

Welcome to West Side Montessori Center

West Side Montessori Center was founded in 1975. The school embraces the philosophy of Dr. Maria Montessori simply stated as: children learn best in an open-ended, developmentally appropriate environment where they are empowered through their ability to make choices and think for themselves. West Side is accredited by the American Montessori Society, the organization that sets standards for Montessori schools and provides Montessori teacher-training programs. The school is also accredited by CITA (The Commission on International and Trans-Regional Accreditation) and the NCA (North Central Association). These accreditation organizations set standards to challenge qualifying member schools to strive for continuous improvement ensuring the highest quality programs for student learning and excellence. The school is licensed for younger children and chartered for school-age children by the Ohio Department of Education.

At West Side Montessori Center your children will experience an environment that is prepared to allow them the greatest autonomy and the greatest opportunity. Caring teachers have created an atmosphere where children feel secure enough to reach beyond the known, to test themselves, to learn, and to grow independently.

Our outstanding staff is dedicated to providing the best possible education for your children within a safe, nurturing environment and to meeting the needs of West Side's families.

The following pages contain information regarding school policies, procedures, instructional programs, and other general communication. The information contained in this guide is important and will answer many of your questions. Please read it thoroughly and retain your copy for future reference.

Welcome to the West Side community.

Lynn Fisher
Head of School

MISSION STATEMENT

West Side Montessori Center
is a family-oriented educational community
engaging and inspiring children to discover their potential
within an environment promoting mutual respect,
social responsibility, natural curiosity and a love of learning

We Believe In . . .

the uniqueness of each individual.

respecting the worth and dignity of each person.

responsible citizenship within a democratic community.

respecting the interdependence of all that exists.

guiding children to make responsible decisions.

educating the whole person.

a well-prepared environment which meets the developmental
needs of children.

helping each child realize his/her potential.

academic excellence.

nurturing a life-long love of learning.

SCHOOL GOVERNANCE AND SUPPORT

BOARD OF TRUSTEES

West Side Montessori Center is a nonprofit 501 (c) (3) corporation governed by a Board of Trustees. The members of the Board of Trustees shall number not fewer than 17 or more than 22. Each Trustee serves a three-year term and is eligible for re-election for an additional three-year term. Trustees are a mixture of current parents (not more than 60%), former parents, alumni, and persons with no previous affiliation. The Board of Trustees meets as needed to conduct planning and take action on committee proposals. The various committees of the Board meet frequently.

The Board of Trustees exists to make decisions today, which will ensure a continuing high quality education consistent with the West Side Montessori Center mission now and for future generations. The Board shall devote its primary interest to planning, finance, and the evaluation of the Head of School. The Board shall focus upon actions that will have long-term impact rather than focusing on the daily operations of the school. The Board shall strive to keep the school: mission driven, appropriately marketed, and well supplied with “profiled” board candidates.

The Founding Head of School also acts as the President of the corporation and exercises supervision over the business of the corporation subject to the control of the Board. The Founding Head of School/President is also a member of several other Board committees.

PARENTS' ASSOCIATION

All West Side Montessori Center parents are members of the Parents' Association. Active membership in the Association through volunteerism, meeting attendance and/or joining the Parents' Association Coordinating Committee is an excellent way to get acquainted with other parents, staff, and the School. The mission of the Parents' Association is to support and enhance educational opportunities for our children by embracing the mission of West Side Montessori Center.

Each year a slate of officer and committee chair nominees are elected by West Side parents to form the Parents' Association Coordinating Committee. The coordinating committee, referred to by its acronym, PACC, consists of no fewer than 15 members and acts as the governing body of the Parents' Association. The committee serves several purposes:

- To represent the thoughts and requests of West Side parents to the Head of School, Staff, and Board of Trustees.
- To focus on near-term planning and to promote programs/events that enrich the school's community life.
- To work with the Board of Trustees on long-term initiatives through reciprocal communication of plans and programs.

