**
Read Across America Day is in March but many children from less affluent communities do not have books of their own to read at home while others struggle with reading. Our March service projects focus on improving literacy and access to reading materials across the country and abroad.

**APRIL: PLANTING TREES**
In concurrence with Arbor Day, World Water Day and Earth Day, Nahunta Hall students participate in various conservation projects including planting trees and cleaning up litter.

**MAY: WALK-A-THON FUNDRAISER**
In conjunction with our Pioneer Trek, Nahunta Hall students participate in a walk-a-thon fundraiser. Proceeds benefit the June service project.
**JUNE: SUMMER SERVICE FOREIGN AID TRIP**

In years where there is sufficient interest, Nahunta Hall coordinates a foreign aid service trip for families and secondary students.

**SPECIAL DAYS**

**ICE CREAM PARTY**

Each July, to celebrate Ice Cream Month, our Nahunta Hall Parent Group hosts an ice cream party for all students enrolled for the coming school year and their families and friends. The ice cream party is a fundraising event for our Nahunta Hall Parent Group and coincides with one of our summer service projects.

**TEDDY BEAR PICNIC**

The Teddy Bear Picnic is our back to school event where families and faculty mingle and get to know each other. Our Nahunta Hall Parent Group coordinates this activity—please ask how you can help. We will have supply lists to distribute and service project for families to join. Bring your teddy bear or stuffed friend and have fun!

**COUNTRY FAIR**

Each fall, our Nahunta Hall Parent Group hosts a country fair with carnival activities and lots of delicious food—fun for all ages. Students exhibit their produce from the school gardens and orchards along with their arts and crafts projects (many of which have also been entered in the Utah County Fair and the Utah State Fair).

**MOUNTAIN MAN RENDEZVOUS**

Culminating in a visit from a mountain man, this week’s activities include fish catching, yummy food, storytelling, a trading post and plenty of old-fashioned games. This is a special dress day and students can wear period appropriate clothing.

**PUMPKIN FEST**

Every year, Nahunta Hall students grow pumpkins in the school garden. In October, during “Pumpkin Week,” they make and sell pumpkin treats and decorated pumpkins. Families are invited to the school for the annual pumpkin walk to view the decorated pumpkins, see our giant pumpkin, play fun pumpkin themed games and sample pumpkin cheesecake, pumpkin pie, pumpkin chocolate chip cookies and pumpkin cream cheese rolls.

**DRUG AND VIOLENCE PREVENTION WEEK**

Near the end of October, our Nahunta Hall Parent Group plans activities to highlight the importance of living a drug free life. Bullying, child abuse and suicide prevention are topics that are also included as part of our violence prevention program.

**GEOGRAPHY BEE**

Nahunta Hall students in grades four through eight have the option to participate in the National Geographic Geography Bee.
Harvest Feast
On the last school day prior to Thanksgiving, students prepare and eat a Harvest feast. The various grades study different aspects of the history of this holiday and the day is filled with related activities. Many volunteers are needed to make this a successful event and we appreciate the support of the Nahunta Hall Parent Group.

Spelling Bee
Nahunta Hall offers the option for all students in grades 3 through 8 to participate in the school-wide spelling bee. Study materials are made available for interested students. Participation is optional. Best-dress is required and parents are invited to attend the spelling bee assembly.

Maturation Program
In a traditional school, parents and students attend a special maturation program during fourth or fifth grade. Nahunta Hall teaches human growth and development lessons as a routine part of health classes in all grades. Parents who wish to review the curriculum materials may contact the office.

Science Fair
The Nahunta Hall science fair is an optional enrichment activity for students in grades two through twelve. Rules and requirements will be available approximately eight weeks prior to the science fair. Parents and families are invited to tour the exhibition.

Doctor Seuss Week
Nahunta Hall Faculty and Staff dress up as their favorite Dr. Seuss characters to celebrate Read Across America Day on March 2nd. The kitchen will serve green eggs and ham for all students who wish to join us for a free breakfast.

On Cat in the Hat’s Crazy Hat Day, students are encouraged to wear their silliest hat to school. We will celebrate with many fun literacy activities including a school-wide reading challenge, a read-a-thon and a storytelling festival.

Read-a-Thon
For many students, the highlight of our literacy week is the read-a-thon. This is a special dress day and if the entire school reaches the school-wide reading challenge, students may wear pajamas to school. Pajamas must be clean and in good repair and should not be see-through. No spaghetti strap shirts or tank tops and no short shorts will be allowed. Students must wear shoes or slippers. Bare feet or stocking feet are not allowed.

Storytelling Festival
From in-class storytelling events to our evening family storytelling night, the Nahunta Hall Storytelling Festival is a fun addition to our literacy week.

Pioneer Trek
Although Utah’s pioneer heritage is a focus of the fourth grade curriculum, all grades participate in our yearly Pioneer Trek—a day filled with Pioneer activities. (The actual trek is a walk-a-thon style fundraiser for the summer service project trip.) Girls wear old fashioned dresses, aprons and bonnets. Boys should
wear cowboy hats with jeans or period appropriate pants and long sleeve button-down flannel shirts or western shirts. Parent volunteer help makes this an outstanding event for all who participate.

Students play games like gunnysack racing, horseshoes, jump rope, graces, the stick and hoop and marbles. They compete in baseball games, explore pioneer crafts like tin punching, corn husk doll making and candle dipping. Children sing folk songs and square dance to old time fiddle music. They bake bread, churn butter and make jam and ice cream. They also read pioneer journal stories, learn about Morse code and investigate math connections and science inventions from the 19th century.

**FINE ARTS SHOWCASE**
The Spring Fine Arts Showcase is a collaborative effort between the dance, theatre, music and visual art departments. The Fine Arts Showcase is Nahunta Hall’s year-end performance and consists of a 15 minute pre-show, a fine arts display and an hour long music and dance performance. The doors will open for seating at 6:30 pm with visual art displays available for viewing during the entire show and a pre-show held at 6:45. The curtain will rise at 7:00. Admission is free.

**GALA**
The spring gala is our culminating fundraiser of the year. This black-tie extravaganza features a local celebrity guest and amazing food prepared by Nahunta Hall students. Entertainment, dancing and a silent auction round off the evening. Each family is asked to sell two seat tickets. Proceeds from the event support our capital facilities fund and the scholarship fund.

**CARNIVAL OF THE ANIMALS EXHIBITION**
The Carnival of Animals Exhibition is a cross-curricular presentation featuring poetry, artwork, dancing, costuming, film, science projects and environmental activism set to Camille Saint-Saëns’ famous musical work.

**RENAISSANCE FAIRE AND MEDIEVAL FESTIVAL**
Held during May, our Renaissance Faire and Medieval Festival—celebrating the 1300-1600s; 14th-17th centuries—features students, parents, teachers and community members.

School begins late in the morning with nursery rhyme recitations, readers’ theatre, puppet shows and fractured fairy tale plays performed by the primary and elementary students. (Parents are invited.) A student feast is served during lunchtime, coordinated by the Nahunta Hall Parent Group. Following lunch, the public festivities are opened by Queen Elizabeth; dancing takes place in the afternoon followed by period musical performances and the evening is concluded with a Shakespearean play presented by the theatre department.

Other activities include:
• Elizabethan Poetry and Prose Contest
• Tug of War
• Art Displays
• Court Entertainment: Jesters, Jugglers, Magicians, Gypsy Dancers
• Sword Fighting Displays
• Student Crafted Items For Sale
• Food and Drink
• Maypole Dancing

**CONSTELLATION CAMPOUT**
The Nahunta Hall Parent Group plans an overnight activity each June. Watch for detailed information about this exciting activity in April.

**FAREWELL ACTIVITIES**

**FINAL WEEK OF SCHOOL**
**SENIOR SHOWCASE AND RECOGNITION ASSEMBLY**
Monday is the Nahunta Hall Senior Showcase featuring student projects ranging from computer programming and research papers to works of art and construction projects. Best dress is required for presenting students.

**SPRING CLEANING**
The final week of school is spring cleaning week. Teachers and students work together to clean classrooms and commons areas, organize and repair hands-on materials and store curriculum items for the summer.

**YEARBOOKS**
Yearbooks are an optional purchase. Yearbooks include photographs of school-wide activities as well as class photos for all grades and individual portraits for middle school and high school students. Yearbook distribution takes place Wednesday afternoon following school-wide spring cleaning.

**AUTOGRAPH T-SHIRTS**
The last day of school is a special dress day where students have the option of wearing either a regular school uniform OR a school autograph t-shirt with their choice of solid color dark pants, blue jeans, skirt or shorts. Autograph T-shirts are available through the front office for $10. Students may bring a fabric pen or magic marker to write their name and phone number on their friends’ T-shirts as a memento of the school year.

**GRADUATION**
The last week of school, all students will attend class on Monday through Thursday with commencement exercises being held on Friday. Lower school students (under age 12) who attend commencement must do so with an adult family member, unless they are participating in the choir or symphony orchestra. A rehearsal for commencement exercises will be held Thursday afternoon during school.
COMMENCEMENT EXERCISES
Commencement ceremonies will be held on Friday morning. Commencement will be held outside, weather permitting. Tickets may be required. The choir and the symphony orchestra will perform and students participating in either must attend commencement exercises. All other students are excused from attendance.

Commencement is a best-dress event for both students and their guests. Graduating seniors must wear their choice of: 1) An all white dress with white dressy shoes, 2) A white blouse and white skirt combination with white dressy shoes, 3) A white dress shirt or blouse and black skirt with black dressy shoes, 4) A white dress shirt or blouse and black dress pants with optional black vest, black suit coat, and/or black tie plus black dress shoes.

As a matter of courtesy to all guests and respect for the graduating class, the audience is asked to remain seated during the presentation and to hold all applause until the completion of the presentation of diplomas. No beach balls, horns, cowbells, whistles or other noisemakers will be allowed during the graduation ceremonies.

FAMILY BBQ
The family BBQ is a catered luncheon event held for graduates and their family and friends, immediately following commencement exercises. Tickets must be ordered in advance. This event is organized by the senior class and proceeds from this fundraising event go toward the senior class gift.

SENIOR CLASS PICTURE
Immediately prior to commencement exercises, senior class pictures will be taken. One picture will be taken without cap and gown and one will be taken with cap and gown. Students are expected to follow the outlined dress code guidelines for the senior class picture as well as for commencement exercises.
Policies and Procedures

*Nahunta Hall policies are subject to change at any time. We notify parents of changes to school policies via email, our school website or newsletter announcement.*

ENROLLMENT

*Nahunta Hall will not discriminate on the basis of race, creed, color, gender, gender expression, sexual orientation, disability, religion, ethnicity, national origin, or ancestry.*

Open enrollment begins in January of each year. Returning students are required to reapply each year. Applications are available the first school day in January. Applications from returning students will be accepted until 4:00 pm on the last school day of January. Open enrollment for new students ends the last school day of March of each year. (Applications for the waiting list will be accepted all-year long.)

Admissions decisions will be made throughout the winter and spring. Currently enrolled students must have all accounts up to date to be admitted for the following year. The signed acceptance letter, all enrollment paperwork and the non-refundable materials and activities fee must be submitted by the fifteenth of May or the student may forfeit their spot for the upcoming year.

Preferential enrollment may be given to, but is not guaranteed for, returning students, children of board members, employees of Nahunta Hall and siblings of students already admitted to or attending Nahunta Hall.

IMMUNIZATION REQUIREMENTS

All students must submit either proof of current immunization or a certificate of exemption. A student who has received at least one dose of each required vaccine and is currently on schedule for subsequent immunizations may be conditionally enrolled.

DUAL ENROLLMENT

*Nahunta Hall offers “dual enrollment” to students who desire to be simultaneously enrolled at Nahunta Hall as well as in a home school, public school, distance school or a regularly established private school.*

The parents/guardians of a student who wishes to enroll in both Nahunta Hall and another school must meet with the administration prior to enrollment. During this meeting, the parents/guardians and the administration will develop an enrollment plan that will meet the best interests of the student and address the logistical issues related to dual enrollment. At a minimum, the plan must include (i) an obligation for the student to participate in all student assessments in which full-time Nahunta Hall students participate and (ii) a consistent plan for school attendance.

NEW STUDENT ASSESSMENTS

New student assessments take place in August of each year. Assessments vary by grade and assist teachers in identifying holes in each student’s academic knowledge. Assessments are not a consideration factor for admission.
**NEW STUDENT PROVISIONAL PERIOD**

All new students are admitted on a 30 day provisional enrollment period beginning the first day they attend class. In the case of exceptionally poor performance or behavior, the administration will hold a parental conference before the end of the provisional period to determine whether the student will be allowed to continue at the school, and if so, under what conditions.

**TRANSFER AND WITHDRAWAL**

Transfer and withdrawal requests must be submitted by the first school day of the month and are effective the first school day of the following month (approximately 30 days notice). Withdrawal from Nahunta Hall is finalized once all books and materials (including library books) are returned, any required paperwork is completed and all outstanding balances are paid. Upon finalization of withdrawal, school records (transcripts and grade reports) will be sent to the student’s new school and any prepaid tuition balance will be refunded according to the current prorated tuition schedule.

**TUITION AND FEES**

The school year runs from June 1st through May 31st of each year and includes participation in our family summer activities. If the entire yearly tuition is paid by July 15th there will be a tuition discount.

The yearly tuition for students in preschool through twelfth grade may be paid in nine equal payments (from August through April) and is due on the fifteenth of the month or on the following business day, if the fifteenth falls on a Saturday, Sunday or bank holiday. The late payment charge is $25. Partial year payments, prorated tuition and any other payment plan require the approval of the business office. The non-refundable materials and activities fee is due by the first day of the June preceding the school year or immediately upon acceptance to Nahunta Hall, whichever is later.

Nahunta Hall accepts credit card payments, cash and personal checks. A $25 returned check fee will be charged if applicable. Families with past-due accounts may be dropped from enrollment.

**APPLICATION FEE**

Nahunta Hall does not charge an application fee.

**MATERIALS AND ACTIVITIES FEE**

The non-refundable materials and activities fee is due by the first day of the June preceding the school year or immediately upon acceptance to Nahunta Hall, whichever is later.

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool, Two days per week, mornings or afternoons</td>
<td>$125.00</td>
</tr>
<tr>
<td>Preschool, Three days per week, mornings only</td>
<td>$150.00</td>
</tr>
<tr>
<td>Preschool and Kindergarten, Five days per week, full-time</td>
<td>$225.00</td>
</tr>
<tr>
<td>Preschool and Kindergarten, Five days per week</td>
<td>$225.00</td>
</tr>
<tr>
<td>Elementary and Middle School, Five days per week</td>
<td>$225.00</td>
</tr>
</tbody>
</table>
The materials and activities fee includes student email for upper elementary through high school.

