

Public Statement of Racial Nondiscriminatory Policies of Montessori Children's House, Inc.

Montessori Children's House, Inc. recruits and admits students of any sex, religion, race, color, or ethnic origin to all the rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of sex, religion, race, color, or ethnic origin in administration of its educational policies, scholarship/loans/fee waivers*, educational programs and/or athletics/extracurricular activities*. In addition, the school is not intended to be an alternative to court or administrative agency ordered, or public school district initiated, desegregation.

Montessori Children's House, Inc. will not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel.

* if any offered

Policy on Confidentiality of Student Records

It is the policy of Montessori Children's House, Inc. to keep all children's records in strictest confidence and to release such records only to the parents unless written permission is given by parents to do otherwise. Parents have the right to see all materials and reports which we have on file for their child at any time.

MCH Mission Statement

Montessori Children's House Inc., founded in 1977, is celebrating more than 30 years of education. MCH is committed to providing a loving, nurturing, learning environment where children can untap their true potential to become independent, self-confident, life-long learners.

Montessori Children's House Administration and Staff

Montessori Children's House, Inc. is an affiliate of the American Montessori Society. It is privately-owned and operated by Susie Glenn and Jenny Woodford, administrators. Jenny Woodford holds a degree in Public Relations from The Ohio State University, and is licensed by the state of Ohio as a qualified director of a preschool facility. Jenny, who joined the staff full-time in 1998, is the daughter of Ruth Hungler, who is one of the founders of the school. Susie Glenn serves as a head directress in a morning Montessori classroom and works as the extended kindergarten teacher in the afternoons on T, W, and Th, and co-administrator on Mondays and Fridays. Susie has a degree in Early Childhood Development from The Ohio State University, and holds her Montessori 3-6 credential from the American Montessori Society.

Each classroom is headed by a Montessori-trained directress. All teachers have been selected for their love and understanding of children, their belief in the Montessori philosophy of education, and their positive approach to the children and the classroom environment.

Admissions

The administrator from Montessori Children's House will contact all new parents when and if a space becomes available. If the parent chooses to take the space, a registration packet will be sent to the family. The packet includes a registration form, medical form, and discipline policy form. All of these forms need to be completed by the child's parent or guardian, signed, and returned.

The medical form needs to be completed and signed by the child's physician or certified nurse practitioner, and must be submitted within 30 days of admission. The medical must be updated yearly, based on the date of the child's last examination.

These forms become part of the student's permanent file at school. Any changes to the forms, including a change of address, emergency contact, phone number, etc. need to be submitted to the office immediately so that the file can remain current.

In addition to the registration information, all parents will receive two copies of a tuition agreement. These agreements outline all payments that parents are required to make for that school year, including the annual registration fee. This agreement, along with a check for both the registration fee, and 1/10 of the total tuition, need to be returned also to complete a child's registration.

Licensing and General Program Information

1. The school is in operation five days per week, from 8:30 a.m. until 3:30 p.m. Montessori Children's House is licensed by the Ohio Department of Job and Family Services. The license is posted in the school office for your review.
2. The laws and rules are available at the school. The school's licensing record, including compliance report forms and evaluation forms from the health, building and fire departments, are available upon request from the Ohio Department of Job and Family Services.
3. The Department of Job and Family Services can be reached toll-free at 1-866-635-3748, or locally at 752-0662, for any person to report a suspected violation by the school.
4. The license capacity in each age category of the school can be found on the school's license in the office.

5. The school observes the following staff/child **ratios and small group sizes**:

* The Montessori classrooms have a small group size of nine students with one teacher assigned to each group, maintaining a ratio of 9:1.

6. Rosters listing the names and telephone numbers of the parents are available upon request and given to each family that has a child registered. The roster will not include the name or number of any parent who requests his/her name or number be excluded.

7. Our policy regarding sack lunches for children enrolled in an Extended-Day Program:

Lunches, including milk and/or juice, are to be sent from home in lunch boxes. Items needing refrigeration will be marked with the child's name and placed in the refrigerator until lunchtime. Lunches should be nutritionally-balanced (see page 11). The school maintains a store of foods with which to make lunch on those occasions when a child forgets his/her lunchbox.

8. Custodial parents, custodian or guardian of a child enrolled in this school, shall be permitted unlimited access to the school during its hours of operation for the purposes of contacting their children, evaluating the care provided by the school, or evaluating the premises. *Upon entering the premises, the custodial parent, custodian, or guardian shall notify the administrator or her designee of his or her presence.*

9. In-class observations are permitted at any time with advance notification. This is to ensure that we do not have too many parents observing in the class on the same day.

Office Business Hours

Jenny Woodford or Susie Glenn will be available in the office between 8:00 a.m. and 3:15 p.m. daily. Voice mail will take your message if the administrator is on the phone or away from her desk.