The PACC meets every month from September to June. The meetings are open to all parents. The dates and times are published in the *Inside Story* newsletter. Please contact the school office at (419) 866-1931 if you are interested in being nominated to the PACC or working as a volunteer on any of the following committees:

Fund Raising
Special Events
Internal Educational Enhancement
External Educational Enhancement
Parent Programs

INSTITUTIONAL ADVANCEMENT

- School Volunteerism

West Side Montessori Center is very fortunate to have the support of its parents, grandparents, and friends in many diverse ways. Involvement includes active membership in the Parents' Association, the PACC, various school and classroom activities, extracurricular events, or as a member of the Board of Trustees. A volunteer sign-up form is mailed to each family prior to the start of school. Some of the volunteer opportunities during the school year directly support school operations. Please contact the school at (419) 866-1931 if you are interested in volunteering to work on any of the following:

- Newsletter reproduction & distribution
- Data research and input
- General office work
- Fundraising

- Development

Development is an integral function within the school that ensures West Side is appropriately marketed, raises funds necessary to meet the school's short term and long term goals, and works closely with volunteers who generously give their time and support to help in the many Development projects.

The goals are:

- Develop marketing and communications programs consistent with the school's mission.
- Recruit, train, and support volunteer workers for development activities.
- Secure financial support for West Side Montessori Center's enhancement programs, for its physical needs (such as new or renovated facilities), and for endowment. This goal is accomplished through a variety of fundraising efforts, projects and special events.

INSTITUTIONAL ADVANCEMENT, cont.

- Development, cont.

As a private school, West Side encourages the involvement of our community in any of the variety of development activities. Participation in our development program by way of family involvement, input, leadership, and volunteerism as well as financial contributions in whatever amount your financial situation allows is greatly appreciated and helps to carry on the school's strong community.

Annual Enhancement Fund	Annually, parents, grandparents, faculty and staff, alumni, friends, and corporations support the school through donations to the West Side Montessori Annual Enhancement Fund. Annual (tax deductible) gifts provide enhancements to educational programs, renewal programs for staff, and enriched support services beyond those available through the operating budget. West Side Montessori Center is not dependent on annual giving to balance the operating budget.
Events	A spring fund-raising event occurs, which is coordinated through the School and its Development Office working with parent volunteers. Funds raised from this event are deposited in a restricted account designated for strategic projects indicated by The Board of Trustees.
Capital Fund Drives	Capital Fund Drives support special projects, new construction and building and plant renovation.
Endowment Fund	The Endowment Fund is an account where assets are held for the school. The principal of the Fund remains intact in perpetuity. Currently, the interest earned on the account is cycled back into the fund. The uses and investment of the Endowment Fund are decided by the Board of Trustees.

INSTITUTIONAL ADVANCEMENT, cont.

- Development, cont.

Gifts are made to the School because people believe in West Side Montessori Center and in the value of independent education. These gifts are an expression of confidence in the mission and quality education provided by West Side Montessori Center and helps to insure the existence of ongoing program enhancements and excellence for future generations.

There are many ways of giving to West Side Montessori: gifts of cash, employer matching gifts; securities and real estate; tangible personal property; life insurance; deferred gifts, and bequests. The Development Office will be pleased to discuss with you any of the various giving options. For information, please contact the school at (419) 866-1931 and ask for Development.

ADMISSION POLICY

West Side Montessori Center admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities made available to students at the school. The school does not discriminate on the basis of age, national origin, race, gender, or disability in the administration of its educational policy, admission policy, or any school administrated program.

Children are typically admitted to West Side Montessori Center in The Little House (13 months and walking through 40 months by Sept. 30) and Pre-Primary (toilet trained and three years by Sept. 30 through kindergarten) levels. Montessori classrooms incorporate multi-age groupings, usually a three-year age span. Whenever possible, children stay with the same teaching team and classmates for three years, which enables the children and teachers to know one another well and build a community spirit. This eliminates the yearly stress of new teachers and expectations and enables teachers to personalize instruction. To take advantage of this unique learning opportunity, we encourage parents to plan for a multi-year commitment to the school and to enroll their child as early as possible. Although children may be accepted at any age, for maximum benefit of the program, we encourage enrollment no later than three to four years of age. Some children may find it difficult to adapt to the Montessori teaching style without the early childhood experience.

Children are considered for admission after parents complete an Admission Application. Preference is given to siblings of currently enrolled students and students transferring from other Montessori schools. When considering students for enrollment, the Admissions and Placement Committee assesses the application on the basis of the school's guidelines for placement.

Students enrolled in The Little House or at the pre-primary level have an interview prior to the start of school. The interview helps to determine readiness and appropriate placement, as well as helps the child feel more comfortable with the teachers and classroom before the first day of school.

ADMISSION POLICY, cont.