Class supply lists will be available at our Back-to-School Teddy Bear Picnic in August. Supply lists vary by grade and typically include such items as binders, tabbed dividers, lined paper, colored pencils, sketchbooks, lunch boxes, re-useable water bottles, etc.

**YEARLY TUITION**

*If the entire yearly tuition is paid by July 15th there will be a tuition discount.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition (plus materials and activities fee)</th>
<th>Nine Month Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Two days per week, mornings or afternoons</td>
<td>$1080.00</td>
<td>$120.00</td>
</tr>
<tr>
<td>Preschool Three days per week, mornings only</td>
<td>$1485.00</td>
<td>$165.00</td>
</tr>
<tr>
<td>Preschool and Kindergarten Five days per week, mornings only</td>
<td>$2475.00</td>
<td>$275.00</td>
</tr>
<tr>
<td>Preschool and Kindergarten Five days per week, full-time</td>
<td>$4950.00</td>
<td>$550.00</td>
</tr>
<tr>
<td>Elementary and Middle School Five days per week, full-time</td>
<td>$4,950.00</td>
<td>$550.00</td>
</tr>
<tr>
<td>Middle and High School Five days per week, full-time</td>
<td>$5,625.00</td>
<td>$625.00</td>
</tr>
</tbody>
</table>

**REFERRALS**

Nahunta Hall may run various enrollment referral incentives from time to time. Please visit our website for details on our current program.

**ACADEMIC PLACEMENT TESTING FEES**

Nahunta Hall charges an academic placement testing fee of $45 for new students in the elementary and secondary programs. This testing fee is only charged once a student is accepted at Nahunta Hall and must be paid prior to testing.

**MISCELLANEOUS CHARGES**

**EXTENDED-DAY CARE**

Extended-day care for primary and lower elementary students is billed monthly and is due by the first business day of the month. Accounts must be current for participation in extended-day care.

**LATE PICK-UP FEE**

Nahunta Hall will charge a late pick-up fee equivalent to one hour of extended-day care for a full-time student who is picked up after 3:45. Students may be dismissed from Nahunta Hall if such an occurrence
exceeds twice per quarter.

**PE Clothes**
Approved PE uniform clothing is required for students in middle school and above. The PE uniform is available for purchase through the school. Items include long and short sleeve T-shirts, gym shorts, sweatshirts, sweatpants, hoodies, combination locks and reusable water bottles.

**Performing Arts Program**
Students enrolled in an instrumental music class are required to provide their own appropriately sized instrument. In addition, some performing arts groups (music, dance, theatre) may have a required costume purchase.

**After-School Classes, School Clubs, Sports Teams, Summer Camp**
After-school classes and summer camps are billed by the semester. Payment for classes is due the first of the month preceding the semester or immediately upon acceptance to the class, whichever is later.

Dues for after-school clubs are billed by the year. Students may also be required to purchase a club T-shirt, sweatshirt, hat, jacket, etc.

Equipment lists and uniform charges for sports teams are updated each year and provided prior to application or try-outs.

**Uniform Dress Code**
To encourage a sense of community, increase student safety and reduce distractions in the classroom, Nahunta Hall has a uniform dress code. Each grade level has casual and dress uniform options. Approved plaids include "James" from Dennis Uniform Company or "burgundy" from French Toast.
### Infant and Toddler Program

Infants should be dressed in clothing that allows for easy diaper changes and encourages freedom of movement. Each child should have a complete change of clothing that remains at school.

Toddlers should be dressed in clothing that the child can manage with minimal adult assistance, particularly during the toilet training period. Indoor shoes are required for indoor play. Outdoor shoes or boots are required for outside play. Each child must have a lightweight jacket for the autumn and spring plus a warm coat for the winter. In addition, each child should have a complete change of clothing (including underwear) that remains at school for toileting accidents. Boots, coats and jackets should be clearly labeled with the child’s name.

### Primary (ages 3-6)

- Burgundy polo-style shirt (long or short sleeve) with navy blue slacks (elastic waist, WITHOUT a belt); solid dark socks (rising three inches above the ankle)

- Burgundy polo-shirt (short sleeve only) with navy skort or dress shorts (elastic waist, WITHOUT a belt); short solid white socks (must touch the ankle)

- White Oxford dress shirt (long sleeve) tucked into navy dress slacks (elastic waist WITHOUT a belt); navy pullover sweater vest; solid dark socks (rising three inches above the ankle)

- White, round collared blouse (short sleeve) with a navy blue jumper; solid white tights or socks (touching the ankle or knee-high)

### Lower Elementary (ages 6-9)

- Burgundy polo-style shirt (long or short sleeve) with navy blue slacks; solid dark socks (rising three inches above the ankle)

- Burgundy polo-shirt (short sleeve only) with navy dress shorts or skort; short solid white socks (must touch the ankle)

- White Oxford dress shirt (long sleeve) tucked into navy dress slacks with a dark brown or black leather belt; navy pullover sweater vest; burgundy tie; solid dark socks

- White, woven cotton, round collared blouse (short sleeve) with plaid jumper; plaid crossover tie; solid white tights or socks (touching the ankle or knee-high)

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All students must have an approved navy bucket hat or ball cap for sun protection during outdoor activities and an approved navy fleece jacket, cardigan, sweatshirt or hoodie for spring and fall activities held outdoors. Because of the extensive time spent on the classroom floor, Primary age students should bring separate outdoor play shoes or boots.

All students must have an approved navy bucket hat or ball cap for sun protection during outdoor activities and an approved navy fleece jacket, cardigan, sweatshirt or hoodie for spring and fall activities held outdoors. Students may choose to bring boots for outdoor play.

Lower Elementary students must have a separate pair of athletic shoes for P.E. class.
| Upper Elementary (ages 9-12) | • Burgundy polo-style shirt (long or short sleeve) with navy blue slacks; solid dark socks (rising three inches above the ankle)  
• Burgundy polo-shirt (short sleeve only) with navy dress shorts or skort; short solid white socks (must touch the ankle)  
• White Oxford dress shirt (long sleeve) tucked into navy dress slacks with a dark brown or black leather belt; burgundy tie; solid dark socks  
• White, woven cotton, round collared blouse (short sleeve) with plaid skirt; plaid crossover tie; solid white tights or socks (touching the ankle or knee-high) | All students must have an approved navy bucket hat or ball cap for sun protection during outdoor activities and an approved navy fleece jacket, cardigan, sweatshirt or hoodie for spring and fall activities held outdoors. Students may choose to bring boots for outdoor play.  
Upper Elementary students must have a separate pair of athletic shoes for P.E. class. |
| Middle School (ages 12-15) | • Burgundy polo-style shirt (long or short sleeve) with khaki slacks; solid dark or tan socks  
• Burgundy polo-shirt (short sleeve only) with khaki dress shorts or skorts; short solid white socks  
• White Oxford dress shirt tucked into khaki dress slacks with a dark brown or black leather belt; burgundy tie; solid dark or tan socks  
• White, woven cotton, collared blouse with khaki skirt; plaid tie; optional skin tone colored tights or pantyhose (white, cream, nude, beige, navy, black, chocolate, etc.) | A dark brown or black leather belt must be worn with dress slacks. Dress slacks should cover the ankle.  
All students must have an approved navy bucket hat or ball cap for sun protection during outdoor activities and an approved navy fleece jacket, cardigan, sweatshirt or hoodie for spring and fall activities held outdoors.  
Additional clothing items are required for P.E. and dance classes. |
| High School (ages 15-18) | • Burgundy polo-style shirt (long or short sleeve) with khaki slacks; solid dark or tan socks  
• Burgundy polo-shirt (short sleeve only) with khaki dress shorts or skorts; short solid white socks  
• White, long sleeve dress shirt tucked into khaki dress slacks with a dark brown or black leather belt; burgundy tie; solid dark or tan socks; navy blazer  
• White, woven cotton, collared blouse with khaki skirt; plaid tie; optional skin tone colored tights or pantyhose (white, cream, nude, beige, navy, black, chocolate, etc.); navy blazer | A dark brown or black leather belt must be worn with dress slacks. Dress slacks should cover the ankle.  
All students must have an approved navy bucket hat or ball cap for sun protection during outdoor activities and an approved navy fleece jacket, cardigan, sweatshirt or hoodie for spring and fall activities held outdoors.  
For farm work and outdoor community service, students may wear dark blue jeans that are in good repair with a maroon polo shirt bearing the school's logo. Students may... |
wear athletic shoes or work boots that meet all other requirements.

Additional clothing items are required for P.E. and dance classes.

<table>
<thead>
<tr>
<th>After-School Program</th>
<th>The school uniform is not required for non-Nahunta Hall students participating in the after-school program. However, some clubs may determine that a club designated shirt be worn to meetings and specific clothing items may be required for performances and competitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Camp</td>
<td>A camp provided T-shirt is required and may be worn with the student’s choice of shorts, pants or skirt. Comfortable tennis shoes are recommended. Open toes shoes are not allowed.</td>
</tr>
</tbody>
</table>

**General Guidelines**

Undergarments must not be visible. If biking shorts are worn under skirts and jumpers (whether for warmth or personal modesty), they are considered an undergarment and must not be visible. Leggings are not allowed.

**Footwear**

Shoes must be a solid dark color (black, navy or dark brown) and must have an enclosed toe and heel. Good choices include dress styles such as Oxfords, Mary Janes and simple loafers. Middle school students may also wear dress boots with skirts. Heel height should be less than two inches. Athletic shoes are appropriate only for P.E. class.

Socks, tights or pantyhose must be worn at all times. When pants are worn, the socks must rise at least three inches above the ankle.

**Outerwear**

Sweatshirts, hoodies, fleece jackets, boots and non-uniform coats may not be worn inside the classrooms but students may change for outside play.

**Hair and Jewelry**

Hair must always be clean and neatly styled. Extreme hair colors or styles (such as Mohawks, partially shaved heads or brightly streaked tresses) are not allowed. Hair accessories may be worn if they are neutral (gold, silver, brown) or incorporate only the school colors of maroon, white or navy. (School plaid coordinated accessories are allowed.) Hats should not be worn inside the building.

Minimal jewelry such as religious necklaces and small earrings may be worn. Students may also wear a basic watch or non-distracting fitness tracking device, if desired.

**Grooming**
Students should bathe or shower on a regular basis. Noticeable perfume or cologne should be avoided. Students in middle school and high school may wear natural looking makeup. Clothing should be clean and in good repair.

**ATTENDANCE**

Utah Compulsory Education Law directs parents and guardians to enroll and send school-age minors to a public or regularly established private school during the school year. Regular attendance at school increases the opportunities for students to benefit from educational instruction and benefits students' academic learning. Frequent absences disrupt the instructional and learning process.

The Administration will make Earnest and Persistent Effort (EPE) to cooperate with parents and guardians to ensure regular school attendance. Students are expected to attend class, on time, every school day, unless properly excused by a parent or guardian. Teachers will record accurate daily attendance for all students assigned to their classes. Electronic roll books are the official attendance records of Nahunta Hall and will be available for inspection in accordance with school policy.

Nahunta Hall is a closed campus. Students may not leave the premises while school in session. Parents or guardians may authorize students to go home for lunch with an annual written release. Students may be checked out in the office only by a parent or guardian or those designated on the emergency release form.

**SCHOOL HOURS OF OPERATIONS**

Elementary and secondary classes start at 8:30 am and are dismissed at 3:30 pm. Primary classes begin at 8:45 am and end at 3:15 pm. Primary students with a sibling enrolled full-time in our elementary or secondary program may attend from 8:30 am until 3:30 pm. Extended hours care for primary and lower elementary students is available on a limited basis beginning at 7:00 am and ending at 6:00 pm.

**TARDINESS**

For the protection of our students, the front doors are locked once school begins. Students arriving after classes have started must check-in through the front office. All elementary students who are more than 10 minutes late must be checked in by a parent or guardian.

**DROP-OFF PROCEDURES**

**PRIMARY STUDENTS**

Each family is assigned a five minute drop-off window between 8:30 am and 8:45 am for morning and all-day students and 12:00 pm and 12:15 pm for afternoon students. Requests for a specific assignment of arrival time will be considered based on carpool groups and family work schedules.

All primary students must be signed in by a parent or authorized individual. Families who arrive on time may use the designated drop-off zone. They should pull through to the first open spot closest to the east walkway and a staff member will meet the family at their car. Children should enter and exit the car from the side nearest the curb or walkway. Parents may also park their car in a designated spot and accompany their child to the front office. (Cars may not be left running in the parking lot and younger siblings must never be left unattended in the car.) School staff will greet each child as he or she arrives.
Children should proceed immediately to class upon arrival where the teacher or assistant teacher will be waiting.

If a parent wishes to accompany their child to the classroom, they must sign in as a visitor and wear a visitor badge. Parents who wish to conference with a teacher should schedule an appointment for a time other than during drop-off or pick-up.

Individuals other than a parent or guardian may only sign in a primary student if a signed authorization form is on file and the individual presents photo identification or is personally known by the front office staff. A sibling enrolled in the upper elementary or secondary program may be designated as an authorized individual.

**Elementary Students**
Each family is assigned a five minute drop-off window between 8:15 am and 8:30 am. Requests for a specific assignment of arrival time will be considered based on carpool groups and family work schedules.

Children must only be dropped off in the designated zone should enter and exit the car from the side nearest the curb or walkway. Drivers should pull through to the first open spot closest to the east walkway. Children should proceed immediately to class upon arrival where the teacher or assistant teacher will be waiting.

Student safety is a priority and families who do not follow drop-off and pick-up procedures may face termination of their enrollment at Nahunta Hall.

**Pick-Up Procedures**
**Primary Students**
Each family is assigned a five minute pick-up window between 11:45 am and 12:00 pm for morning students and 3:15 pm and 3:30 pm for afternoon and all-day students. Requests for a specific assignment of pick-up time will be considered based on carpool groups and family work schedules.

All primary students must be signed out by a parent or authorized individual. Families who arrive on time may use the designated pick-up zone. They should pull through to the first open spot closest to the east walkway and a staff member will bring the child to meet the family at their car. Children should enter and exit the car from the side nearest the curb or walkway. Parents may also park their car in a designated spot and sign their child out in the front office. (Cars may not be left running in the parking lot and younger siblings must never be left unattended in the car.) Individuals other than a parent or guardian may only sign out a primary student if a signed authorization form is on file and the individual presents photo identification or is personally known by the front office staff. A sibling enrolled in the upper elementary or secondary program may be designated as an authorized individual.