Calendar

The school year is 36 weeks long. The school observes traditional school holidays, in addition to a two-week winter break and a one-week spring break. A copy of the yearly calendar will be sent home the beginning of each year. Additionally, a copy of the monthly calendar and newsletter will be sent home to each family at the beginning of each month.

Class Sessions and Hours

Three-Day Program: For children 2 ½ years of age, who have not yet turned 3 by September 30.

Children attend three consecutive days (either Monday, Tuesday and Wednesday, or Tuesday, Wednesday, and Thursday)

Five-Day Program: For children 2 ½ to 5 years of age

Morning Session: 8:30 a.m. to 11:30 a.m.

Afternoon Session: 12:30 p.m. to 3:30 p.m.

Extended-Day Program: For children 2 ½ to 5 years of age

Option A: 11:30 a.m. – 2:30 p.m. five days per week

Option B: 11:30 a.m. – 2:30 p.m. (T,W,& Th)

Extended-Kindergarten Program: For children who have turned 5 years of age by September 30.

11:30 a.m. – 2:30 p.m. five days per week

Extended Day Programs – This program includes one of the three-hour Montessori sessions in the morning. Option A includes all five mornings plus Tuesday, Wednesday, & Thursday afternoons until 2:30 p.m. Option B includes all five mornings plus all five afternoons until 2:30 p.m.

| | | |
|------------------------|--------|---------|
| <i>Option A:</i> | 3 days | \$6,160 |
| <i>Option B:</i> | 5 days | \$7,420 |
| Extended Kindergarten: | 5 days | \$7,600 |

Notice of Student Withdrawal

If a student is forced to withdraw from the program because his/her family is moving, or because of other extenuating circumstances, a four-week notice of student withdrawal is required. This time period will allow the school to fill the vacancy created by the child's withdrawal. It will also allow time to reconcile any finances. *If a four-week notice is not given to the school, refunds of any prepaid tuition will not be made.*

As noted on each individual tuition agreement, the first payment will not be refunded if a student withdraws from the program.

Parent Meetings

There will be one to two parent informational meetings throughout the school year, which will allow parents to meet their child's teachers and learn more about the Montessori classroom and other parenting topics. The teachers wish to encourage each parent to participate, as these programs will assist you in understanding your child as he/she grows and develops in the Montessori classroom.

We have also planned a comprehensive workshop for the parents of children who are new to Montessori. The teachers believe that it is imperative for new parents to attend this workshop in order to better understand the Montessori environment and philosophy as it relates to your child.

Observations and Conferences

Although we are aware that many parents would like to observe their child's adjustment during his/her first days at school, and to see firsthand what Montessori is all about, our primary

concern is the child's adjustment to a new environment and a new group of people. Parents are always welcome to observe through the observation windows, and appointments are not necessary for this type of observation.

In-class observations may start in October, and can be scheduled anytime during the school year. Parents are asked to schedule all in-class observations ahead of time with your child's teacher, so we can ensure there is not more than one parent in a classroom at a time. When observing in class, we prefer that you not ask questions of the teachers, as they need to be directing all of their attention to the children. Written observation guidelines are available upon request.

Two progress reports will be sent home during the school year. Scheduled parent-teacher conferences are set for November, and we close school for one day to accommodate these parent-teacher conferences.

The teachers will contact the parents of any child who has a problem of any kind. Parents are encouraged to contact the school if they ever have questions or concerns. Your child's teacher will return your call promptly to discuss any questions you have, or to schedule a meeting.

Overview of the School Day

The Montessori program begins each day with group activities on the line at approximately 8:30 a.m. (or 12:30 p.m. for the afternoon class). At this time, the children are greeted, attendance is taken, the daily calendar is completed, and the day is planned and discussed. Whole group presentations also take place during this time if a special art, craft, or cooking project is being completed that all of the children have the ability to complete.

Following dismissal from the line, usually around 9:15 a.m. (or 1:15 p.m. for the afternoon class) the children select their materials and are assisted and directed individually by the teachers. This portion of the day is called the "independent work cycle," and usually lasts for about 1 ½ hours. Children are free to choose activities and materials that interest them, and are given individual presentations of the works by the teacher.

The children have many different areas to choose from, including: Practical Life, Sensorial, Language – both writing and reading, Math, Geography, Science, Art, as well as Movement and Music. Each classroom also has a Peace table and library corner.

With an hour of class time remaining, around 10:30 a.m. (or 2:30 p.m. for the afternoon class), the children and teachers return to the line. At this time, the class engages in stories, games, songs, rhythm and movement activities, watch films, enjoy visits from guests, and participate in outdoor play, when the weather permits.