Children in grade levels 1 - 8 are considered for enrollment after the Admission and Placement Committee reviews the student's grade card, and if possible, standardized test results. Previous assessments and any other pertinent behavioral information will also be considered. The child's present (or previous) teachers are contacted as part of the admission process. If after this review the committee believes the student has a good chance of being successful at West Side Montessori Center, the applicant will be invited to come for a three-day visit. During that visit, teachers communicate the program expectations and the child has the opportunity to experience the classroom environment. The staff has the opportunity to evaluate the child's commitment to learning and ability to meet the behavioral expectations of the school. After the visit parents receive feedback about the visit and will be made aware of any transition issues teachers may foresee. An offer of enrollment may be extended or the Admission Committee may recommend an alternate placement within or outside of the school.

Whenever a space is offered, at any age level, parents complete the enrollment process by signing the Enrollment Intent Form and making a tuition deposit, which is non-refundable. Because the school believes that an optimal learning experience can be attained only through the school and parents working in partnership, parents sign a partnership agreement upon enrollment (and annually thereafter) in which they acknowledge and accept their role in the education of their child. The agreement is an affirmation of responsible parenting practices and clarifies the level of involvement expected from and by the school.

West Side Montessori Center has an inclusive philosophy and values diversity in the school population. This diversity includes children with special needs. Special needs may include children who are gifted or who are learning, physically, or sensory challenged or are developmentally delayed. Children with special needs are assessed by the Admission and Placement Committee on the basis of the school's financial and personnel resources available to meet the child's individual needs. A meeting between parents, admission director, student services coordinator, and appropriate teachers is scheduled. The school prefers to admit children at a very young age so that the unique learning experiences in the Montessori environment can provide the necessary foundation for further learning. Some children with special needs may be considered for admission only at the beginning of the school year because of the importance of the orientation period.

ADMISSION POLICY, cont.

Because the school adheres to the Montessori educational philosophy that stresses individual responsibility for learning, potential students at any level may be screened for admission on the basis of their ability to make developmentally appropriate choices. Children are also screened for their ability to participate in group lessons.

The first six weeks of school are considered an orientation and evaluation period for any child entering or moving up to a new level at West Side Montessori Center. Parents are notified by classroom teachers of any problem that arises during this period and teachers urge parents to notify them if their child brings home a school-related problem. Because the school wants all students to be successful, if problems continue, a meeting is scheduled with parents to discuss intervention strategies. After observation has been made by the child's classroom teacher, student services coordinator, and any other appropriate professional, the school may recommend during, or at the end of this evaluation period, that a child be withdrawn and re-enroll at an older age, or may recommend different placement either within or outside of the school.

A six-week trial period may be initiated any time a child's behavior is significantly disruptive to the classroom or is affecting the child's ability to learn. During this time teachers observe the child, intervene when problems occur, and document the incidents. Parents are contacted and a plan is developed to address the child's behavior. If the child does not make significant progress, parents will be asked to withdraw their child.

PARTNERSHIP AGREEMENT

West Side parents place a high value on their children's Montessori education because they believe the school environment provides all of the elements to nurture children to develop to their fullest potential.

From tiny toddlers engaging in their first school experience to middle school graduates who have explored the full range of Montessori learning opportunities, West Side students exhibit the qualities that allow them to become balanced, independent, self-motivated, caring, involved individuals. They are poised to become engaged citizens, community leaders and scholars. The partnership between the school and families produces these dramatic results. Working together we consistently create maximum learning opportunities for our children.

Because we believe it is important for parents to understand, acknowledge and accept their role in the education of their children at West Side Montessori Center, parents acknowledge their commitment annually when they re-enroll their children for the next year. The commitment is an affirmation of your responsible parenting practices and clarifies the level of involvement expected from and by the school.

OUR COMMITMENT TO PARENTS

West Side Montessori Center is committed to children and families by doing the following:

- Create an environment where families feel welcome and valued in a healthy, safe, well-prepared school-wide surrounding.
- Develop an in-depth understanding of each child's learning style, developmental level, interests, strengths and needs.
- Set high (but realistic and consistent) expectations for each child.
- Nurture each child to develop to his/her fullest potential.
- Arrive each day prepared to provide a culture of peace, respect, responsibility and learning.
- Engage parents in each child's learning process by providing communication and feedback mechanisms relating the progress of each child on a timely basis dependent on the program level and the child's needs.
- Engage the school's student services personnel with families in a proactive and timely manner if the child is not thriving in the classroom.
- Provide communication and education tools that inform all families of the values, goals, educational practices, policies, procedures and expectations of the school prior to enrollment and throughout the child's West Side experience.