Families who arrive late to pick up a primary student must park their car in a designated parking spot and sign their child out in the front office.
**ELEMENTARY STUDENTS**

Each family is assigned a five minute arrival window between 3:30 and 3:45. Requests for a specific assignment of pick-up time will be considered based on carpool groups and family work schedules.

A vehicle tag is distributed to each family at the beginning of the school year. Vehicle tags must clearly indicate each family participating in your carpool and must be prominently displayed during pick-up. Vehicle tags are Nahunta Hall property and must be returned at the end of the school year or once a family no longer has a student enrolled at the school.

For safety, students may only exit through the front doors and must be picked up in the designated zone. Drivers should pull through to the first open spot closest to the east walkway. Our pick-up lane is a no idle zone and parents should turn off their car while they wait for their child. Children should enter and exit the car from the side nearest the curb.

Student safety is a priority and families who do not follow drop-off and pick-up procedures may face termination of their enrollment at Nahunta Hall.

**ABSENCES AND TRUANCY**

If a student will not be attending day of school for any reason, parents may call, text or email the school to excuse the absence and make arrangements for supplemental learning activities for an extended absence. (Excuses for absences typically include an illness, a family death, an approved school activity and family vacations.) For the safety of the student, Nahunta Hall will attempt to contact a parent or guardian the morning of an unexcused student absence.

Excessive absences can affect the educational growth of a student and students who accumulate three or more absences per quarter, whether excused or not, may be required to meet with the Administration.

**CHECK-OUT DURING SCHOOL HOURS**

If it is necessary to check a student out during school hours, students can be checked-out by visiting the front desk. Students will only be released to parents, guardians or those individuals listed on the student information sheet. Students may not be checked-out of school between 3:00 and 3:30 pm.

**SNOW DAYS**

When inclement weather requires school closure or schedule modification, an all-school emergency notification will be sent before 7:00 a.m. School closures will also be announced via radio as appropriate.

**STUDENT BEHAVIOR**

At Nahunta Hall, students are expected to be responsible and respectful. To foster a safe and positive learning environment, Nahunta Hall will:

- Help students learn how their behavior affects the quality of their lives and others,
• Guide and expect students to solve their problems, or ones they create, without creating problems for others,
• View misbehavior as an opportunity for individual problem solving and preparation for the real world.

THE RAISE RESPONSIBILITY SYSTEM
At Nahunta Hall, we employ Marvin Marshall’s Raise Responsibility System (RRS). The Raise Responsibility philosophy is that positivity is a more constructive teacher than negativity. Acting responsibly is the most satisfying of rewards and self-correction is the most effective approach to change.

Key characteristics of the Raise Responsibility System:
• Teaches responsible actions before disruptive behaviors occur,
• Promotes responsibility rather than simple obedience,
• Creates teachable moments when a young person makes a mistake, commits an error, or does poorly in a subject area.

PHASE I- TEACHING
We proactively TEACH the four levels of the “Hierarchy of Social Development” before discipline problems occur to establish behavioral expectations:

1. Democracy—Level D: Motivation is internal and requires initiative to do the right thing.
2. Cooperation/Conformity—Level C: Motivation is external as with following procedures, external incentives, or negative peer influence.
3. Bossing—Level B: Bothers and bullies others. This level is demonstrated when students make their own standards, rather than following what is expected.
4. Anarchy—Level A: Chaos. This level describes behavior when people are only interested in themselves and have no concern for others.

Both higher levels refer to differences in motivation while both lower levels refer to unacceptable behaviors. For example, the teacher asks a student to pick up trash and the student cooperates (Level C). However, if the student takes the initiative to pick up the trash without being asked (Level D), the trash is also picked up. The behavior is identical; the difference is in the motivation. The goal is for students to act at Level D.

PHASE II- REFLECTING
When a student creates a discipline problem by acting on Level A or Level B or demonstrates irresponsible behavior, poor impulse control, or victimhood thinking, the student is prompted to REFLECT on the level chosen. Reflecting on a level, rather than directly on the behavior, separates the student from the behavior—the act from the actor, the deed from the doer. Reflecting is also referred to as Checking for Understanding.

PHASE III- ELICITING
Teaching the Hierarchy of Social Development (phase I) and then Checking for Understanding through reflecting (phase II) handle the vast majority of discipline problems. Guiding Choices (phase III)—through
a process called eliciting—is implemented if irresponsible behaviors or discipline problems continue. **ELICITING** is a fair, consistent, and effective approach for changing irresponsible behaviors where a student develops their own plan of action and accompanying consequences (if applicable) to control future unacceptable impulses. This approach is in contrast to imposing a “logical” or “natural” consequence that places the teacher in the role of a cop—rather than a facilitator of learning to help young people help themselves.

**Myths About Discipline**
*From Dr. Marvin Marshall*

Rewards, threats, punishments, and telling all fail the critical test: How effective are they when no one is around? Young people want to be responsible, but too often we use ineffective approaches and myths.

**Myth #1: Rewards motivate young people to be responsible.**
They don’t. The bribe becomes the focus, not responsibility. In addition, we are not honest with young people when we give them rewards for expected behavior. Society does not give such rewards. When was the last time you were rewarded for stopping at a red light?

**Myth #2: Imposed punishments are necessary to change young people’s behavior.**
Imposed punishments satisfy the punisher but have little lasting effect on the punished. If punishments worked, why are they so often repeated? Once the punishment is over, the person has served the time and has relinquished responsibility. Punishments engender enmity, not responsibility. Behavior may temporarily change at the threat of punishment—but not the way the student WANTS to behave. Imposed punishment moves ownership of the problem from the student to the adult. When was the last time you felt bad and did good?

**Myth #3: Young people need to be constantly told what to do.**
Complete this sentence: If I have told you once, I have told you. . . . If telling worked, you would not have to repeat yourself. In fact, telling is often interpreted as criticism and promotes defensiveness, not responsibility. Do you like to be told what to do?

**Safe School Violations**
Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms Nahunta Hall property, a person connected with the school, or property associated with a person connected with school is forbidden regardless of where it occurs.

**Category A Violations**
A student will be suspended from school for a serious violation involving the following:
- a. A real weapon, or
- b. Explosive or flammable material, or
- c. Actual or threatened use of a look-a- like weapon with intent to intimidate.

**Category B Violations**
A student will be suspended from school for a violation involving the following:

- Bullying, harassment, hazing, threats to kill, intimidation or assault,
- Possession of drugs, alcohol, tobacco and other controlled substances or look-a-like and imitation controlled substances and/or drug paraphernalia,
- Fighting,
- Any criminal action occurring at school such as vandalism, fire setting, forgery and theft,
- Inappropriate exposure of body parts.

**BULLYING, CYBERBULLYING, HARASSMENT, HAZING AND RETALIATION**

Bullying, cyberbullying, harassment, and hazing of students and employees are against federal, state and local policy, and are not tolerated by Nahunta Hall. Nahunta Hall is committed to providing all students with a safe school environment in which all members of the school community are treated with dignity and respect.

School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities.

If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. Any bullying, harassing or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

"Bullying" means intentionally or knowingly committing an act that:

1. Endangers the physical health or safety of a school employee or student;
   - involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
   - involves consumption of any food, liquor, drug, or other substance;
   - involves other physical activity that endangers the physical health and safety of a school employee or student; or
   - involves physically obstructing a school employee's or student's freedom to move; and
2. Is done for the purpose of placing a school employee or student in fear of:
   - physical harm to the school employee or student; or
   - harm to property of the school employee or student.
3. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
4. In addition to the above, Nahunta Hall considers bullying to be aggressive behavior that:
   - is intended to cause distress and harm;
   - exists in a relationship in which there is an imbalance of power and strength; and
   - is repeated over time.
"Cyberbullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

“Harassment” means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual. This includes rumor spreading and social aggression intended to demean and disparage another individual and that contributes to a hostile environment for that individual.

“Hazing” means intentionally or knowingly committing an act that:
1. Endangers the physical health or safety of a school employee or student;
   a. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
   b. involves consumption of any food, liquor, drug, or other substance;
   c. involves other physical activity that endangers the physical health and safety of a school employee or student;
   d. involves physically obstructing a school employee's or student's freedom to move; and
2. Is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
3. If the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.

Such conduct constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

“Retaliation” means an act of communication intended:
1. As retribution against a person for reporting bullying, cyberbullying, harassment, or hazing; or
2. To improperly influence the investigation of, or the response to, a report of bullying or hazing.

PROHIBITION OF BULLYING, HARASSING, HAZING, CYBERBULLYING, RETALIATION
No school employee or student may engage in bullying or harassing a school employee or student:
1. on school property;
2. at a school related or sponsored event;
3. on a school bus;
4. at a school bus stop; or
5. while the school employee or student is traveling to or from a school location or event.
No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location.

No school employee or student may engage in retaliation against:
1. a school employee;
2. a student; or
3. an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation

FIRST AMENDMENT RIGHTS
True threats are not protected by the First Amendment if advocating “imminent” violence or unlawful conduct. A message that threatens physical harm, even if it isn’t mean to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by Nahunta Hall.

COMPLAINT PROCEDURES
Each reported complaint of bullying or related behavior will include:
1. Name of complaining party;
2. Name of offender (if known);
3. Date and location of incident(s);
4. A statement describing the incident(s), including names of witnesses (if known).

All information received in a complaint, names of complainants shall be treated with the utmost confidence to the extent possible. Administrators shall notify complainant before revealing his name.

Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, harassment, and retaliation may be made anonymously, but Nahunta Hall will not take formal disciplinary action based solely on an anonymous report.

Verified violations shall result in consequences or penalties, including:
1. Student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
2. Student suspension or expulsion from school or lesser disciplinary action;
3. Employee suspension or termination for cause or lesser disciplinary action;
4. Employee reassignment; or
5. Other action against student or employee as appropriate.

The school will notify a parent if the parent’s student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation.
1. Nahunta Hall will produce and maintain a record that verifies that the parent was notified of the incident or threat.
2. Nahunta Hall will not disclose such record to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

INVESTIGATIONS
Nahunta Hall will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment and/or hazing. The Nahunta Hall Directress or a designated Assistant Dean be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing.

TRAINING
All students, staff, and volunteers at Nahunta Hall will receive annual training regarding bullying, cyberbullying, harassment, hazing. This training will address:

1. Overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior.
2. Relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
3. Bullying, cyberbullying, harassment or hazing of a sexual nature or with sexual overtones;
4. Cyberbullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
5. Civil-rights violations including training and education specific to bullying based upon students' actual or perceived identities, and conformance or failure to conform to stereotypes. Training on civil rights violations will include compliance when civil rights violations are reported.
6. Awareness and intervention skills such as social skills training.

Volunteers are under direct supervision of a licensed educator who is responsible for ensuring the volunteer is trained in the above areas. Volunteers are required to report to their supervising licensed educator if they are notified of a bullying, cyberbullying, hazing, harassment, or retaliation incident among students or if they reason to suspect such an incident. Volunteers are prohibited from engaging in bullying activities themselves and will be asked to leave Nahunta Hall if in violation of this policy.

In addition to training for all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:

1. participate in bullying and hazing prevention training prior to participation in the extra-curricular activity;
2. repeat bullying, cyberbullying, harassment, and hazing prevention training at least every three years;
3. be informed annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

SEXUAL HARASSMENT
It is Nahunta Hall policy to provide an educational environment free from sexual harassment and discrimination on the basis of sex. Sexual harassment or assault by any individual may constitute a sexual crime under Chapter 76 of the Utah Criminal Code.
It shall be a violation of this policy for any student or employee to sexually harass any other student or employee.

Nahunta Hall encourages all victims of sexual harassment and persons with knowledge of sexual harassment to report the harassment immediately. All complainants have the right to be free from retaliation of any kind. Nahunta Hall will promptly investigate all formal, informal, verbal and written complaints of sexual harassment, and take prompt corrective action reasonably calculated to end the harassment.

DEFINITIONS

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications including electronic communications of a sexual nature, and any other gender-based harassment, whether initiated by students, school employees, or visitors when:

- Submission to the conduct is made explicitly or implicitly a term or condition of a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education);
- Submission to or rejection of the conduct is used as the basis for decisions affecting the student's academic performance, participation in school-sponsored activities, or any other aspect of the student's education;
- The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive education environment.

Unacceptable conduct may or may not constitute sexual harassment. Normally, unacceptable behavior must be severe or pervasive to be considered sexual harassment.

School-related conduct that Nahunta Hall considers unacceptable and often a part of sexual harassment includes, but is not limited to, the following:

- Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the Utah Criminal Code;
- Unwelcome sexual invitations or requests for sexual activity in exchange for grades, preferences, favors, selection for extracurricular activities, homework, etc.;
- Unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of oneself or others, sexually suggestive dancing, and massages;
- Any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic electronic messages or games, etc.;
Unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or actual or perceived sexual orientation;

Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal-body hugs, etc.;

Unwelcome and offensive physical pranks or touching of an individual’s clothing, such as hazing and initiation, “streaking,” “mooning,” “snuggies” or “wedgies” (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt “flip-ups,” “spiking” (pulling down someone’s pants or swimming suit); pinching; placing hands inside an individual’s pants, shirt, blouse, or dress, etc.;

Unwelcome leers, stares, gestures, or slang that are sexually suggestive, sexually degrading or imply sexual motives or intentions;

Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or implies sexual motives or intentions or are based on sexual stereotypes;

Unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, email, text, web pages, etc.;

Any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

COMPLAINT PROCEDURES

1. Students affected by sexual harassment shall be afforded avenues for filing complaints which are free from bias, collusion, intimidation, or reprisal.

2. Students subjected to sexual harassment are first encouraged to confront the harasser and tell the harasser to stop the conduct because it is unwelcome.

3. Complainants should document the incident(s) of harassment, and any conversations they have with the harasser, noting such information as time, date, place, what was said or done, and other relevant circumstances surrounding the event(s).

4. If the complainant’s concerns are not resolved satisfactorily through a discussion with the harasser, or if the complainant feels he/she cannot discuss the concerns with the harasser, the complainant should directly inform school staff of the complaint and should clearly indicate what action he/she wants taken to resolve the complaint.

5. Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee’s obligation to report the complaint to the Assistant Dean, and then shall immediately notify the Assistant Dean.

6. Complainants who contact school staff with a complaint are encouraged to submit the complaint in writing. However, complaints may be filed verbally. Alternate methods of filing complaints shall be made available to individuals with disabilities who need accommodation.

CONFIDENTIALITY

It is Nahunta Hall policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, because an individual’s right to confidentiality must be balanced
with Nahunta Hall’s obligations to cooperate with police investigations or legal proceedings, or to investigate and take necessary action to resolve a complaint, Nahunta Hall retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by Utah State Law.