If the weather is below 32 degrees or if it is raining, the children will remain inside for gross motor activities. Indoor gross motor activities include but are not limited to: dancing, movement games

(Simon Says, Doggy Doggy, where's your bone, etc.), balancing activities on the line and balance beam, jumping exercises, and yoga.

The morning and afternoon Montessori classes follow the same schedules. The morning classes meet from 8:30 a.m. to 11:30 a.m. The afternoon classes meet from 12:30 p.m. to 3:30 p.m.

The Extended Day program is for children ages 2 ½ to 5 who are enrolled in one of the three morning Montessori classes. These children have lunch and play time from 11:30 a.m. to 12:30 p.m. after their morning session ends. At 12:30 p.m., these children begin their extended-day program, which includes special unit studies, group activities, and a continuation of work with the Montessori materials. These children dismiss at 2:30 p.m.

The Extended Kindergarten program is for those children who are at least five years old by September 30 of that school year, and are enrolled in one of the three morning Montessori classes. These children also have lunch and play time from 11:30 a.m. to 12:30 p.m. after their morning session ends. At 12:30 p.m., these children begin their extended-kindergarten class, where they are only with kindergarten-age children. These children complete in-depth unit studies, group activities, as well as literacy enrichment activities. These children also take field trips outside of the building. This class also dismisses at 2:30 p.m.

Arrival Procedures

If you are accompanying your child into the building, park your car and walk with your child into the hallway. Make sure your child has hung up his/her coat on the coat hook provided, and put on his/her slippers. Bring your child to the classroom door and leave him/her with the teacher, who will then escort him/her into the room.

We ask for your patience and cooperation until an efficient traffic pattern is formed. ***Do not let children enter the building unescorted.*** Traffic will be busy at arrival and dismissal times, so be sure to hold your child's hand while walking along the driveway or parking area.

A teacher will be available to meet your car as it pulls down the driveway, and will assist your child into the classroom. To take advantage of the teacher escort for your child, you should arrive between 8:25 and 8:40 a.m., or 12:25 and 12:40 p.m. If you arrive later, or if you prefer to walk your child into the building, you can park in the parking lot after the drop-off service ends in the morning or afternoon. ***Do not let your child get out of the car until the teacher is there to escort them. If you are behind other cars in line, never let your child out to run past other cars to meet the teacher!***

Dismissal Procedures

One of the teachers will walk your child to your car and assist him/her into his/her seat. Please refrain from discussions concerning your child's progress at this time. If you have questions for the teachers, please call the office.

Morning classes are dismissed beginning at 11:20 a.m. Afternoon classes are dismissed beginning at 3:20 p.m.

We make every effort to initiate the system of picking up children as quickly and efficiently as possible. We appreciate your cooperation and patience. ***Extreme caution is advised at all times. Watch for children being assisted to or from cars. Please drive slowly, and never pass another car in the driveway.***

If a child is not picked up after 15 minutes after dismissal time, parents will be contacted. If a parent is unreachable, your child's emergency contacts will be called. Individuals listed as emergency contacts on your child's registration form are considered to be permitted to pick up your child at any time during the school year without parent confirmation.

Custody Agreement Procedures

If custody arrangements change during the school year, and are different from the information provided on the child's registration form, we need to have a copy of the formal custody agreement on file. Until a new agreement is filed with the school, we cannot honor any custody changes made verbally by a parent.

Transportation of Children

The responsibility of transportation for children to and from school rests entirely with the parents of the children.

Release of a child from the school to anyone other than the parent or guardian will be by written permission only, unless an unforeseen emergency develops. In this case, please call Jenny Woodford, Susie Glenn, or another teacher. Give permission for your child to be picked up by the other adult, giving a description of that person, and the code word: "Maria Montessori, " which lets us know you are a Montessori parent. This protects you and your child. This code word is not to be given to anyone other than parents of our students.

The extended-kindergarten class is the only group of children who will leave the building to participate in a field trip. The school must have a permission slip signed by the custodial parent in order for the child to be permitted to attend the field trip. This group of children will be transported via chartered bus to and from the field trip destinations, unless special circumstances develop. Under certain unusual circumstances, the children will be driven and chaperoned by parents. In these cases, the permission will indicate that parent-driven vehicles will be used. During field trips,

attendance is taken at the time of departure, periodic head counts are completed at the field trip destination, and attendance is taken prior to leaving the field trip site. The group is chaperoned by the extended-kindergarten teacher(s), and one or more parent(s).

Inclement Weather Policies

Montessori Children's House Inc. makes the decision to close school due to inclement weather on an independent basis. We do not necessarily follow what other schools are doing. We consider outside temperature, road conditions, and other safety concerns. A decision on school closing will be made, whenever possible, the evening before. The decision of the administrator is final.