OUR COMMITMENT TO PARENTS, cont.

- Provide an ongoing parent education program that keeps parents informed of Montessori philosophy and practice at each developmental level.
- Provide an observation program appropriate to each developmental level so that parents can develop a deeper understanding of the goals, curriculum and teaching methods as well as their child's social, emotional, physical and cognitive growth from year to year.
- Help build community by working with the Parents' Association Coordinating Committee (PACC) to create and participate in school-wide events.
- Support the PACC and ensure that the parents' organization and school work together to provide optimum learning and enrichment opportunities for children and families.
- Provide and communicate ample volunteer opportunities for parents, acknowledging the possibility that some parents have limited time for volunteering.
- Consistently and systematically evaluate the programs and services of the school with the input and participation of all constituencies.
- Provide a fiscally responsible budget that supports program excellence and provide fund raising opportunities that make it possible for enhancements and capital needs to be met.
- Strive to provide adequate ongoing financial aid to retain families who are committed to Montessori education and to encourage the inclusion of new families who enrich the economic, cultural and racial diversity of the school.
- Follow through with families, when needed, to ensure that partnership expectations are being met.

PARENT COMMITMENT

West Side Montessori Center parents are committed to their children and the school by doing the following:

- Ensure that my child arrives at school in sufficient time to be in class and ready for the day's activities when class starts.
- Ensure that my child arrives at school ready to learn each day – including having had adequate sleep and proper nutrition, being free of communicable disease, and with appropriate dress and designated supplies.

PARENT COMMITMENT, cont.

- Support the school's curriculum at each level by engaging in developmentally appropriate home activities such as reading daily with my toddler or pre-school child, practicing skills as needed with my lower elementary child, monitoring homework as needed for my upper elementary child and enabling my child to participate fully in all classroom programs such as field trips, including overnight trips for older students. (Any religious or health restrictions will be shared with the school prior to enrollment and at each new program level in order to plan appropriate accommodations.)
- Be knowledgeable regarding the school's policies and procedures, upcoming events, classroom activities, etc. by reading the weekly school newsletter, parent handbook and classroom communications.
- Communicate honestly with teachers about circumstances outside of the school that impact my child.
- Actively seek appropriate ways to get my questions or concerns addressed through established channels.
- Attend scheduled parent/teacher conferences and participate in additional conferences if my child does not appear to be thriving in school.
- Observe my child's class annually for a minimum of 2 hours through a program designed by classroom teachers that is appropriate for the age level.
- Attend:
 - a required Montessori parent education program (Montessori 101) when my family first becomes involved with the school,
 - a required parent education program when my child prepares to move to a new program level,
 - additional optional parent programs as my schedule permits.
- Commit to one or more volunteer opportunities offered each year by the school.
- Help build community by actively participating in school-wide events.
- Support the Parents' Association Coordinating Committee (PACC) and its activities.
- Participate in an annual Parents Survey provided by the Board, administration, teachers or PACC that is used for the ongoing school improvement process and provides input for strategic planning.
- Participate at the level of my ability in fund raising activities that support school programs, financial aid and capital needs such as the Annual Enhancement Fund, spring event and capital fund raising.

PLACEMENT AND PROMOTION

Classes for The Little House and pre-primary level children are available at both the Toledo and Perrysburg Campus. Classes for grade levels 1-3 are located at the McCord Campus with levels 4-8 at the Bancroft Campus. Promotion within the school from The Little House to Pre-Primary, Pre-Primary to Lower Elementary, Lower Elementary to Upper Elementary, and Upper Elementary to Middle School is evaluated for each child. The school accepts the fact that not all levels may be appropriate for all students enrolled throughout their educational experience at West Side Montessori Center. Therefore, guidelines for each level have been established.

Guidelines for Placement at West Side Montessori Center

THE LITTLE HOUSE

(13 months to 40 months by Sept. 30th)

- The child must be chronologically and developmentally 13 months of age by the first day of the school year for both the Toledo and Perrysburg Campuses.
- The child who is between 13 and 16 months must have experience in separating from the parent (through babysitters or other child care experience).
- The child who is between 13 and 16 months is recommended to be enrolled either in a 3-day or a 5-day program.
- The child must be able to walk independently.
- Parents must demonstrate their readiness to separate from their child and to encourage the child's independence.
- The child must be able to separate from the parent over a reasonable amount of time.