INVESTIGATION PROCEDURES
The Assistant Dean has the responsibility to conduct a preliminary review when he/she receives a verbal or written complaint of sexual harassment, or if he/she observes sexual harassment. The Assistant Dean should take the following steps:

1. Interview the complainant and document the conversation. Instruct the complainant to have no contact or communication regarding the complaint with the alleged harasser. Ask the complainant specifically what action he/she wants taken in order to resolve the complaint. Notify the complainant of his/her right to have someone of the same gender conduct or be present during the interview.

2. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation.

3. Instruct the alleged harasser to have no contact or communication regarding the complaint with the complainant and to not take any retaliatory action against the complainant.

4. If the alleged harasser admits all or part of the allegations, the Assistant Dean shall implement appropriate disciplinary action. At a minimum, a written warning/reprimand shall be issued to the harasser and a copy placed in the student’s discipline record/file. If the harasser is an employee, submit a copy of the written warning/reprimand to the Nahunta Hall Human Resources Department for inclusion in the harasser’s personnel file.

5. If the alleged harasser denies the allegations, promptly conduct a further investigation including interviewing witnesses, if any.

6. Report back to the complainant:
   a) That the investigation has been completed;
   b) Whether or not the evidence supported the claim;
   c) That appropriate actions will be taken; and
   d) Instruct the complainant to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.

7. Notify the complainant that if he/she is unsatisfied with the outcome of the investigation he/she may file a complaint with the Board of Trustees.

The Assistant Dean must consider the severity or pervasiveness of the conduct and exercise discretion in determining whether a Nahunta Hall level investigation is necessary regardless of the complainant’s desires. If a blatant violation occurs involving criminal touching, quid pro quo (e.g., offering an academic reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint should be referred promptly to the Head of School. In addition, where
the Assistant Dean has reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately contact appropriate law enforcement authorities.

Whenever a sexual harassment complaint is made, the principal must take action to investigate the complaint or to refer the complaint for investigation even if the complainant does not request any action or withdraws the complaint. Investigations should commence as soon as possible but not later than three (3) school days following receipt of the complaint.

RETAILIATION PROHIBITION
Any act of reprisal against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and therefore subject to disciplinary action. Likewise, reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited and therefore subject to disciplinary action.

DISCIPLINARY ACTION
Any individual who violates this policy will be subject to appropriate disciplinary action. Depending on the severity or persistence of the harassment, an individual who violates this policy may be subject to suspension, exclusion, probation, or termination from employment.

FALSE COMPLAINTS
False, malicious or frivolous complaints of sexual harassment shall result in corrective or disciplinary action taken against the complainant.

TRAINING
All new employees shall receive information about this policy at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy and Nahunta Hall's commitment to a harassment-free learning and working environment. Administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment shall receive training on a regular basis on this policy and related legal developments.

RECORD KEEPING
Separate confidential records of all sexual harassment complaints and initial investigations shall be maintained in the Assistant Dean’s office. Records of initial complaints and investigations shall be retained for at least three (3) years. Records of complaints and investigations of blatant violations involving criminal touching, quid pro quo, other criminal acts, or acts which shock the conscience of a reasonable person shall be retained permanently.

CORPORAL PUNISHMENT
The use of corporal punishment (the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure) on any Nahunta Hall student by any employee or volunteer is prohibited.

Corporal punishment includes spanking, paddling, rapping a child on the head, requiring the student to run laps or perform other physical exercise, custodial work beyond that necessary for restitution of property damaged by the student, withholding bathroom privileges, and forcing a student to stand or
sit in a deliberately discomforting position.

**STUDENT SEARCH OF PERSON OR PROPERTY**

The Administration is responsible for protecting both the health and safety of the enrolled students and the effective operation of the school. As such, the Administration is occasionally asked to weigh an individual’s interest in privacy against public safety assurances that can be obtained by conducting a search or seizure. The following are Nahunta Hall’s guidelines for when and how school officials may conduct searches and seize property.

1. Only the Administration is authorized to conduct a search. A second Administration member or the police should supervise the search. If a police officer or additional supervisory Administration member is impractical because of an immediate concern for safety, the search should be conducted in view of another member of the school’s staff.

2. Searches should be conducted out of view of the general student body. Student searches should be performed by the Administration in a manner that minimizes embarrassment to the student.

3. Unless the Administration reasonably believes that immediate action is necessary to prevent bodily harm to student or another person, the Administration must contact the parent/guardian of the student prior to conducting any search. If contact is possible, the Administration must ask the parent/guardian if they would like to be present and, if an affirmative response is received, may not conduct the search until the parent/guardian has reasonable opportunity to attend. The Administration may detain a student in the school office for a reasonable amount of time while waiting for the parent to arrive.

4. The Administration may only search removed clothing and personal property if there is a reasonable concern that the clothing or personal property conceals something that may cause immediate harm to the student, other students, or the school staff. The Administration may require the student to removal all personal effects from the student’s pockets. The Administration is not authorized to ask students to remove an item of clothing as part of a search, touch the students during the search, or conduct a strip search. The Administration must contact and refer the issue to the police if the Administration has a reasonable belief that a student is concealing an illegal item on their person.

5. Student lockers are considered school property. The Administration may search lockers if (a) the search is part of a scheduled locker inspection or maintenance, (b) the Administration reasonably believes that conditions or circumstances exist that may threaten the health or safety of those in the school, or (c) the Administration provided reasonable prior notice to the student’s parent/guardian of the search and has reasonable cause to believe that the locker contains items that violate the school rules or any applicable law. The Administration should provide students prior verbal or written notice of scheduled locker inspection or maintenance. The Administration must notify the police if criminal activity is discovered during the search.

6. The Administration regulates the school’s parking lots and should report any suspicious vehicles to the police.
7. The Administration may provide the results of a search to the police and any criminal activity that occurs on school grounds may be prosecuted to the full extent allowed by law.

8. The Administration may detain students conducting illegal activities, provided that the Administration promptly contacts both the police and the student’s parent/guardian.

**USE OF PHYSICAL RESTRAINT AND SECLUSION**

Nahunta Hall employees will not use physical restraint or seclusion of a student except in situations where the child’s behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective, and such restraint or seclusion will be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated.

Physical restraint is a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Restraint or seclusion will not be used as routine safety measures; that is, they will not be implemented as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience:

- Teachers and other personnel will be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.
- Restraint or seclusion will never be used in a manner that restricts a child’s breathing;
- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel;
- Parents will be notified as soon as possible following each instance in which restraint or seclusion is used with their child. Restraint or seclusion will not be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience; and
- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, will trigger an administrative review and, if appropriate, revision of strategies currently in place to address dangerous behavior.
Nahunta Hall employees will not use mechanical restraints to restrict a child’s freedom of movement. Mechanical restraint is the use of any device or equipment to restrict a student’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

**Suspension and Expulsion**

Suspension is disciplinary removal from school with an offer of educational services. Expulsion is a disciplinary removal from school for more than 10 school days without an offer of alternative educational service.

When a student fails to follow the school rules of behavior, a teacher may determine appropriate disciplinary action. Such disciplinary action may include a student behavior contract, a parent-teacher conference, or a behavior conference with the appropriate Assistant Dean. A teacher may refer any student to the Assistant Dean for a behavior conference. The teacher shall immediately report to the Assistant Dean and take the student to the Assistant Dean for appropriate action. The Assistant Dean shall immediately conference with the student. The Assistant Dean shall explain to the student any reasons for the suspension. The students shall have the opportunity to tell his/her side of the story. The Assistant Dean shall document the student conference.

*In an emergency situation which constitutes a clear and present danger to students or school personnel, suspension may be imposed without affording the student the opportunity of a conference. When such an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, school staff shall complete and submit an emergency behavior information form and shall notify the student’s parents within 24 hours.*

If the Assistant Dean suspends the student, a parent or emergency contact shall be notified immediately. If a student is suspended before the end of the school day, the student shall only be released to a parent or emergency contact. The Assistant Dean shall immediately notify the parent or guardian that the student has been suspended, the grounds for suspension, and the period of time for which the student is suspended.

The Assistant Dean shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the suspension. The Assistant Dean or other authorized school
administrator must attend the conference. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Assistant Dean. Students shall be allowed to complete make-up work or substitute assignments for those missed while the student is suspended.

An Assistant Dean may suspend a student for up to ten consecutive school days. The length of time that a student is suspended shall be related to the seriousness of the offense.

If a student is suspended for more than 10 school days or is subject to expulsion, the Assistant Dean shall give notice to the student and parents, in writing, the reasons for suspension or expulsion. The Assistant Dean shall also notify the parents, in writing, of the opportunity to request a hearing. If a parent requests a hearing, such a hearing shall be conducted in accordance with the following procedures:

- The parent shall have and receive notice of:
  1. Names of witnesses against him and opportunity to present witnesses (witnesses’ names may be protected if school determines they would suffer physical/psychological harm; student cannot compel witnesses);
  2. Reasonable time to prepare the case;
  3. The opportunity for counsel, if Nahunta Hall uses an attorney;
  4. The right to notice of procedures for the hearing in writing, in the family handbook or on the school website;
  5. The right to have the hearing recorded;
  6. A fair hearing officer (credible and objective person or panel – not necessarily uninformed).

  The decision must not be based solely on hearsay; rules of evidence do not control.

- The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- A decision must be made only on evidence presented at the hearing.
- Student/parent has the right to written findings.
- Decision is by a preponderance (>50%) of the evidence.
- Student has one level of appeal to the Head of School.
- Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to the Board of Trustees.

If a student is suspended or expelled from school for safe school violations, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.

If a student is suspended or expelled from school for any reason other than a safe school violation, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any additional conditions imposed.
ACADEMIC PLACEMENT
The mixed age classrooms of a Montessori program allow children to work at their own academic level regardless of their birthday. Except under extraordinary circumstances, students will be enrolled in the class corresponding to the child's age as of the first day of school.

Nahunta Hall conducts assessments for each newly accepted student for placement during small group work and to determine a child’s individual academic needs.

WHOLE OR PART GRADE ACCELERATION
Decisions regarding student grade acceleration, whether whole grade or part grade, are made by the Directress on a case by case basis after the emotional and academic needs and abilities of the student have been assessed and reviewed by a school team that shall include at a minimum, a parent or guardian of the student, an administrator and at least one of the following: a special education teacher, the child’s classroom teacher, a member of the school’s counseling team.

RETENTION POLICY
Nahunta Hall does not recommend that a student repeat a grade level (be “held back”). Decisions regarding student retention are made by the Directress on a case by case basis after the emotional and academic needs and abilities of the student have been assessed and reviewed by a school team that shall include at a minimum, a parent or guardian of the student, an administrator and at least one of the following: a special education teacher, the child’s classroom teacher, a member of the school’s counseling team.

MEASURING PROGRESS

ASSESSMENT
All students will be assessed formally and informally throughout the year by Nahunta Hall faculty. Teachers use a range of assessment strategies including:

- Oral Exams
- Presentations
- Student Reflections
- Self-Assessment
- Journals
- Personal Interviews
- Writing Samples
- Video and Audio Recordings
- Benchmarks
- Structured Observations
- Anecdotal Records
- Performance Tasks
- Checklists
- Rubrics
- Portfolios (Electronic or Tactile)
- Student/Teacher/Parent Conferences
- Written Quizzes
- Standardized Tests

Students attending Nahunta Hall may periodically participate in norm or criterion referenced testing and results will be provided to parents.

WEEKLY PROGRESS REPORTS
Parents receive weekly progress reports on their child detailing activities the child has completed, concepts they have learned or mastered and projects in which they are participating. Whenever possible, samples of the child’s
work will also be included for reference however, unlike children at a traditional school, students in a Reggio-Emilia Montessori classroom will produce few (if any) worksheets or assembly-line art projects to bring home.

**PORTFOLIOS**

Beginning in lower elementary, students create academic portfolios that carry from year to year. Portfolios provide one method of documenting student achievement and progress through the curriculum. Both students and teachers select material for inclusion.

**REPORT CARDS**

Nahunta Hall uses criterion based report cards for high school students. The standards used on Nahunta Hall report cards are aligned with international Montessori standards. Utah State core objectives, standards and indicators are also referenced for credit transfer to and from other accredited schools.

Students who demonstrate competency in any given academic subject by the end of the school year receive a cumulative “PASS” grade for that class, the equivalent of an “A”. High school students must receive a “PASS” grade to be awarded credit for a given course. Students not demonstrating competency by the end of the year will receive a “NO CREDIT” grade for that class.

If needed, students may request a report card or official transcript with letter grade equivalents upon completion of any full quarterly grading period or school year [e.g., when transferring to another school, applying to college or documenting evidence for an insurance “good student discount”].

**PARENT TEACHER CONFERENCES**

Parents, teachers and students meet together to review academic progress and collaborate on student goals at a periodic “Learning Focus Conference.” Conferences are held during the day or evening as best fits the parents’ schedules. Students whose parents who miss more than one conference per year will have this noted in their enrollment application for subsequent years.

**HIGH SCHOOL DIPLOMA REQUIREMENTS**

**ACADEMIC STANDARDS**

Once Nahunta Hall is accredited by Northwest Accreditation Commission (NWAC), a division of AdvancED, credits earned at Nahunta Hall will transfer to other schools accredited by NWCA, including all public and many private schools in Utah.

Students must earn a minimum of 26 credits in grades nine through twelve, inclusive, to be eligible for a high school diploma from Nahunta Hall. These credits may be transferred from a variety of accredited programs or schools (subject to approval). Students may also receive credit via competency testing for certain courses.

To qualify for graduation, a student must:
- Earn a minimum of 12.0 credits in Humanities coursework,
- Earn a minimum 8.0 credits in STEM coursework,
- Earn a minimum of 6.0 credits in Practical Life coursework, and
- Complete an approved senior project encompassing all three program component prongs.
G
RADUATION WITH H
ONORS

High honors are awarded to students who demonstrate exemplary academic achievement. Students awarded high honors may wear gold chords at commencement.

To qualify for graduation with high honors, a student must:

- Qualify for graduation,
- Successfully complete four years of high school level study at Nahunta Hall,
- Demonstrate proficiency in a second language,
- Participate in a school performing arts ensemble for all four years of high school,
- Document regular physical activity for all four years of high school,
- Earn a minimum of 4.0 Mathematics credits.

Students who demonstrate exemplary academic achievement but do not complete a full four year program at Nahunta Hall may be eligible for honors and may wear silver chords during graduation ceremonies.

To qualify for graduation with honors, a student must:

- Qualify for graduation,
- Demonstrate proficiency in a second language,
- Participate in a school performing arts ensemble for all years of attendance at Nahunta Hall,
- Document regular physical activity for all years of attendance at Nahunta Hall,
- Earn a minimum of 4.0 Mathematics credit.