The following radio and television stations will announce our school's name in their list of closings:

Radio: WBNS 1460 AM, WTVN 610 AM, WSNY 94.7 FM

Television: WBNS-channel10, WSYX -channel 6, WCMH -channel 4

Please listen to or watch these stations and be alert to changing weather conditions.

A message will also be recorded on the school voice mail if we will be closed for the day.

Snack Program

Participation in our snack program is voluntary. Parents may sign up to provide a nutritious snack for their child's class. The school will provide cups and napkins. The sign-up sheet for morning and afternoon classes will be posted outside the child's classroom door.

Our snack program has been very successful in the past years, and we are appreciative of parents taking the time to prepare a snack for the class. The children love the variety of snacks that can be provided by this method and enjoy arranging their snack on the serving table

Due to studies describing the effects of sugar on the behavior of young children, we request that cupcakes, cakes, and "gooey" desserts not be sent. We encourage the children to have healthy eating habits and will provide a list of suggested foods to be sent. Please feel free to be creative in developing nutritious snacks. We hope our suggestions will spark your imagination.

It is extremely helpful to the teacher if snacks are prepared "ready-to-serve" (apples sliced, carrots cut, etc.)

For birthdays, we realize children will want to bring in a special sweet treat. Please keep portions in mind, and do not send large items for the children. Cookies are much easier for the children to eat than pieces of cake or cupcakes. Please review the information below regarding birthday celebrations.

Birthday Celebrations in the Montessori Classroom

In keeping with the Montessori philosophy of total integration of the child into his/her environment, we have planned to celebrate your child's birthday in a very personal and instructive way. The birthday is celebrated by the child as he/she walks (carefully supervised) along an elliptical line around a candle, while carrying the small globe of the earth. This symbolizes the passage of the earth around the sun over the years of the child's life and gives the child both an initial impression of the earth/sun relationship, and of the years from his/her birth to the present day.

As the birthday child walks, the teacher tells the child's life story, year-by-year. The child walks one "orbit" around the sun for each year of life. Photographs may be included to visually depict the physical changes during the child's life.

We ask you to help us make this a very special celebration for your child by providing us with information about the developmental milestones in your child's life. Some examples might be place of birth, length and weight at birth, when he/she first walked and began to talk. You might also want to include information about special events, trips, friends, pets, foods, and toys

Following the ceremony, the class eats the special birthday treat as a group on line.

Criteria for Meeting the Nutritional Requirements of Your Preschooler

The following guidelines are presented as an aid in helping you plan a nutritionally balanced lunchtime meal for your child. These guidelines are taken from the Ohio Revised Code of the Child Day Care Center Licensing Law.

Every noon meal should include a minimum of one food from each of the following four basic food Groups (and two items from the vegetable/fruit group):

Meat Group

Serving size for 3-6 year old

| | |
|----------------------|-------------------------|
| Meat, poultry, fish | 1 ½ oz. |
| Protein Equivalents: | |
| Cheese | 1 ½ oz. |
| Egg | 1 ½ medium or large |
| Peanut Butter | 3 Tablespoons |
| Cottage Cheese | 3/8 cup (6 Tablespoons) |

Suggested menus might include: peanut butter sandwiches, chicken wings (2), or drumstick (1), ¼ cup of tuna salad, cold cuts, frankfurters, cheese sandwiches.

Vegetable/Fruit Group

| | |
|--------------------------|------------------|
| Oranges or juice (daily) | ¼ to ½ cup total |
| Mango | |
| Strawberries | |
| Tangerine | |
| Cantaloupe | |
| Sweet Potatoes | |
| Tomatoes, or juice | |
| Green leafy vegetables | |
| Potatoes | |

Grain Group

½ slice bread or equivalent (ages 1-6). Whole wheat, grain fortified, or enriched-grain products suggested.

Milk Group

Unless your child has a lactose intolerance, or is otherwise allergic to milk and milk products, it is important to include milk to drink with their lunch. Please be sure to send your child's milk in a thermos container. Boxes and bags with drinks are difficult for the children to handle.

If your child needs any food supplements, or has a modified diet, please let Jenny or Susie know so the proper paperwork can be completed. In these cases, we will maintain a separate supply of food that you provide to keep for your child's snack.

Clothing

Please send your child to school in play clothes. In spite of our attempts to demonstrate caution and precision in the use of paint and water activities, there are inevitable spills. ***To prevent ruining a dressy outfit, please do not send your child in his or her best clothes.***

Mark all coats, jackets, sweaters, and boots with your child's name to avoid mix-ups at dismissal. We will be going outdoors whenever the weather permits. Dress your child warm

enough in the morning to allow him/her to play outside without getting chilled.