THE LITTLE HOUSE PLACEMENT GUIDELINES, cont.

Very young three-year-olds (36 to 40 months) are still mastering many gross motor skills and therefore are still very physically active. This is a natural stage of development and must be taken into consideration when determining whether placement in The Little House or Pre-Primary is more appropriate. Although there are many similarities between the older classes in The Little House and the Pre-Primary program, The Little House program provides more time for physical activities and large muscle development. There are also fewer requirements for sitting for group activities and group lessons.

Children grow so fast at this age that we can only take an educated guess at the rate the children will progress in the time between enrollment and the start of school in the fall or for children currently enrolled, between Parent/Teacher conferences in February and the start of the new school year. We encourage parents of children who will be between 36 to 40 months at the start of the school year to observe both The Little House and Pre-Primary programs and discuss the Guidelines for Placement in Pre-Primary with their child's teachers or, for children who will be new to the school, with the Admission Director.

GUIDELINES FOR PLACEMENT IN PRE-PRIMARY

(3 years by Sept. 30th through Kindergarten)

- The child should be able to separate from the parent. To facilitate this, parents do not ordinarily accompany their children into the classroom but say goodbye at the classroom door or at the car.
- The child should be at least 36 months of age by September 30. Very young three-year-olds (36 to 40 months) are still mastering many gross motor skills and are still very active. This is a natural stage of development and must be taken into consideration when determining whether placement in the The Little House (where there are more opportunities for physical activities and gross motor skills, and the need to sit for a group time is kept to a minimum) or Pre-Primary is more appropriate. Children grow so fast at this age that we can only take an educated guess at the rate the children will progress in the time between enrollment and the start of school in the fall. We encourage parents of children who will be between 36 to 40 months at the start of the school year to observe both The Little House and Pre-Primary programs and discuss the Guidelines for Placement in Pre-Primary with their child's teachers or, for a child who will be new to the school, with the Admission Director.
- The child should be completely toilet trained and able to use the toilet independently (including the use of toilet paper). Daytime "pull-ups" or training pants are not to be used. It is natural and acceptable for a young pre-school child to have an occasional "accident" while at school, however; if a child has accidents several times a week, the child is not completely toilet trained. Teachers are able to give reminders to use the bathroom before the children go on the playground or after lunch, etc., but it is not possible to give bathroom reminders to individual children at regular intervals (e.g. every half hour). In the case of a child with diagnosed special needs, the toilet training requirement can be waived if the school has personnel available to handle the physical or maturational special needs. (This is a state of Ohio law.)
- The child demonstrates developmental readiness by making needs known in speech or sign.
- The child has developed gross and fine motor skills within a range expected for 30 – 40 months of chronological age.
- The child can work without constant supervision.
- The child is able to follow two-step directions.

GUIDELINES FOR PLACEMENT IN PRE-PRIMARY, cont.

- The child is able to complete the work cycle most of the time by choosing work, staying on task for a reasonable period of time (4 - 6 minutes), and putting the work away.
- The child is able to participate in a group activity for 15 – 20 minutes.
- The child is able to follow the ground rules most of the time.
- The child is able to interact with other children or with a small group appropriately.
- The child is able to sit for an individual or small group lesson for at least 4 – 6 minutes.

There are no academic requirements in considering placement. A child needs only to meet the placement requirements on a frequent basis. Some reminding is acceptable.

We encourage all parents to wean their child of any daytime “loveys,” blankets, or pacifiers before the child starts in Pre-Primary.

GUIDELINES FOR PLACEMENT IN KINDERGARTEN

The following criteria are general guidelines to be used when considering children for Kindergarten. We recognize that every child will not meet each criterion. Behavior criteria will be weighted more heavily than academic criteria. Each child is evaluated on an individual basis.

Behavior: The child is able to maintain acceptable behavior without calling attention to self.

Academic: The child is able to work independently using materials which are developmentally appropriate.

Commitment: The child is willing and able to be responsible for doing his or her best.

Support: The parents maintain a positive involvement in their child's education.