HOMEWORK

Nahunta Hall encourages all students to read at home each night, both aloud with the family and individually. In addition, students who are learning to play a musical instrument should practice at home daily. Other than these two items, homework is not assigned in a Montessori primary or elementary classroom. Students in middle school and high school will have self-chosen projects that may require work at home or with study groups.

On request, a child's classroom teacher can provide parents with activities to do with their child to ensure learning takes place during an extended absence such as a vacation or illness.

LIBRARY

Library materials may be checked out for one week. All books must be returned before the last week of school. Students are not permitted to check-out additional books until their previously checked-out books have been returned. Lost books and books checked out for more than three weeks are subject to a replacement fee.

Nahunta Hall welcomes donations of books and suggestions for new purchases. Please speak with our literacy specialist or the front office for additional information.

BIRTHDAY CELEBRATIONS

Birthdays are a special occasion. In primary and lower elementary classrooms, children will take a "walk around the sun" for each year the child is old.

Out of respect for other students' health considerations, religious beliefs and personal lifestyle choices, parents are asked to not bring treats for a student's birthday. Parents are also discouraged from bringing party favors for class
In lieu of birthday treats or toys, we encourage families to celebrate a child’s birthday by donating a favorite book (new or used) to our school library. Parents are invited to join the child’s class near their birthday to read the favorite book prior to placement in the library. (If your child has too many favorites or you just can't choose, consider selecting a book from the Nahunta Hall library “wish list.”) You can also celebrate half-birthdays if your student’s birthday is in the summer. Books do not have to be new. We encourage recycling and reusing materials, so you can buy new books or find them used at a yard sale, the DI/Goodwill or even in Grandma's attic. Inside the front cover, please write “This book donated to Nahunta Hall in honor of [Child’s Name]’s [child’s age]th birthday.”

FIELD TRIPS

During The course of the school year, your child may have the opportunity to participate in various field trips. Field trips provide a means of extending the learning environment beyond the classroom walls. A signed field trip permission form must be on file with the school before a child will be allowed to participate in off-campus experiences. Parents will be given prior notice for all field trips.

Nahunta Hall students traveling away from school for school-related functions are subject to the same rules, regulations, and appropriate behavior as when on the school’s campus.

LUNCH

After recess, primary and elementary classes eat lunch with their classmates and a faculty member (or parent volunteer) either in the classroom or on the learning porch. Lunch times are a way for children to apply the grace and courtesy lessons and practical life skills they are learning in the classroom. Children must demonstrate politeness during lunch including using an “indoor” voice and waiting their turn, and they must clean their eating space when finished.

Middle school and high school students eat lunch in the upper school commons area and are also expected to behave with politeness and courtesy and to clean their eating spaces when finished.

Students may not sell, trade or share their lunches, any component of their lunches or other food items brought from home regardless of whether the items were homemade or pre-packaged.

When packing home lunches, parents are asked to follow our nutritious food and drink guidelines:

- Eat a balanced meal by selecting something from at least three of the five food groups:
  - Whole grain breads, crackers or pastas
  - Fresh fruits such as apples, bananas, cherries and cantaloupe
  - Fresh vegetables including jicama, broccoli, snap peas and cucumbers
  - Lean proteins like eggs, fish, nuts or beans
  - Dairy products (milk, yogurt, cottage cheese)
- Drink almond milk, 100% fruit juice, water, organic milk.
- Avoid sugary foods, processed items, high fat snacks, sodas and “punch” drinks.
- Use reusable, recyclable or compostable containers for your food and drinks.
- Pack your lunch in a reusable container (no paper lunch sacks).
- Bring a clean cloth napkin to wipe your hands and face.

**FOOD IN THE CLASSROOM**

Because of health department regulations and allergy concerns, homemade treats are not allowed at school activities. Out of respect for other students' health considerations, religious beliefs and personal lifestyle choices, parents are asked to not bring treats for a student's birthday.

In alignment with the school’s health and wellness policy, teachers may not use food items, including candy, as a reward or punishment.

Students are allowed to chew gum but are expected to dispose of it properly.

Food and drink must be consumed in the designated areas inside the classrooms and students and staff should clean up after themselves. Food may be part of specific learning activities and parents should clearly indicate any personal allergies or religious restrictions regarding food on the student intake sheet.

**OTHER FOOD SALES ON CAMPUS**

This policy applies to all foods sold anywhere on school grounds during the school day when school is in session or during school sponsored events in all areas of the school accessible to students.

**VENDING MACHINES**

Food and beverage vending machines will not be available for student use. Vending machines selling other products may be made available at the discretion of the school administration.

Vending machines may be available in the teacher lounge. Diet sodas, candy and other snack food items not meeting the nutritional requirements for student foods may be sold in these machines, but should not be taken into the classrooms.

**SCHOOL STORE**

The school store will not sell food or beverage items other than those grown or made on-site.

**FIELD TRIPS**

Nahunta Hall prohibits parents, teachers, or volunteers from purchasing or providing food for children that are not their own while on field trips.

Students who have brought discretionary money with them on field trips will be allowed to purchase their own snacks and beverages, however, Nahunta Hall discourages parents from sending money with students and cannot be responsible for lost or stolen funds.

All food purchased on field trips must be eaten on the field trip. Food and beverage consumption will be prohibited in the buses. No open beverages will be allowed on the buses. An exception can be made for water at the discretion
of the school administration on a case by case basis.

**FUNDRAISERS**

Food may be sold during fundraisers. All revenue producing activities at Nahunta Hall, including fundraising projects, must support the school vision and educational philosophy. Each project must be individually approved and should provide students with opportunities to apply the academic skills they learn at school in real-life situations.

Proposals for fundraising projects should include a detailed plan that answers the following questions:

1. For what purpose do we need additional funds?
2. How much revenue do we intend to generate?
3. How does this fundraiser align with our school’s mission statement and educational beliefs?

**SPECIAL EVENTS**

Food may be sold at special events at the discretion of the School Administration. Each event must be individually approved.

**FOOD MARKETING IN SCHOOL**

School-based marketing will be consistent with nutrition education and health promotion. As such, Nahunta Hall will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. School-based marketing of brands promoting predominately low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; and free samples or coupons. Marketing activities that promote healthful behaviors (and are therefore allowable) include but are not limited to: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and coupons for discount gym memberships.

**SOCIAL NETWORKING AND ELECTRONIC MEDIA**

All social networking activities (e.g., class blogs, message boards, wikis, etc.), online activities that require a student to set up an individual account, and online displays of student created work (web pages, galleries, YouTube channels, etc.) must be pre-approved by the administration.

Students are provided with monitored school email access to facilitate communicate with teachers and other students.

Electronic media used in Nahunta Hall classrooms, including videos and music, must be pre-approved by the administration. Individual websites accessed in the classroom do not require pre-approval but teachers should frequently monitor student internet access and report inappropriate websites or links that are not automatically blocked by the school’s internet filter system.
PERSONAL ELECTRONIC DEVICES

“Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument whether owned by a student or employee, or owned, provided, issued or lent by Nahunta Hall to a student or employee.

Students and employees are personally responsible for devices assigned or provided to them by Nahunta Hall, both for loss or damage of devices and use of devices consistent with Nahunta Hall policies. This acceptable use policy applies to all Nahunta Hall-owned devices, wherever the devices are used.

Students and employees may bring electronic devices from home that are intended to enhance the learning experience (cell phones, laptops, tablets, etc.) However, Nahunta Hall is not responsible for personal electronic devices that are lost, damaged, or stolen on school property or at school-sponsored events. This acceptable use policy applies to student and employee owned devices while on school premises or at school-sponsored activities.

Guidelines for Acceptable Use

- Nahunta Hall students, employees, and guests are prohibited from accessing inappropriate matter (i.e., pornographic or pirated materials) using electronic devices.
- Nahunta Hall students, employees, and guests are prohibited from using electronic devices for unauthorized audio recordings, captured images, and transmissions of recordings or images, that are invasions of reasonable expectations of student and employee privacy (e.g., images taken in restrooms or locker rooms, secret recordings of confidential discussions, etc.)
- Nahunta Hall students and employees are prohibited from using electronic devices in ways that bully, humiliate, harass, or intimidate school-related individuals, including students, employees, and guests.
- Nahunta Hall students and employees are prohibited from using electronic devices for the unauthorized disclosure, use and dissemination of personal student information.
- Nahunta Hall students and employees are prohibited from using electronic devices for unlawful activities (i.e., hacking, pirating).

Consequences for Misuse of Electronic Devices

- Violation of acceptable use policies may result in restriction or revocation of privileges related to the use of school-owned devices. There may be additional administrative and/or criminal penalties for misuse of electronic devices. Local law enforcement officers may be notified if school employees believe that a student, employee, or guest has misused an electronic device on school premises in violation of the law.
- Violation of acceptable use policies may result in the confiscation of personal devices. There may be additional administrative and/or criminal penalties for misuse of electronic devices. Local law enforcement officers may be notified if school employees believe that a student, employee, or guest has misused an electronic device on school premises in violation of the law.
- Violation of acceptable use policies may result in expulsion from school if privately-owned electronic devices are used off-campus to bully or harass students or employees resulting in disruption at school or school-sponsored activities. Local law enforcement officers may be notified.
PLAYGROUND SAFETY

GAMES AND ACTIVITIES
Elementary students participate in recess before lunch so that children have increased appetites and ample time to eat. Active free-play and organized games are encouraged, however, contact sports such as Red-Rover, tackle-football and dodge ball are not permitted.

AIR QUALITY
Nahunta Hall follows the Utah Department of Health’s air quality guidelines to determine whether indoor recess needs to be substituted for outdoor recess on any given day. You can read more about the Utah Department of Health's air quality guidelines at the Utah Department of Health website.

The school administration will monitor the temperature and air quality. A recess temperature of below 20 degrees Fahrenheit or unacceptable daily PM levels means that all students will participate in indoor recess. Students will be outdoors at all other times unless they have signed medical forms on file. Please make sure that your children are dressed properly for outdoor play during the winter season.

NOTIFICATION TO THE PARENT OF AN INJURED OR SICK CHILD
If a student becomes ill or suffers an injury during school hours and while on school grounds, at a school event, or on a school bus and a Nahunta Hall administrator reasonably determines that the illness or injury may require treatment at a hospital, doctor’s office, or other medical facility not located on the school premises, then Nahunta Hall shall:

1. Notify the student’s custodial parent using any emergency contact information provided by the custodial parent to Nahunta Hall; and
2. If applicable and if requested in writing by a noncustodial parent, make reasonable efforts to notify the noncustodial parent using any emergency contact information provided by the non-custodial parent to Nahunta Hall.

This policy does not apply to a noncustodial parent forbidden to have contact with the student under a court order or similar procedure. The custodial parent is responsible for providing the school a copy of the relevant court order or documentation associated with the similar procedure prior to the student’s attendance at school.

MANAGEMENT OF SPORTS-RELATED HEAD INJURY AND CONCUSSION
Nahunta Hall has established this head injury and concussion policy to provide education about concussion for coaches, school personnel, parents, and students. This policy outlines procedures for staff to follow in managing concussions, and outlines school policy as it pertains to return to play issues following a concussion.

Nahunta Hall seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day and are fully recovered prior to returning to activity.

Administration, Physical Education specialists and Parent Committees shall review this protocol annually. Any changes or modifications will be reviewed and given to athletic department staff, including coaches and other appropriate school personnel in writing.
All appropriate staff shall attend a yearly in-service meeting in which procedures for managing sporting event-related concussions are discussed.

Recognition of Concussion
What is a concussion? A concussion is a type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a player or student in an activity is not knocked out or loses consciousness. (NFHS “Suggested Guidelines for Management of Concussion in Sports.”)

Common signs and symptoms of sports-related concussion
Signs (observed by others):
- Student appears dazed or stunned
- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)

Symptoms (reported by student):
- Headache
- Fatigue
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels “foggy”
- Problems concentrating
- Problems remembering

These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest, game, or practice and shall not return to play until cleared by an appropriate health care professional.

Management and Referral Guidelines for All Staff
1. The following situations indicate a medical emergency and require activation of the Emergency Medical
System:
- Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to nearest emergency department via emergency vehicle.
- Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
- A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle.
  - Deterioration of neurological function
  - Decreasing level of consciousness
  - Decrease or irregularity in respirations
  - Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
  - Seizure activity

2. A student who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the student’s primary care provider, or seek care at the nearest emergency department, on the day of the injury.

Guidelines and Procedures for Coaches and Teachers Supervising Contests and Games:

RECOGNIZE • REMOVE • REFER

Recognize concussion
1. All educators and agents of the Nahunta Hall should become familiar with the signs and symptoms of concussion that are described above.
2. Educators and agents of Nahunta Hall shall have appropriate training about recognizing and responding to traumatic head injuries, consistent with the employees’ responsibilities for supervising students and athletes.

Remove from activity
Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the sporting event and shall not return to play until cleared by an appropriate health care professional.

When in doubt, sit ‘em out

Refer the athlete/student for medical evaluation
1. The agent of Nahunta Hall is responsible for notifying the student’s parent(s) of the injury.
   a. Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport. (see Section II).
   b. A medical evaluation is required before returning to play.
2. In the event that a student’s parent(s) cannot be reached, and the student is able to be sent home (rather than directly to MD):
   - The Nahunta Hall agent should insure that the student will be with a responsible individual, who is
capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.

- The Nahunta Hall agent should continue efforts to reach a parent.
- If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A Nahunta Hall agent should accompany the student and remain with the student until a parent arrives.
- The Nahunta Hall agent shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student.

**Students with suspected head injuries should not be permitted to drive home.**

3. Nahunta Hall agents should seek assistance from the host site certified athletic trainer (ATC) or team physician, if available, at an away contest if the injury occurs at a formal athletic contest.

**Return to Play (RTP) Procedures After Concussion**

1. Return to activity and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:
   a. Asymptomatic at rest and with exertion (including mental exertion in school) AND
   b. have written clearance from the student’s primary care provider or concussion specialist (student must be cleared for progression to activity by a physician other than an Emergency Room physician, if diagnosed with a concussion).

2. Once the above criteria are met, the student will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by an Nahunta Hall agent. If your school does not have an athletic trainer, then the coach must have a very specific plan to follow as directed by the athlete’s physician).

3. Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.

4. Stepwise progression as described below:
   - **Step 1.** Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.
   - **Step 2.** Return to school full-time.
   - **Step 3.** Light exercise. This step cannot begin until the student is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the athlete may begin walking or riding an exercise bike. No weight lifting.
   - **Step 4.** Running in the gym or on the field. No helmet or other equipment.
   - **Step 5.** Non-contact training drills in full equipment. Weight training can begin.
   - **Step 6.** Full contact practice or training.
   - **Step 7.** Play in game. Must be cleared by physician before returning to play.