It is also important that we have a change of clothing on hand for your child in case of accidental spills. We have many activities in the classroom which involve water that may be spilled, splashed, knocked over, or dropped. For this reason, we ask that on the first day your child attends school, you bring a plastic shoe box containing a complete change of clothing for your child. Include outerwear, underwear, and socks. Print your child's name on both ends of the box. The box and clothing will remain at the school for the entire school year. If your child needs to use his or her change of clothes, the soiled clothes will be sent home for you to clean and return the next day.

Toys

Please do not allow your child to bring dolls, cars, trucks, guns, or other toys to school, as he/she will not be allowed to play with them, and they may be misplaced or lost. If your child wants to bring a belonging to school to share with the class, urge him/her to bring a book, magazines which we can cut up for collages, puzzles, or other objects of scientific or educational value.

Sharing Policies

We have always considered "sharing" to be an important part of school activities. We encourage sharing as a language development activity, and we appreciate your help and support with this part of our program. We believe it is essential that children learn to feel comfortable and confident when speaking in front of a group. Like any other learning experience, the child learns more easily at a young age. The children are eager, enthusiastic, and love to "share!"

Please mark your child's sharing item clearly with their name. We ask that the item be of an educational nature. Examples of appropriate items to share would be a collection (shells, rocks, postcards, etc.), a photograph of something they would like to talk about, something they have made, or a special book. We ask that you talk to your child beforehand and discuss what the child might say. We find it is most successful for the children if they know two facts about the item to share with the class.

We ask that each child bring only one item to share per week. For obvious reasons, we ask that children not bring toys, jewelry, or stuffed animals to share.

Discipline Guidelines for the Montessori Classroom

1) Be a good role model

- a) Speak softly and stay calm
- b) Use child's name correctly

- c) Show respect for others' viewpoints and feelings
 - d) Be positive in attitude and actions
 - e) show patience and concern...the health, safety and well-being of the children is your main concern
- 2) Help the child develop inner discipline**
- a) concentrate on developing what is good in the child
 - b) give choices only if you intend to leave the choice up to the child
 - c) never correct behavior by using words which make the child feel less respect for himself (never blame, shame, or make the child feel guilty)
 - d) avoid motivating the child by making comparisons between one child and another, or between two children for the sake of encouraging competition
- 3) Help the child recover self-discipline if it has been lost**
- a) redirect the child to a new activity
 - b) set limits that are clearly defined and consistently maintained
 - c) reinforce suggestions or ground rules whenever necessary
 - d) always allow the child an alternative or "out"
 - e) if the child has lost control, talk quietly with him and let him express his feelings freely. Try to help him learn to verbalize rather than express anger or hostility through physical means.
- 4) Immediate steps to be taken if child is destructive to self, materials, or other children**
- a) isolate at separate table (teacher selects work for child and child must stay with work until calm and ready to return to group using acceptable behavior)
 - b) isolate from classroom (staff member is in attendance, child is never left alone)
 - c) child will be sent home for the day to think about the behavior and to discuss the situation with his or her parents
 - d) parents will be called in for a conference
 - e) if the above steps have been taken, and the child's behavior is still deemed by the administration to be potentially harmful, the child will be withdrawn from the program

Under no circumstances will any child receive harsh or unusual punishment, be confined with any type of physical restraints, be placed in a locked room, be humiliated or subjected to profane language or other. Never will a child be disciplined for failure to eat or for toilet accidents. No type of discipline will ever be imposed which would humiliate, shame, or frighten a child.

This policy applies to all employees of Montessori Children's House, Inc.

No child will be permitted to stay in the program if his or her behavior is deemed by the administration to be potentially harmful to another child.

Health Policies

We feel the following health policies are essential to the operation of a successful school and to the welfare of our children. We want the classroom to be a safe and healthy environment for all children and appreciate your cooperation in helping us achieve this goal.