Respect

The child demonstrates developmentally appropriate respect by:

- respecting others' work, property, body and feelings.
- showing respect for adults.
- using polite language and behavior.
- demonstrating body awareness in the way he sits; keeps his boundary with others.
- moving about the classroom in an appropriate manner.
- using a voice level appropriate to the classroom.
- showing respect for learning materials by the way in which he uses and places the materials on a rug or a table.
- using appropriate eye contact and tone of voice.

Independence and Responsibility

The child demonstrates developmentally appropriate independence by:

- functioning in a classroom setting without constant teacher cueing.
- working and choosing work independently.
- showing developmentally appropriate coping skills.
- completing a work cycle, i.e. get materials, plan his work, and return materials and work in an efficient manner.
- making a smooth transition from one task or environment to another.

GUIDELINES FOR PLACEMENT IN KINDERGARTEN, cont.

READINESS CONSIDERATIONS FOR INCOMING KINDERGARTEN CHILDREN:

Developmental Readiness

The child demonstrates developmental readiness by:

- using developmentally appropriate vocabulary and language.
- generally complying with teacher's requests and directions.
- listening attentively using good eye contact and appropriate body language.
- sitting for individual and group activities for fifteen minutes.

Academic Readiness:

There are no academic requirements in considering placement for Kindergarten.

GUIDELINES FOR PLACEMENT IN LOWER ELEMENTARY: FIRST THROUGH THIRD GRADE LEVELS

The following criteria are general guidelines to be used when considering children for Lower Elementary placement. We recognize that every child will not meet each criterion. Behavior criteria will be weighted more heavily than academic criteria. Each child is evaluated on an individual basis.

Behavior: The child is able to maintain acceptable behavior without calling attention to self.

Academic: The child is able to work independently using materials which are developmentally appropriate.

Commitment: The child is willing and able to be responsible for doing his or her best.

Support: The parents maintain a positive involvement in their child's education.

Respect

The child demonstrates developmentally appropriate respect by:

- respecting others' work, property, body and feelings.
- showing respect for adults.
- using polite language and behavior.
- demonstrating body awareness in the way he sits; keeps his boundary with others.
- moving about the classroom using appropriate eye contact and tone of voice.
- using a voice level appropriate to the classroom.
- showing respect for learning materials by the way in which he uses and places the materials on a rug or a table.

Independence and Responsibility

The child demonstrates developmentally appropriate independence by:

- functioning in a classroom setting without constant teacher cueing.
- working and choosing work independently.
- showing developmentally appropriate coping skills.
- completing a work cycle, i.e. get materials, plan his work, and return materials and work in an efficient manner.
- making a smooth transition from one task or environment to another.

GUIDELINES FOR PLACEMENT IN LOWER ELEMENTARY, cont.

READINESS CONSIDERATIONS FOR INCOMING FIRST LEVEL CHILDREN:

Developmental Readiness

The child demonstrates developmental readiness by:

- using developmentally appropriate vocabulary and language.
- following a three-step verbal direction.
- listening attentively using good eye contact and appropriate body language.
- sitting for a group activity for twenty minutes.

Academic Readiness:

The child demonstrates academic readiness by:

- recognizing similarities and differences in a set of pictures.
- seeing and reproducing patterns.
- classifying objects and/or pictures.
- identifying upper and lower case letters in writing.
- holding a pencil properly.
- reading and writing his or her first and last name.
- articulating all consonant sounds and associates with their corresponding letters.
- using a moveable alphabet to construct words.
- recognizing word boundaries (beginning-end).
- reading twenty basic words: the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, and I.
- reading eight basic color words: red, blue, green, yellow, brown, black, purple, orange.
- identifying quantity of bead bars 1-10 without counting.
- understanding symbol and quantity relationship from 0-19.
- writing and sequencing numbers 1-20.
- identifying the place value of golden beads and numerals for units, tens, hundreds, and thousands.
- identifying and copying basic geometric forms: circle, square, triangle.
- reading the number words zero - ten.

GUIDELINES FOR PLACEMENT IN UPPER ELEMENTARY: FOURTH, FIFTH, AND SIXTH GRADE LEVELS

The Upper Elementary team has been established to provide an environment that fosters mutual respect, social responsibility, and a love of learning. We encourage the students to develop their potential by building academic skills through challenging activities and the sharing of knowledge gained.

- BEHAVIOR:**
1. The child is able to maintain a positive attitude.
 2. The child is able to get along with peers and to work as a constructive group member.
 3. The child is able to function in the classroom without constant supervision and redirection.