- The student should spend 1 to 2 days at each step before advancing to the next. If post concussion
symptoms occur at any step, student must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

Potential Problem Areas
While current Utah law designates that a student may be returned to play by “an appropriate health care provider”, Nahunta Hall may limit the credentials from which it will accept clearance in its sole discretion. Generally, students will be required to provide a note from his/her health care provider before being allowed to return to play. This is a very important decision and will be made after careful consideration by the athletic coordinators, Directress, Assistant Dean, teacher, and parent(s). The school’s liability carrier may also be consulted. Nahunta Hall administration will not allow students clearly having concussion symptoms to return to play even if given clearance by a health care provider.

FIRST AID TRAINING FOR SCHOOL EMPLOYEES
All full-time Nahunta Hall employees must hold a current First Aid and CPR/AED trained certification.

MEDICATION ADMINISTRATION

ADMINISTRATION OF NON-PRESCRIPTION MEDICATION
The administration of non-prescription medication is not a typical function of the school and it must be given whenever possible by parents at home. However, if a student must take medication during school hours in order to assume full participation in the school program, dispensing of non-prescription medication under some circumstances may be handled by a designated and trained school employee.

The question of dispensing non-prescription medication during school hours will be considered on an individual request basis made by the parent/guardian of the student needing the medication. No medication will be administered unless it is accompanied by a signed consent form. Once a consent form is on file, the parent/guardian may deliver medication to the school.

Consent to administer medication must be obtained EVERY time any non-prescription medication is administered. This consent may be obtained verbally, and will be recorded in the medication administration log. Non-prescription medication will only be administered in the recommended dosage. No non-prescription medication will be administered more than one time during the school day. If a student requires the administration of a non-prescription medication more than one time during the school day, that student should be considered too sick to stay at school.

All non-prescription medications MUST:
- be brought to the school in the original packaging with the original label, and
- be clearly labeled with the student’s full name.
The school does NOT administer 'natural remedies', herbs, vitamins, dietary supplements, homeopathic medicines, 'enhancement' pills, or medications from other countries.

**Administration of Prescription Medication**

It is the intent of Nahunta Hall to ensure that students with special medical needs are able to fully participate in all educational activities. If a student must take medication during school hours in order to assume full participation in the school program, dispensing of prescription medication under some circumstances may be handled by a designated school employee. The administration will identify individuals to be trained in the dispensing of prescription medications.

Nahunta Hall will work to establish and honor 504 plans for students with special medical needs. Nahunta Hall always honors student 504 plans, and strongly recommends that students with special medical needs establish a 504 plan in a timely manner. The administration will work to accommodate the needs of students who have a Doctor’s order for prescription medications that must be taken during school hours.

The question of dispensing prescription medication during school hours will be considered on an individual request basis made by the parent/guardian of the student needing the medication. No medication will be administered unless it is accompanied by a signed consent form. Once a consent form is on file, the parent/guardian may deliver medication to the school.

All prescription medications MUST:

- be brought to the school in the original packaging with the original label, and
- be clearly labeled with the student’s full name.

The school does NOT administer 'natural remedies', herbs, vitamins, dietary supplements, homeopathic medicines, 'enhancement' pills, or medications from other countries.

**Medication Injections**

It is the intent of Nahunta Hall to ensure that students with special medical needs are able to fully participate in all educational activities. Medical injections are best performed by those who have been properly trained in the procedure. The administration of medications via injection will not be performed by any untrained administrators, teachers or staff at Nahunta Hall. The administration will identify individuals to be trained in the administration of medical injections.

Nahunta Hall will work to establish and honor 504 plans for students with special medical needs. Nahunta Hall always honors student 504 plans, and strongly recommends that students with special medical needs establish a 504 plan in a timely manner. The administration will work to accommodate the needs of students who have a Doctor’s order for medical injections.

Prior to a student beginning the administration of his/her own injections, the parent/guardian must meet with a member of the Administration to conference regarding participation in this program. In addition, students/parents must fill out and return a doctor’s note stating that the student is able to administer his/her own medical injections. This process includes, but is not limited to, the ability to determine, calculate and administer correct dosages unassisted.
School staff will be on hand to ensure that syringes are properly disposed of, that the student has access to their medication in a timely manner, and that the student will have access to the faculty restroom, or another private location, to administer his/her medication. Syringes and Sharps containers will be stored in an appropriate, accessible, locked location. Students will only carry syringes in accordance with an approved 504 plan in collaboration with the parent, administration, and a letter from a medical Doctor.

Parents are welcome to come to the school at any time during the school day to supervise medication injections.

EPI-Pens and other emergency injections are an exception to the Medication Injection Policy. EPI-Pens may be carried by the student after the Self-Administration of EPI-Pen Authorization Form has been filled out by a medical doctor and returned to the school. Faculty and staff of Nahunta Hall may administer EPI-Pen and other emergency injections in the event of an emergency.

**INFECTIOUS DISEASE CONTROL**

Each student must have current and complete health information on file. It is important that the school have accurate home and work phone numbers, as well as emergency contact information. Please notify the office immediately of any changes.

If a student has a fever or displays symptoms of illness during school hours, a parent or guardian will be notified. A sick student must be picked up as soon as possible. Students with symptoms of an infectious disease will be isolated. If Nahunta Hall cannot reach a parent or guardian, the school will contact the individuals listed as emergency contacts. In the case of a medical emergency, Nahunta Hall staff will call 9-1-1.

Symptoms which may indicate an infectious disease include:

- a fever of 101 degrees or higher for infants younger than 4 months of age, or a fever of 102 or greater for children age 4 months and older
- an unexplained rash
- irritability
- lethargy
- a persistent cough
- vomiting
- diarrhea
- infected eyes with discharge

A child will be restricted from attendance at Nahunta Hall if one or more of the following conditions exists:

- The child has a fever defined by the child's age as follows:
  - Infants younger than 4 months of age: rectal temperature or temperature in the armpit equal to or greater than 101° F.
  - Children 4-24 months: rectal or oral temperature equal to or greater than 102° F.
  - Children older than 24 months: oral or rectal temperature equal to or greater than 102° F.
- Diarrhea, defined as an increased number of stools compared to the child's normal pattern with
increased stool water and/or decreased form.
- Vomiting illness with two or more episodes of vomiting in the previous 24 hours.
- Mouth sores associated with an inability of the child to control his/her saliva.
- Rash with fever or behavior change.
- Infected eyes with discharge, until 24 hours after treatment started by physician.

Nahunta Hall must contact the Utah County Health Department in the event of a sudden or extraordinary occurrence of serious communicable disease. Such serious communicable diseases include:
- Diphtheria
- Food poisoning
- Gastroenteritis (giardiasis, shigellosis, E. coli, Campylobacter, other)
- Hepatitis A
- Hepatitis B
- Hepatitis C
- Human Immunodeficiency Virus (HIV, AIDS)
- Influenza
- Measles (rubeola, red measles, hard measles)
- Meningitis (Hib, other)
- Mumps
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella (German measles)
- Streptococcal infections (strep throat, scarlet fever, rheumatic fever)
- Tuberculosis

**Chicken Pox**
A child will be restricted from attendance until one week after the onset of rash and all lesions have dried and crusted.

Chicken pox cases will be reported to the local health department.

**Impetigo**
A child will be restricted from attendance until 24 hours after antibiotic treatment has been started, until sores are dried, or until sores can be covered with a bandage.

**Influenza**
A child will be restricted if they have a fever or feel unwell.

Diagnosed cases of influenza will be reported to the local health department.

**Lice**
A child will be restricted until after the first treatment with a medicated product.

**Measles**
A child will be restricted from attendance for at least four days after the rash appears. During an outbreak, susceptible persons (immune compromised or not fully immunized) will be restricted from attendance until they are immunized or until two weeks after the rash onset of the last case of measles.

Measles cases will be immediately reported to the local health department.

**Meningitis**

*bacterial meningitis, Neisseria meningitidis, Haemophilus influenzae*

A child will be restricted from attendance until adequately treated. They may return to school when the child feels well enough and when a physician determines that the child is no longer infectious.

Meningitis cases will be immediately reported to the local health department.

**Mumps**

A child will be restricted from attendance for at least 9 days after swelling first occurs or until swelling is gone.

Cases of mumps will be reported to the local health department.

**Pink-eye**

*conjunctivitis*

A child will be restricted from attendance until examined by a physician and approved for readmission. For bacterial infections, this is normally 24 hours after treatment is started by the physician. Conjunctivitis caused by viruses is not shortened by antibiotic treatment and may be contagious until the watery, white or yellow discharge has ceased.

**Pinworms**

*enterobiasis*

A child will be restricted from attendance until after the first treatment.

**Ringworm of the Scalp, Skin or Feet**

*dermatophytosis, tinea, athlete’s foot*

A child will be restricted from attendance until medical treatment begins.

**Roseola**

A child will be restricted from attendance if they have a fever. A child with rash but no fever may return to school.

**Rubella**

*German measles*

A child will be restricted from attendance for 7 days after the onset of rash.

Infants born with congenital rubella syndrome must be evaluated before being admitted as they may shed virus over a prolonged period after birth. Patients with congenital rubella are considered contagious until they are at least one year old, unless nasopharyngeal and urine cultures are repeatedly negative for rubella virus.

Cases of rubella will be reported to the local health department.
**SCABIES**
If a case has been confirmed, the child will be restricted from attendance until the day after treatment is started.
A child with rash and fever or a behavior change, such as itching, must be restricted from attendance.

**SHIGELOSISS**
*bacillary dysentery*
Shigellosis will be reported to the local health department.

**SORE THROAT OR TONSILLITIS**
A child with a sore throat will be restricted if they have a fever or feel unwell.

**STREP THROAT AND SCARLET FEVER**
A child with strep throat or scarlet fever will be restricted from attendance until 24 hours after antibiotic treatment is started.

Cases of strep throat and scarlet fever will be reported to the local health department.

**VIRAL MENINGITIS**
*a septic meningitis*
A child with fever who feels unwell will be restricted from attendance.

Viral meningitis will be reported to the local health department.

**WHOOPING COUGH**
*pertussis*
A child with whopping cough will be restricted from attendance until 5 days after start of antibiotic therapy or until symptoms are no longer present. Symptomatic children with a cough will be restricted until they are evaluated by a physician. Those diagnosed as having pertussis should not return to school until five days after starting antibiotics.

Whopping cough cases will be reported to the local health department.

**CHILD ABUSE AND NEGLECT REPORTING BY SCHOOL PERSONNEL**
Any school employee who knows or reasonably believes that a child has been neglected, or physically or sexually abused, shall immediately notify the nearest peace officer, law enforcement agency, or office of the State Division of Child and Family Services (DCFS).

It is not the responsibility of school employees to prove that the child has been abused or neglected, or determine whether the child is in need of protection. Investigations are the responsibility of the Division of Child and Family Services. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.

School officials shall cooperate with social service and law enforcement agency employees authorized to investigate charges of child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment, and coordination services.
Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.

Nahunta Hall Administrators shall ensure that the anonymity of those reporting or investigating child abuse or neglect is preserved in accordance with State guidelines.

Reporting abuse or neglect to a school administrator, supervisor, school nurse or psychologist does not satisfy the employee's personal duty to report to law enforcement or DCFS.

**COMPREHENSIVE COUNSELING AND GUIDANCE POLICY**

Consistent with the State of Utah guidelines, Nahunta Hall implements SEOP procedures and practices for all students in grades seven and above.

**GRIEVANCE PROCEDURE**

When parents or students have a concern about something occurring in the classroom, Nahunta Hall encourages them to speak first with the classroom teacher. If the situation is not resolved by the teacher, if there is an ongoing problem or if there is an urgency to the issue, parents and students may also speak with the Assistant Dean or the Directress.

**COMMUNICATION WITH PARENTS**

Parents receive weekly progress reports on their child detailing activities the child has completed, concepts they have learned or mastered and projects in which they are participating. Whenever possible, samples of the child’s work will also be included for reference however, unlike children at a traditional school, students in a Reggio-Emilia Montessori classroom will produce few (if any) worksheets or assembly-line art projects to bring home.

Parents who have questions or concerns can email the Directress or call the front office to arrange a phone discussion or an in-person appointment. Teachers can also be reached by phone or email.

**VISITORS**

During school hours, all visitors must check in at the front office where they will receive a visitor badge. The visitor badge must be worn at all times. Visitors may be required to be accompanied by a school representative depending on the reason for the visit. Visitors shall only be admitted to the school at the discretion of the Administration.

**PARENT SERVICE HOURS**

Parental involvement is a critical part of the Reggio-Emilia philosophy. Parents of Nahunta Hall students agree to provide 36 volunteer hours to the school each year per child enrolled. Some of our families provide many more hours than this and we thank you for your generous support of our school. This extraordinary service makes it possible for our students to have an outstanding educational experience. Volunteer opportunities include on-campus and off-campus activities. Current opportunities for service hours are available in the front office, on our website or through the Nahunta Hall Parent Group.

**VOLUNTEERS**

The following guidelines ensure that volunteer service is positive, safe and effective for our students:

- Volunteers must sign in and out at the front office to get a volunteer badge. Volunteers will be asked to leave their car keys as a deposit for the ID badge. The car keys will be returned once the ID badge is
returned. The badge must be worn during the time you are in the building volunteering. **Adults not displaying the proper ID will be escorted to the front office immediately.** Volunteer badges must be returned after each visit.

- Volunteers donating more than 5 hours a week at the school and volunteers serving in certain positions must pass a fingerprint and background check. Fingerprinting and background check costs must be paid by the volunteer.
- Volunteers work only under the direct supervision of an authorized school employee and must have a purpose for being in the building such as volunteering in the reading room or volunteering in the lunchroom. Volunteers should note this purpose at the time of sign-in.
- Volunteers may not use school equipment, including but not limited to, copy machines, snow blowers, floor cleaning machines, ladders, scissor lifts, fax machines and staff computers.
- Volunteers must stay out of the restricted areas of the building including the staff lounge, student restrooms, the teacher supply room, student locker rooms, etc.
- Volunteers are asked to help establish an atmosphere conducive to learning by adhering to the same dress guidelines as employees. Please limit the use of cologne or perfume. All classroom volunteers are invited to participate in themed spirit days (such as the Pioneer Trek and Renaissance Fair) by wearing appropriate costuming or accessories. Headwear worn inside the building is generally considered inappropriate except for medical and religious reasons or to honor an individual’s cultural tradition. Clothing choices that disrupt the learning process are not allowed. Such clothing might include, but is not limited to, clothing that is revealing; promotes alcoholic beverages, tobacco, or the use of controlled substances; depicts violence; is of a sexual nature; or displays potentially offensive words, logos, pictures, cartoons, or slogans.
- As a matter of professional ethics and personal privacy, volunteers do not discuss teacher, student or school affairs with other people. It is extremely important that confidentiality be upheld at all times. Administrators have the same expectations of confidentiality from volunteers as they do from the Nahunta Hall staff.
- For your own protection, avoid being alone with one or two students. If this is unavoidable, be sure and keep the door open or move to a hallway to work.
- If you are scheduled to work in the classroom with students, bringing young children is discouraged as they may become a distraction in the classroom. If you are coming to a meeting or a group work activity, bringing younger siblings may be acceptable.