- 1) Children may not be brought to school if they are sick. For the sake of the other children, the staff, and themselves, any child exhibiting any of the following symptoms must be kept at home:
 - a) Temperature of 100 degrees or higher (**child must be fever free for 24 hours before returning**)
 - b) Vomiting or diarrhea (**child must be free from both for 24 hours before returning**)
 - c) Non-clear runny nose
 - d) Severe asthma or cold
 - e) Contagious skin infections
 - f) Contagious eye infections
 - g) Hacking or continuous cough
 - h) Any other extraordinary complaints of "not feeling well"
- 2) Please notify the school office immediately if your child contracts a contagious disease. We will in turn notify all parents of the disease contracted and the symptoms to be expected. Please consult your doctor as to the proper time to have your child return to school after such an illness.
- 3) Each child is given a quick visual check as he/she enters the classroom. If the teacher determines the child to be ill, or if your child becomes ill during the day, you will be notified and asked to pick him/her up immediately. Any ill child will be isolated on a cot in a separate room, under teacher supervision, until the parent (or other designated responsible adult) comes for him/her. After releasing the child to the parent's custody, the teacher will disinfect the cot and cover used by the child.
- 4) Any child sent home from the school with a fever **may not** return to the school the next day, and should **stay at home with a normal temperature for at least 24 hours** before returning.
- 5) If your child requires medication during the school day, you are welcome to come to school and give the prescribed medicine to him/her. Since most medications are given in 3-4 hour cycles, a child attending the 3-hour program can take his/her medication before and after school. If your child is in the Extended-day program, contact Jenny Woodford or Susie Glenn concerning our policy of administration of medication. If your child has an inhaler, we ask that you keep it in the office with Jenny or Susie and the appropriate paperwork is complete.
- 6) All allergies need to be reported and recorded by the school administrator. If there is any change during the year, notify us accordingly. Each teacher is notified of these allergies so they are aware of any special needs the child may have.
- 7) There will be at least one teacher on staff at the building during school hours who is trained in First Aid, Communicable disease, child abuse recognition, and CPR.

Communicable Disease Policy

- 1) If a staff member is ill, he/she is required to call Jenny Woodford or Susie Glenn, and a qualified substitute teacher will be found to take that teacher's place until he/she is ready to return. The teachers will be expected to follow the policies set for the by the Ohio Board of

Health and Department of Job and Family Services regarding exclusion from the school for control of communicable disease.

- 2) If a teacher has determined that a child is ill, the parents or guardians will be contacted and asked to pick up their child. Symptoms for which a child shall be discharged from school for the day include:
 - a) Diarrhea (more than one abnormally loose stool within a 24-hour period)
 - b) Severe coughing, causing the child to become red or blue in the face, or causing a whooping sound
 - c) Yellowish skin or eyes
 - d) Labored or rapid breathing
 - e) Conjunctivitis ("Pink Eye")
 - f) Temperature of 1000 taken by the axillary method, when in combination with any other sign of illness
 - g) Untreated infected skin patch
 - h) Unusually dark urine and/or gray-white stool
 - i) Stiff neck
 - j) Sore throat or difficulty in swallowing
 - k) Unusual spots or rashes
 - l) Elevated temperature
 - m) Evidence of lice infestation, scabies or other parasitic infestation
 - n) Vomiting
 - o) Non-clear runny nose
 - p) Any other complaints of "not feeling well"
- 3) The Ohio Department of Health Communicable Disease Chart is posted in the school office.
- 4) If your child becomes ill, you will be notified by phone. If we cannot reach you, we will try to contact the adult indicated on your emergency form, or the child's other parent. Every possible means will be taken to reach one of the designated responsible adults so the child can be taken home as quickly as possible.
- 5) Any child who is determined to be "mildly ill" (experiencing minor common cold symptoms, for example, but who does not exhibit any of the above symptoms), will be watched closely. We will determine if that child would be happier and more comfortable in their home environment for the day, and if that determination is made, you will be expected to pick up your child when called.
- 6) If your child is exposed to any communicable disease, we will send home a notice to parents.

Safety Policies

- 1) No child shall ever be left alone or unsupervised. School-age children (kindergartners) are

permitted to run errands in the building alone, as long as they are within hearing distance and a staff member is aware of their destination and checks on their progress.

- 2) An adult will greet the child at the start of each day.
- 3) There is a telephone in operation at the school which is accessible to the school staff.
- 4) There will be a monthly fire drill for all children and staff at a time determined by the administrator.
- 5) In case of fire, flood, environmental threat, or any other incident that would require evacuation from the building, the children will exit from their respective classrooms under the supervision of the classroom teacher. They will be escorted out of their classrooms to a "safe area" outside, remaining there until the all-clear signal is given. The daily record attendance books will be kept with the teachers at all times, and attendance will be taken by the teacher in order to recheck attendance once outside the building. One teacher will be designated to clear the classrooms of children and staff. One teacher will be designated to telephone the fire department. Each child's parents (or emergency contact) will be called via cell phone, and the children will be dismissed as parents arrive.
- 6) In case of a tornado alert, all children will be directed to a designated "safe area." They should fold their legs and sit in the knee-to-chest position with their hands protecting their heads, until the all-clear is given.
- 7) In the case of power, heat, or water loss, the children will remain in their respective classrooms under the supervision of their teachers. Each child's parents (or emergency contact) will be called via cell phone, and the children will be dismissed as parents arrive.
- 8) The children will not be transported from the school by anyone except their parents or persons authorized to do so by the parents. Field trips will only be taken by the extended kindergarten children. This group will only be permitted to attend the field trip if the school has a permission slip signed by the custodial parent for that child on file. Community resource persons will be invited to the school to present interesting programs to the classes.
- 9) An Incident Report will be completed when an accident or injury occurs and first aid needs to be administered, or when an incident necessitates the administration of Syrup of Ipecac.
- 10) Spray aerosols will not be used at any time when children are present at the school.
- 11) The administrator and each employee are required by law to immediately notify the local public children services agency if they suspect that a child has been abused or neglected. If an abuse is suspected, and an investigation representative from the local public children services agency comes to school, he will be granted access to the child for interview purposes only.