- COMMITMENT:**
1. The child is willing to be self-directed and takes responsibility for doing his/her best.
 2. The child is willing to work productively to meet assignment deadlines.

- ACADEMIC:**
1. The child is able to read, write, and verbally express himself/herself at a level consistent with the upper elementary program.
 2. The child is able to follow written and oral directions.
 3. The child is able to demonstrate an independent, developmentally appropriate work ethic from organization to completion of the activity.

GUIDELINES FOR PLACEMENT IN MIDDLE SCHOOL: SEVENTH AND EIGHTH GRADE LEVELS

West Side Middle School is a unique learning environment. Utilizing a thematic, integrated curriculum, emphasis is on inquiry and discovery. Process, or “learning how to learn” skills, are stressed with teachers functioning as facilitators and coaches. Students are responsible for their own learning, exploring as deeply as their interest and abilities take them. Because of this unique approach, students are expected to possess the following characteristics in order to experience success:

1. enthusiasm for learning, willingness and eagerness to try new things;
2. self-direction in work habits, and an ability to use independent working time effectively, without constant supervision;
3. consciousness of the need to respect others in regard to materials, space, and feelings;
4. ability to maintain appropriate, non-disruptive behavior both in classroom settings and in unstructured situations;
5. responsibility for the care of his/her own materials, as well as caring for the school materials and environment.

In addition to these characteristics, positive and supportive reinforcement from each student’s parents regarding these behavior expectations is also vital to the child’s success.

McCORD/BANCROFT CAMPUS PROGRAMS

THE LITTLE HOUSE (13 months - 40 months by Sept. 30th)

The Little House at West Side Montessori Center is committed to providing a developmentally appropriate environment where social interaction, natural curiosity, and a love of learning are fostered. Children are nurtured in a physically and emotionally safe environment where teachers respond to the children's needs to be loved, respected, and accepted. Small teacher/child ratios (1:5, 1:6, or 1:7 dependent on the child's age) allow personalized attention while encouraging the child's independence.

The Little House program is not a daycare or baby-sitting service; it is an educational program. Teachers have professional degrees and have been educated in human growth and development, observational skills to assist in the development of each child, and the preparation of an environment that is responsive to each child's needs. They work to create an atmosphere that communicates unconditional love and acceptance.

The Little House class options are:

2 day class	(Mon.-Tues.)	8:30 am - 11:00 am
2 day class	(Mon.-Tues.)	8:30 am - 3:00 pm
3 day class	(Wed., Thurs., Fri.)	8:30 am - 11:00 am
3 day class	(Wed., Thurs., Fri.)	8:30 am - 3:00 pm
5 day class	(Mon.-Fri.)	8:30 am - 11:00 am
5 day class	(Mon.-Fri.)	8:30 am - 3:00 pm

It is important that each child be in class by the start of the program. Children who arrive late miss key components of the day and often feel out of sync with the class.

Before & After Care is available from 7:00 am – 8:15 am and 3:00 pm – 6:00 pm on the days your child attends his or her regular program.

Extended Day Program is available from 11:00 am – 3:00 pm for Little House half-day students on the days your child attends his or her regular program. A 24-hour advance reservation is required.

LITTLE HOUSE, cont.

Parents who need care all day for their young children can be assured of a safe and caring environment. Parents can schedule use of the Extended Day Program on a regular basis or use it on an as-needed basis by notifying the school the day before so that the necessary staffing can be arranged.

Children who stay for the Extended Day Program should bring a lunch; milk can be purchased for those children enrolled full day. Most Little House children nap in the afternoon. After waking from nap children return to the classroom for activities. Children can be picked up before noon or after 2:30 pm so nap time is not disturbed.

The Little House is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone number for the Office of Early Childhood Education and Department ombudsman are posted in the school office on the compliance report. All complaints and reports concerning the operations of programs regulated by this chapter of the administrative code and sections 3301.52 to 3301.59 of the revised code may be reported to the Department ombudsman or the Office of Early Childhood Education. Parents may request copies of the program inspection report.