**TRANSPORTATION**

**Walking**

Students may walk to and from school as well as to and from school-sponsored events and activities. Nahunta Hall recommends that students walk in small groups or with an adult present but never alone. Students should follow safety rules.

**Bicycling**

Students may ride bicycles to and from school as well as to and from school-sponsored events and activities. Students should follow safety rules. Bicycles must be stored on a bike rack and a bicycle lock is recommended. Nahunta Hall is not responsible for bicycles that are lost, damaged, or stolen on school property or at school-sponsored events or activities.

**Carpooling**
Carpooling reduces the traffic load on school property and supports the Montessori philosophy of protecting the Earth. Nahunta Hall does not assign nor coordinate carpool groups. Families who wish to carpool may indicate on the enrollment information that they are willing to have their name, neighborhood and contact information shared with other interested families.

**FIELD TRIPS**

Some field trips require transportation via school bus. Student expectations of behavior as well as safety protocols will be reviewed with students prior to each trip.

During transportation to a field trip in a private vehicle, each student will be required to wear a seat belt. Utah law requires that a child under the age of 8 must use an approved booster seat, unless they are at least 57 inches tall.

Parent drivers are required to present their drivers’ license and proof of insurance to the front office prior to the field trip. Parents are asked to refrain from showing in-vehicle movies or talking on cell phones while serving as drivers for school field trips.

In the event of a vehicular accident during transportation to a field trip, drivers and chaperones should follow these procedures:

1. Remain calm and convey a sense of calm and comfort to the students and others involved.
2. Assess passengers for injuries.
3. Call 911 immediately.
   a. Call the school; Do not call parents or other chaperones. Nahunta Hall will make appropriate notifications. Focus on the children, others involved in the accident and any law enforcement personnel on site.
4. Remain at the scene until authorities dismiss you.
5. Stay in contact with the school.

**PARKING**

Please park only in designated parking stalls. Vehicles should never be left unattended during carpool unless they are parked in a designated parking space. Under NO circumstances should unattended vehicles be left with the engine running (with or without children in the vehicle).

**STUDENT DRIVERS**

Student drivers must follow the current driving and parking agreement regulations developed in cooperation with the City.

**STUDENT RECORDS MANAGEMENT**

**Access to Student Records by Custodial and Noncustodial Parents**

Nahunta Hall shall allow a custodial parent and a noncustodial parent of a child the same access to their child's education records.
However, Nahunta Hall will not allow a noncustodial parent access to the child's education records if:

   (a) a court has issued an order that limits the noncustodial parent's access to the child's education records; and
   (b) the school has received a copy of the court order or has actual knowledge of the court order.

**DIRECTORY INFORMATION**

Nahunta Hall, with certain exceptions, will obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Nahunta Hall may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow Nahunta Hall to include this type of information from your child's education records in certain school publications.

Examples include:

- a playbill, showing your student's role in a drama production;
- the annual yearbook and/or video yearbook;
- honor roll or other recognition lists;
- press releases recognizing awards such as spelling bee or science fair placements;
- graduation programs; and
- sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to:

- Companies that manufacture class rings or publish yearbooks.
- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

If you do not want Nahunta Hall to disclose Directory information from your child’s education records without your prior written consent, you must notify the school in writing by August 1st of each school year or on the date of enrollment, whichever is later.

Nahunta Hall has designated the following information as Directory Information:

- Name
- Address
- Telephone listing
- School provided email address
- Grade level
- Birthday
- Dates of attendance
- Photographs
- Participation in officially recognized activities and sports
- Age, weight and height of members of athletic teams
- Honors and awards received
- Student ID number that cannot be used to access education records without a PIN, password, etc.

A school official may have access to student records if the individual has a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

A school official is a person employed by Nahunta Hall as an administrator, teacher, support staff member (including health or medical staff and law enforcement unit personnel), or student services employee (such as CNP coordinators and school lunch staff); a person serving as a volunteer; a person serving on the Nahunta Hall Board of Trustees; a person or company with whom Nahunta Hall has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or to whom the school has outsourced institutional services or functions.

**DISSEMINATION OF INFORMATION ABOUT JUVENILE OFFENDERS**

The dissemination of any information about Nahunta Hall students between agencies and other schools shall be consistent with Utah State Law, including applicable time periods and protection of private information.

The Administration shall determine which staff members have authority to receive private information about students, depending upon the offense and the circumstances.

A dispute regarding the dissemination of information shall be decided in favor of a student's rights to privacy, except in the event of apparent imminent danger to persons or property.

**FUNDRAISING**

Any fundraising activities conducted by school clubs, classes, the Nahunta Hall Parent Group or any other individuals and entities claiming endorsement by Nahunta Hall must have prior approval from the administration.

**LOCKERS**

Student lockers are considered school property. The Administration may search lockers if (a) the search is part of a scheduled locker inspection or maintenance, (b) the Administration reasonably believes that conditions or circumstances exist that may threaten the health or safety of those in the school, or (c) the Administration provided reasonable prior notice to the student’s parent/guardian of the search and has reasonable cause to believe that the locker contains items that violate the school rules or any applicable law. The Administration should provide students prior verbal or written notice of scheduled locker inspection or maintenance. The Administration must notify the police if criminal activity is discovered during the search.

The school or its personnel are not responsible for any lost or stolen items from school lockers. Students are
strongly advised not to leave money or other valuable items in lockers.

Backpacks, equipment, and other personal effects may not be left in the hallway adjacent to student lockers or in any other public areas of the building. Personal items left in public areas will be collected by faculty or staff and placed in lost-and-found or in the front office.

No items of any kind may be affixed to the outside of lockers. Students may not use any form of adhesive (including but not limited to tape, glue, putties, “plastic-tack”, gum, etc.) on the inside or outside of lockers. Students should only use magnets to affix items to the inside of their lockers.

Locker numbers and combinations are issued to students at the beginning of the school year. Lockers should be kept locked at all times. Students are cautioned against telling their combination to each other. Anything found in a locker is presumed to belong to the student to whom the locker is assigned.

FIREARMS AT SCHOOL
Utah Code Annotated § 76-10-505.5 prohibits the possession of a dangerous weapon, firearm, or sawed-off shotgun on or about school premises.

A “dangerous weapon” is defined as an item that is intended to cause death or serious bodily injury. Knives or other objects not commonly known as dangerous weapons may be considered dangerous weapons depending on the circumstances. A “firearm” is defined as a pistol, revolver, shotgun, shot barrel rifle, or any device that acts like a gun in that a projectile is expelled by action of an explosive.

However, this does not apply if:

1. The person has a concealed firearm permit, either temporary or permanent (only a firearm is allowed—a dangerous weapon or a sawed-off shotgun is not allowed); or
2. The person is a United States marshal, a federal official required to carry a firearm, a peace officer, or a judge; or
3. The item is present to be used in connection with a lawful, approved activity, and
   a. is in the possession or under the control of the person responsible for its possession or use; or
   b. the item is in the person's vehicle and the vehicle is under the person's control.

CRIMINAL TRESPASS UPON SCHOOL PROPERTY
Nahunta Hall may press charges for criminal trespass if a person does one of the following:

1. Enters unlawfully or remains unlawfully upon school property, and:
   a. Intends to cause annoyance or injury to a person or damage to property on the school property; or
   b. Intends to commit a crime; or
   c. Is reckless as to whether the person's presence will cause fear for the safety of another.
2. Enters without authorization or remains without authorization upon school property if notice against entry or remaining upon school property has been given by:
   a. Personal communication to the person by a school official or an individual with apparent authority to act for a school official; or
   b. The posting of signs reasonably likely to come to the attention of trespassers; or
c. Fencing or other enclosure obviously designed to exclude trespassers; or

d. A current order of suspension or expulsion.

"School property" means real property owned, leased, or occupied by Nahunta Hall, including real property temporarily occupied for a school activity or program.

LOST AND FOUND

Students are encouraged to leave all valuables at home. Nahunta Hall cannot be responsible for lost or stolen personal items.

The lost and found box is located in the front office. Small valuables will be held at the front desk. Unclaimed items will be periodically donated without notice.

ANIMALS AT SCHOOL

Montessori classrooms feature fish, reptiles, amphibians, small mammals and insects as part of the curricular program. Birds and large mammals may also be included as part of outdoor learning experiences. Out of respect for the nature world and to demonstrate kindness to the animals we keep in our classrooms, we do our best to provide each animal with an environment that is close to the animal’s real-life habitat. Having classroom animals does not replace nature excursions but we believe that carefully prepared indoor animal environments enrich a child’s understanding of the world around them—one of the primary components of a Montessori program.

Due to local health requirements, children are not allowed to handle reptiles or amphibians, including classroom turtles, snakes, frogs. Employee and student pets (dogs, birds, cats, lizards, rabbits, etc.) are not allowed at school. Animals participating in therapy programs must have prior clearance from the administration.
Community Programs

**After-School Program**
Our extensive after-school activities vary each year based on interest and may include participation in Girl Scouts, sports teams, chess club and First LEGO League. After-school activities are open to all students regardless of enrollment status at Nahunta Hall, however, enrollment is limited and preference may be given to current Nahunta Hall students. Fees vary depending on the activity and full payment is required to secure your child’s spot in the program. For this year’s offerings, please visit our website.

**Academic Tutoring**
Our reading and math tutoring programs are designed for students who are new to Nahunta Hall and may be significantly behind their classmates academically or for struggling students from other schools. Individualized programs generally include two or four 30-60 minute sessions each week.

**Summer Camp**
Nahunta Hall summer camps are open to children ages 3-18, regardless of enrollment status at Nahunta Hall. Summer camp activities vary each year and enrollment is limited. Open enrollment begins in April of each year and full payment is required to secure your child’s spot in the program. For this year’s offerings, please visit our website.

**Distance Education**
We offer a distance education program for home-school students in high school who wish to receive credit toward graduation.

**Performing Arts Studio**
Nahunta Hall Performing Arts Studio includes Nahunta Hall Music Academy (home of Nahunta Hall Youth Symphony), Nahunta Hall School of Dance and Nahunta Hall Children & Young Adults’ Theatre.

**Nahunta Hall Music Academy**
Nahunta Hall musical ensembles that are only open to currently enrolled full-time students include Women’s SSA Chorale, Show Choir, Orchestra, Pep Ensemble and Symphonic Band.

After-school musical groups that are open to students from other schools include Children’s Chorus, Concert Choir, Chamber Ensemble, Junior Strings, Senior Strings, Youth Symphony, Concert Band, Jazz Ensemble, Handbell Choir and Steel Drum Band. By enrolling in an after-school ensemble, students are committing to the entire performance season. As a condition of enrollment, the student’s family must complete one volunteer assignment per student per year. There are a variety of ways to volunteer including flyer or poster distribution, ushering and concert set-up.

Other musical opportunities include Private Instrumental Lessons, Summer Band Workshop, Ukulele Workshop, Guitar Workshop and Piano Workshop.

**Children’s Chorus**
Music selections are age and voice appropriate. Two-part harmonies are included. This chorus is open to boys whose voices have not yet changed and as well as girls.

**Experience Level**
Beginning; No audition necessary
Age Range
First through eighth grade; Open to students from any school

Dress Expectations
For performances, students will wear choir robes over best dress (which may include nice skirts, dresses, slacks, button-down shirts, ties, etc.)

CONCERT CHOIR
Two-part and four-part harmonies are included. This choir is open to boys regardless of whether their voices have changed as well as girls.

Experience Level
Beginning and intermediate voices; SATB; Audition only

Age Range
Fifth grade through eighteen years old; Open to students from any school

Dress Expectations
For every performance, students will wear best dress, which may include nice skirts, dresses, slacks, button-down shirts, ties, etc. Students should NOT wear school uniform items.

CHAMBER ENSEMBLE
Because this ensemble is generally not led by a conductor during performances, members must be highly motivated to participate. Madrigals are one focus of this group.

Experience Level
Advanced voices; SATB-Men’s voices must have changed; Preference given to students enrolled concurrently in SATB Choir or Women’s Chorus; Audition required

Age Range
Seventh grade and older; Open to students from any school

Dress Expectations
For performances, students wear the school approved costume which includes floor length dresses for females and bowtie, tuxedo shirt, cummerbund and black slacks for males. The school administration and faculty will select the style and color. The costume will be used for several years. A second, less formal outfit may also be required.

WOMEN’S CHORALE
This performing group studies music theory, sight reading and vocal technique.

Experience Level
Intermediate and advanced voices; Ladies voices only; Audition required

Age Range
Seventh grade and older; Open to Nahunta Hall students only

Dress Expectations
For performances, students wear the school approved costume which includes floor length dresses and approved shoes. The school administration and faculty will select the style and color. The costume will be used for several years.

SHOW CHOIR
This performing group studies music theory, sight reading and vocal technique.

Experience Level
Advanced voices; SATB; Audition required

**Age Range**
Seventh grade and older; Open to Nahunta Hall students only

**Dress Expectations**
For performances, students wear the school approved costume which includes floor length dresses for females with approved shoes and bowtie, tuxedo shirt, cummerbund, black shoes and black slacks for males. The school administration and faculty will select the style and color. The costume will be used for several years. A second, less formal outfit may also be required.

**JUNIOR STRINGS**
In junior strings, our beginning orchestra program for younger students, students learn to play the violin and no previous experience is required. Instructors in the Junior Strings program use the Suzuki method. Students need to provide their own properly sized instrument. Students must practice their instrument at least 15 minutes each school night.

**Experience Level**
Beginning; No audition necessary

**Age Range**
Three years old through third grade; Open to students from any school

**Dress Expectations**
For every performance, students in the beginning orchestra will wear best dress which may include nice skirts or dresses (knee length or longer), slacks, button-down shirts, ties, etc. The teacher may not specify which genders can wear which clothing items. However, students should NOT wear school uniform items.

**SENIOR STRINGS**
In senior strings, our beginning orchestra program for older students, students learn to play the violin and no previous experience is required. Students need to provide their own properly sized instrument. Students must practice their instrument at least 30 minutes each school night. Private lessons are suggested for students who wish to study seriously or continue into advanced music programs. Students may play the viola only if they have at least one previous successful year of violin or viola experience. Students in grades 5-6 may choose from the violin or the viola. Students in grades 7-8 may also choose to play the cello.