Emergencies and Accidents

If your child has an accident at school, the teacher will contact you, the parent or guardian, or the other person named as responsible for the child on the registration form. If indicated, the emergency medical squad will be called to give assistance when necessary. The child will be transported to the source of emergency medical or dental care by the emergency squad. A staff member will accompany and stay with him/her until the parent or guardian arrives. The child's medical form and registration form, complete with the "permission to transport" section, will accompany the child to the source of care. If the parents have not granted permission for the child to be transported, the child will stay at school under the supervision of a teacher until the parents arrive. Basic first aid will be given if indicated. In case of evacuation, children will be escorted to the Graphics store next door.

Montessori Education - A Few Questions and Answers

courtesy of Paula Lillar; author of Montessori - A Modern Approach, Illinois Montessori Society

What is It?

This system of education is both a philosophy of child growth and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits and a carefully-prepared environment which guarantees exposure to materials and experiences through which to develop intelligence as well as physical and psychological abilities. It is designed to take full advantage of the self-motivation and unique ability of children to develop their own capabilities. The child needs adults to expose him/her to the possibilities of his/her life, but the child must direct his/her own response to these possibilities.

Premises of Montessori Education

- * Children are to be respected as different from adults, and as individuals who differ from each other.
- * The child possesses unusual sensitivity and mental powers for absorbing and learning from his environment that are unlike those of the adult both in quality and capacity.
- * The most important years of growth are the first 6 years of life when unconscious learning is gradually brought to the conscious level.
- * The child has a deep love and need for purposeful work. He works, however, not as an adult for profit and completion of a job, but for the sake of the activity itself. It is this activity which accomplishes for him his most important goal: the development of himself - his mental, physical, and psychological powers.

Is It for All Children?

The Montessori system has been used successfully with children between ages 2 ½ and eighteen from all socioeconomic levels, representing those in regular classes as well as gifted, mentally retarded, emotionally disturbed, and physically challenged. Because of its individual approach, it is uniquely suited to public education, where children of many backgrounds are grouped together. It is also appropriate for classes in which the student/teacher ratio is high because children learn at an early age to work independently.

Is the Child Free to Do What He Chooses in the Classroom?

The child is free to move about the classroom at will, talk to other children, to work with any equipment whose purpose he understands, or to ask the teacher to introduce new materials to him. He is *not* free to disturb other children at work or to abuse the materials that are so important to his development.

What Does the Directress Do?

The Directress works with individual children, introduces materials, and gives guidance

where needed. One of her primary tasks is careful observation of each child in order to determine his needs and to gain the knowledge she needs in preparing the environment to aid his growth. Her method of teaching is indirect in that she neither imposes upon the child as in direct teaching, nor abandons him as a non-directive, permissive approach. Rather, she is constantly alert to the direction in which the child himself had indicated he wishes to go, and she actively seeks ways to help him accomplish his goals.

What Does A Montessori Environment Do for the Child?

The goals of Montessori for children are several: it encourages self-discipline, self-knowledge, and independence, as well as enthusiasm for learning, an organized approach to problem-solving, and academic skills.

What Happens When Children From a Montessori Class Go To a Traditional Class?

Most children appear to adjust rapidly to new classroom situations. In all likelihood, this is because they have developed self-discipline in the Montessori environment.

Suggested Reading List

Montessori Children's House has a lending library which is available to parents. See Jenny Woodford or Susie Glenn if you care to check-out any of the books about Montessori Education which are part of the library. In addition to those in the lending library, we suggest the following books for further reading on the Montessori method:

Children the Challenge, Rudolf Dreikurs
Discovery of the Child, Mary Johnstone
Freedom to Learn, Carl Rogers
Montessori in the Home, Maria Montessori
Montessori for Parents, Dorothy Fisher
Montessori - Her Method and the Movement, Ed. R. C. Orem
Maria Montessori - Her Life and Work, E. H. Standing
Montessori – A Modern Approach, Paula Lillard
Montessori Method – A Revolution in Education, E.H. Standing
The Absorbent Mind, Translated by C. Claremount
The Child in the Family, Nancy Rockmore Cirillo
Montessori Method, Maria Montessori
Montessori and Your Child, A Primer for Parents, Terry Malloy
The Hidden Hinge- Self Development in Early Childhood the Montessori Way, Rosa Covington Packard

Explanation of the Main Areas of the Montessori Classroom

1. Practical Life Exercises help the children develop:

- a) Length of concentration
- b) Eye-hand coordination
- c) Small muscles used later in pencil control
- d) Sense of order
- e) Self-help skills (tying, buttoning, zipping, snapping, etc.)
- f) Left-to-right orientation for reading

2. Sensorial Exercises help the children develop:

- a) Left-to-right sequencing
- b) Size, shape, and depth discrimination
- c) Understanding of primary and secondary colors and shades of colors
- d) Vocabulary through use of terms such as broad, narrow, tall, short, heavy, light, etc.
- e) Understanding of quantity of , “ten”
- f) Size relationships through use of knobbed and knobless cylinders

3. Math Exercises help children with:

- a) Recognition of numbers
- b) Rote counting
- c) Matching of quantity and symbol
- d) Understanding composition of "teens" and "tens"
- e) Ordering of numbers 1 to 9999
- f) Addition, subtraction, and multiplication with one to four place numbers

4. Language Materials help children:

- a) Learn beginning consonant and short-vowel sounds
- b) Read three and four-letter phonetic words
- c) Build phonetic words with the movable alphabet to match picture cards
- d) Begin and advance in reading
- e) Use reading workbooks
- f) Develop verbalization skills
- g) Develop handwriting skills through the use of many materials, including the metal insets

5. Cultural Activities (includes geography and science) introduce children to:

- a) The world around them
- b) Development of language usage through names and captions used in science experiences
- c) Geography exercises that develop awareness and appreciation of the world and its people
- d) Names and locations of other continents and countries

Montessori at Home

The most frequently asked question by parents is what they can do in the home to help their children. This is a good question, because it is true that the most important lessons of childhood are learned in the home. The school and the home must work together for the common good of the child.

Many parents are surprised, and often relieved, to discover that learning exercises can be built quite naturally into the daily routine of the household. Even parents who find it easier to get work done without children around agree that children should have opportunities to assume responsibility and to experience the world in a meaningful way.

The following suggestions for home exercises are a pleasant approach to introducing your child to independence, order, and responsibility:

To Improve Visual Skills:

- 1) Tidying a room -learning to spot things out of place
- 2) Dusting
- 3) Making the bed

To Improve Motor Skills:

- 1) Carrying bags/parcels
- 2) Scrubbing the floor
- 3) Raking leaves
- 4) Setting the table
- 5) Using a rolling pin and cookie cutter
- 6) Helping to prepare simple foods: peeling carrots, snapping beans, stirring with a spoon

To Give Practice in Left-Right Discrimination:

- 1) Setting the table
- 2) Organizing the boots and shoes in the closets
- 3) Sorting the mittens and gloves and arranging them in pairs

To Help Visual-Motor Skills (eye-hand coordination):

- 1) Folding napkins
- 2) Icing cakes
- 3) Pick up paper and sticks from the lawn
- 4) Going for a walk and not stepping on cracks

To Strengthen Auditory Skills:

- 1) Listening for something specific – dogs barking, lawnmowers, birds chirping, etc.
- 2) Answering the telephone – learning to differentiate and recognize voices.
- 3) Listening to the radio. Children brought up on television alone have little practice in listening for information without a visual image to help. Ask them to listen for the weather report or time.

To Help Concept Development:

- 1) Practice Categorizing:
 - a) Sorting laundry -into light and dark colors, children's and adults' clothes, socks, and shirts
 - b) Putting away groceries -dividing them into fresh food and canned, refrigerator and pantry products

- 2) Learn About Numbers -sorting, matching, and arranging things in order of size are all necessary for learning math:
 - a) Setting the table
 - b) Helping to decide how many pieces of fruit are needed for supper
 - c) Using the measuring cup
 - d) Playing games

- 3) Getting a clearer picture of the world around them through real experiences:
 - a) Take them to the grocery store, post office, bank, and see that they understand their functions.
 - b) Give them skills which help them to develop independence. Teach them how to buy a paper or loaf of bread.
 - c) Help them to learn the neighborhood, not just one route.
 - d) Teach them important phone numbers and addresses.
 - e) Teach them the days of the week by tying them to specific activities or television programs.

- 4) Become familiar with the shortcuts and conventions of our society:
 - a) Measuring devices
 - * Time (clock, calendar)
 - * Distance (ruler, yardstick, mileage on car)
 - * Speed (speedometer)
 - * Temperature (thermometer outside a window)
 - * Weight (bathroom scales)
 - b) Learning to use tools that extend our capabilities (telephone, binoculars, camera)