**Experience Level**
Beginning and intermediate; No audition necessary

**Age Range**
Fourth grade through eighteen years old; Open to students from any school

**Dress Expectations**
For every performance, students in the beginning orchestra will wear best dress which may include nice skirts or dresses (knee length or longer), slacks, button-down shirts, ties, etc. The teacher may not specify which genders can wear which clothing items. However, students should NOT wear school uniform items.

**ORCHESTRA**
Music selections are grade appropriate. Instruments include violin, viola, cello and bass. Students need to provide their own properly sized instrument and are expected to practice their instrument 30 minutes each school night. Private lessons are suggested for students who wish to continue in the advanced music program.

**Experience Level**
Intermediate level—at least one year successful experience on a stringed instrument; Audition only

**Age Range**
Seventh grade and older; Open to Nahunta Hall students only

**Dress Expectations**
For every performance, students will wear concert black which will include bowtie, long sleeve tuxedo shirt, cummerbund and black slacks (black jacket optional) or a floor length black dress (or alternately a white/black blouse that covers the elbows with a floor length black skirt). Students of any gender may wear either option.

**CONCERT BAND**
In beginning band, students play the flute, trumpet, trombone or clarinet. These are the ONLY instrument choices unless the student has previous experience on a particular instrument. Teachers may suggest appropriate instruments for the student but will not deny a child the opportunity to explore an instrument of their choice (or their parents’ choice.) Students are expected to practice their instrument 15 minutes each school night. Private lessons may be suggested for students who wish to study seriously. Sectionals practice once per week, in addition to whole group instruction, is required.

**Experience Level**
Beginning; No audition necessary

**Age Range**
Fourth grade and older; Open to students from any school

**Dress Expectations**
For every performance, students will wear best dress, which may include nice skirts, dresses, slacks, button-down shirts, ties, etc. Students should NOT wear school uniform items.

**YOUTH SYMPHONY**
As a full symphonic orchestra, instrumentation includes strings, winds, brass and percussion. Students should be studying with a private teacher.

**Experience Level**
Advanced; Audition required

**Age Range**
All ages; Open to students from any school

**Dress Expectations**
For every performance, students will wear concert black or formal wear depending on the performance. Concert black includes a bowtie, tuxedo shirt, cummerbund and black slacks (black jacket optional) or a floor length black dress (or alternately a white/black blouse and floor length black skirt). Formal wear includes white-tie tuxedo and floor length evening gown.

**JAZZ ENSEMBLE**
Jazz ensemble is only organized during years where there is sufficient interest and talent to support an additional band on campus. Musical selections are carefully selected from traditional and contemporary jazz pieces and students learn the art of improvisation.

**Experience Level**
Advanced; Preference given to students enrolled concurrently in another Nahunta Hall band; Audition required

**Age Range**
Seventh grade and older; Open to students from any school
**Dress Expectations**
The dress uniform may change from year to year but will be similar to a white or black dress shirt, black pants with appropriate accessories such as two-toned wing tip shoes, suspenders or colored vests. Long formal dresses may also be considered appropriate.

**Symphonic Band**
Although the band will include flutes, clarinets, oboes, French horns, a bassoon, saxophones, trumpets, trombones and a percussion section. Instructors may limit the number of a specific type of instrument that is allowed (for example, more clarinets may be desired in comparison to flutes.) Introductory instruments include trumpet, clarinet, flute and trombone. The teacher take care to allow students to select their own instrument and may suggest appropriate instruments for the student but will not deny a child the opportunity to explore an instrument of their choice (or their parents’ choice) IF selected from one of the four introductory instruments. Teachers use the symphonic band year encourage students to select the instrument that is most appropriate for them. Students are expected to practice their instrument 30 minutes each school night. Private lessons may be suggested for students who wish to study seriously.

**Experience Level**
Intermediate and advanced; Audition required

**Age Range**
Seventh grade and older; Open to Nahunta Hall students only

**Dress Expectations**
For every performance, students will wear concert black which will include bowtie, tuxedo shirt, cummerbund and black slacks (black jacket optional) or a floor length black dress (or alternately a white/black blouse and floor length black skirt.) Students of any gender may wear either option.

**Pep Ensemble**
When sufficient interest and talent exist, Pep Ensemble is the musical group that plays for sporting events and spirit activities.

**Experience Level**
Intermediate and advanced; Must be enrolled concurrently in another Nahunta Hall band; Audition required

**Age Range**
All ages; Open to Nahunta Hall students only

**Dress Expectations**
The informal costume of the Pep ensemble is a colorful school T-shirt and shorts or pants (depending on the season).

**Handbell Choir**
The handbell choir is a unique Nahunta Hall ensemble featuring English handbell ringing. Students learn various accepted techniques as well as music theory and study handbell choir history. Previous musical experience is encouraged but not required.

**Experience Level**
Beginning through advanced; Audition required

**Age Range**
All ages; Open to students from any school
**Dress Expectations**
For performances, students will wear a white shirt or blouse and black slacks with dark shoes. White gloves are required for all rehearsals and performances.

**Steel Drum Band**
Playing both traditional steel drum tunes and classical or popular music adapted to the steel drums, this fun music ensemble focuses on technique rather than music theory.

**Experience Level**
Beginning through advanced; Audition required

**Age Range**
All ages; Open to students from any school

**Dress Expectations**
For performances, members will wear their choice of button-down, Hawaiian print shirts with khaki pants or Bermuda shorts.

**Ukulele Workshop**
Learn to play the traditional Hawaiian instrument, the ukulele. Songs include island melodies and well-known folk tunes. All ages are invited and no previous experience is necessary; continuing students are welcome. Students must provide their own ukulele. Please contact the instructor if you have questions about purchasing an instrument.

**Guitar Classes**
Students must provide their own appropriately sized guitar. Please contact the instructor if you have questions about purchasing an instrument.

**Piano Workshop**
Students should have access to a piano or keyboard at home to practice.

**Experience Level**
Beginning through advanced

**Age Range**
All ages; Open to students from any school

**Dress Expectations**
For every performance, students will wear best dress, which may include long skirts, dresses, slacks, button-down shirts, ties, etc.

**Private Lessons**
The music hall is available before school and late in the evening for private vocal and instrumental lessons (piano, violin, viola, cello) for serious students.

**Summer Band Workshops**
This program may be conducted in a partnership with local public or charter schools. Students participating in any Nahunta Hall band are strongly encouraged to participate. A fee is charged to cover teacher salaries and operational costs.
NAHUNTA HALL SCHOOL OF DANCE

Through the Nahunta Hall School of Dance, we offer dance instruction during the school day for Nahunta Hall students and supplemental after-school courses open to both students and non-students.

**Ballet**

In all ballet classes, proper etiquette will be taught and required. Even in beginning level classes, students can show respect for the teacher by arriving on time and following dress expectations. After reverence (the ending of each class), all students will politely applaud. In addition, students will thank the teacher and pianist as they exit class.

Parents are welcome to periodically watch their child’s class. However, siblings that are not enrolled in the class should be left at home or must wait in the waiting room with a supervising parent. Parents who wish to speak with the ballet mistress can make an appointment through the front office or may contact her through email.

Costume requirements and costs will be detailed at the beginning of each year.

**Pre-Ballet**

Ages: 3-6

Pre-ballet is a 30 minute class once per week for young children who are just beginning ballet instruction. Students are exposed to storytelling in ballet through fairy tales and nursery rhymes.

**Ballet I**

Ages: 5-8

Ballet IA classes meet for 45 minutes each week. Ballet IA is for beginners and young continuing students.

Ballet IB classes meet for 45 minutes each week. Ballet IIB is for students with previous ballet experience.

**Ballet II**

Ages: 7-14

Ballet IIA classes meet twice per week for 45 minutes each session. Ballet IIA is for older (but committed) beginners and continuing students.

Ballet IIB classes meet twice per week for 45 minutes each session.

**Ballet III**

Ages: 10-18

Ballet IIIA classes meet three hours per week.
Ballet IIIB classes meet four and a half hours per week, including pointe work for female dancers. Female students will only be promoted to Ballet IIIB upon readiness for pointe work.

**Ballet IV**
Ages: 14-18

Ballet IV classes meet six hours per week, including pointe work for female dancers.

**Ballet V**
Ages: 14-18

Ballet V classes meet seven and a half hours per week, including pointe work for female dancers.

### Dress Code

#### GIRLS

<table>
<thead>
<tr>
<th>Level</th>
<th>Leotard</th>
<th>Skirt</th>
<th>Tights/Socks</th>
<th>Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ballet</td>
<td>Pink, short sleeve</td>
<td>None</td>
<td>White ankle socks</td>
<td>Full sole, pink leather ballet shoes with elastics</td>
</tr>
<tr>
<td>IA</td>
<td>Pink, short sleeve</td>
<td>None</td>
<td>Ballet pink tights</td>
<td>Full sole, pink leather ballet shoes with elastics</td>
</tr>
<tr>
<td>IB</td>
<td>Black, cap sleeve</td>
<td>Black crepe, pull-on</td>
<td>Ballet pink tights</td>
<td>Full sole, pink leather ballet shoes with elastics</td>
</tr>
<tr>
<td>IIA</td>
<td>Black, cap sleeve</td>
<td>Black crepe, pull-on</td>
<td>Ballet pink tights</td>
<td>Full sole, pink leather ballet shoes with elastics</td>
</tr>
<tr>
<td>IIIB</td>
<td>Black, tank</td>
<td>Black crepe, pull-on</td>
<td>Ballet pink tights</td>
<td>Split-sole, pink canvas ballet shoes with elastics; Pointe shoes with elastics and ribbons (IIIB only)</td>
</tr>
<tr>
<td>IIIA</td>
<td>Black, tank</td>
<td>Black crepe, pull-on</td>
<td>Ballet pink tights</td>
<td>Split-sole, pink canvas ballet shoes with elastics; Pointe shoes with elastics and ribbons</td>
</tr>
<tr>
<td>IV</td>
<td>Maroon, tank</td>
<td>Maroon crepe, wrap</td>
<td>Ballet pink tights</td>
<td>Split-sole, pink canvas ballet shoes with elastics; Pointe shoes with elastics and ribbons</td>
</tr>
<tr>
<td>V</td>
<td>Maroon, camisole</td>
<td>Maroon crepe, wrap</td>
<td>Ballet pink tights</td>
<td>Split-sole, pink canvas ballet shoes with elastics; Pointe shoes with elastics and ribbons</td>
</tr>
</tbody>
</table>

All female ballet students must wear their hair in a tidy bun positioned at the crown of the head. Bangs must be pulled back and secured. No noticeable hair accessories are allowed.

Tights should be full-footed. Panties are not to be worn under leotards. A dance bra is not recommended but may be worn if desired and should match the dancer’s skin tone with no part of the bra (including straps) showing.

No jewelry is allowed during dance class except for a tiny pair of stud earrings. This includes bracelets, watches and rings.

#### BOYS

<table>
<thead>
<tr>
<th>Level</th>
<th>Leotard</th>
<th>Tights/Socks</th>
<th>Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No boys' dress code is provided.
<table>
<thead>
<tr>
<th>Level</th>
<th>Gender</th>
<th>Dance Type</th>
<th>Costume</th>
<th>Footwear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ballet</td>
<td>White T-shirt</td>
<td>Black bike shorts with white ankle socks</td>
<td>Full sole, white leather ballet shoes with elastics</td>
<td></td>
</tr>
<tr>
<td>IA IB</td>
<td>White T-shirt</td>
<td>Black bike shorts with white ankle socks</td>
<td>Full sole, black leather ballet shoes with elastics</td>
<td></td>
</tr>
<tr>
<td>IIA IIB</td>
<td>Black, short sleeve</td>
<td>Black bike shorts with white ankle socks</td>
<td>Full sole, black leather ballet shoes with elastics</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Black, short sleeve</td>
<td>Black tights, full-footed, with a black belt</td>
<td>Split-sole, black canvas ballet shoes with elastics</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Black, tank</td>
<td>Black tights, full-footed, with a black belt</td>
<td>Split-sole, black canvas ballet shoes with elastics</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>White, tank</td>
<td>Black tights, full-footed, with a black belt</td>
<td>Split-sole, black canvas ballet shoes with elastics</td>
<td></td>
</tr>
</tbody>
</table>

Male dancers older than eleven years of age or in levels III and above must wear a skin tone (nude, tan or chocolate) dance belt. For information on appropriate fit and proper wearing, please visit: [http://www.dancebelt.info/](http://www.dancebelt.info/).

**BALLROOM**
Nahunta Hall offers opportunities to learn ballroom dancing at multiple levels for both individual students and couples. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**CLOGGING**
We offer classes from four levels of clogging: novice, beginning, intermediate, advanced and championship. Competition opportunities for each level vary. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**BELLY DANCING**
Based on student interest, Nahunta Hall offers classes in belly dancing. Costume requirements and costs for performing groups will be detailed at the beginning of each year.

**COUNTRY WESTERN**
Individuals and partners are welcome in this fun class where participants learn basic partner dance steps and common line dances.

**HULA**
Hula is storytelling through dance and music. Students learn this beautiful art form from experienced teachers. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**IRISH**
Explore the beauty of Irish dance including soft shoe and hard shoe. Appropriate shoes are required. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**MODERN**
Beginning with creative dance for pre-schoolers and culminating in a free-style dance team, our modern dance program teaches technique alongside contemporary movement. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**JAZZ**
Students in jazz classes explore jazz dance styles from the last 75 years. Classes focus on rhythm, beat and technique. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**Street Dancing**

Students learn a variety of street dancing styles in a non-threatening atmosphere using music with a fabulous beat but with age appropriate lyrics. Costume requirements and costs for performing teams will be detailed at the beginning of each year.

**Yoga**

Increase your strength and flexibility while managing stress through yoga and meditation. Weekly classes are open to everyone; no long term commitment is required.

**Nahunta Hall Children and Young Adult’s Theatre**

Our junior and senior theatre programs teach children the basics of theatrical performance in a fun and accepting atmosphere. Older students learn about stage production and both groups perform well-loved musicals and plays several times each year with every student receiving a performing part.

**Parent Education**

**Family Lecture Series**

Admission is free to evening events in our family lecture series. Guest lecturers include parenting and educational leaders from the community and local universities as well as civic leaders, authors, sports heroes, scientists, musicians, and other local celebrities.

**Parent Workshops**

Nahunta Hall offers parent workshops free of charge for parents and guardians of currently enrolled students. Workshops include “Reading with Your Child,” and “How to Help Your Child with Mathematics.”