PRE-PRIMARY (3 years by Sept. 30th through kindergarten)

West Side Montessori Center is committed to providing a developmentally appropriate education for every child. We recognize children mature at different rates and some children may benefit from an additional year in the Little House program. This recommendation comes from the teachers' loving concern for the child and their desire for the child to be ready in all developmental aspects before moving to the next level. The Pre-Primary curriculum is based on a three-year cycle with the child's third year being his/her kindergarten year. Kindergarten readiness is based on the whole child, which encompasses academic, social, and emotional readiness. Pre-Primary teachers carefully assess each child throughout the year and communicate these observations with parents. Children who complete an additional year in the Little House may or may not need to complete all three Pre-Primary years. Each child will be evaluated individually, and the decision will be made in coordination with parents regarding Kindergarten placement.

The Pre-Primary program meets the needs of children three to six years old through a warm, carefully prepared, child-centered environment in which teachers recognize and encourage individuality and natural curiosity. The curriculum includes developmentally appropriate activities in math, language arts, science, geography, every day living skills,

PRE-PRIMARY, cont.

art, music, French or Spanish, and physical education that meet the individual needs of the children and the State Board of Education standards.

Pre-Primary class options are:

Half Day AM class	(Mon.-Fri.)	8:30 am – 11:00 am
Half Day PM class (including Kindergarten)	(Mon.-Fri.)	12:30 pm – 3:00 pm
Full Day class (including Kindergarten)	(Mon.-Fri.)	8:30 am – 3:00 pm

Most kindergarten students attend the full-day enrichment program. A half-day afternoon option is also available.

Before & After Care is available from 7:00 am – 8:15 am and 3:00 pm – 6:00 pm on the days your child attends his or her regular program. Before & After Care provides a warm and nurturing atmosphere where children can learn and play together.

Afternoon Enrichment Program is available from 11:00 am – 3:00 pm for Pre-Primary morning-only students on the days your child attends his or her regular program. A 24-hour reservation is required. Students are in a Montessori classroom with a Montessori teacher.

Children who stay all day bring a lunch; milk can be purchased for those children enrolled full day. Activities for full-day children are designed to fit the needs of the child and may include a nap. Full-day kindergartners are in a separate classroom during the afternoon doing work that builds upon their morning lessons. Full-day 3 and 4-year olds are together with a Montessori teacher in the Montessori classrooms.

It is important that each child be in class by the start of the program. Children who arrive late miss key components of the day and often feel out of sync with the class.

Nap Room: A nap option is provided for pre-primary children who need it. As children wake, they return to their assigned afternoon classrooms.

PRE-PRIMARY, cont

The Pre-Primary program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone number for the Office of Early Childhood Education and Department ombudsman are posted in the school office on the compliance report. All complaints and reports concerning the operations of programs regulated by this chapter of the administrative code and sections 3301.52 to 3301.59 of the revised code may be reported to the Department ombudsman or the Office of Early Childhood Education. Parents may request copies of the program inspection report.

Kindergarten

Our kindergarten program is chartered by the Ohio Department of Education. Half-day afternoon and full-day programs are available.

- **Half-day Kindergarten:** Kindergarten children have their kindergarten instruction in a mixed-age Montessori class in the afternoon. The curriculum includes activities in math, language arts, science, geography, art, music, physical education and a foreign language.
- **Full-day Kindergarten:** After receiving their kindergarten instruction (activities described above) in a morning mixed-age Montessori class, full-day kindergarten children have the opportunity to participate in enrichment activities specifically designed for this age group. Activities such as field trips, advanced science and geography projects, additional classes in a second foreign language, physical education, and music help prepare children for first grade in a relaxed yet stimulating atmosphere.

LOWER ELEMENTARY, UPPER ELEMENTARY, AND MIDDLE SCHOOL (Grade Levels 1 through 8)

Our Lower and Upper Elementary and Middle School programs are chartered by the Ohio Department of Education. Parents may request copies of the program compliance report. School hours are 8:30 am - 3:00 pm for Lower Elementary and 8:30 am - 3:15 pm for Upper Elementary and Middle School. **It is important that each child be in class by the start of the program.** Children who arrive late miss key components of the day and often feel out of sync with the class. Before & After Care is available.

LOWER ELEMENTARY (6 yrs. by Sept. 30th through 3rd grade level)

The core of the Lower Elementary curriculum is the study of the formation of the universe, the history of time, and the place of humans within it. Our relationship to the planet and all its life forms is a basic part of the Montessori curriculum. Geology, botany, and zoology are introduced in the context of history. In order to use the information that their inquiring minds seek, Lower Elementary level children are eager to acquire the necessary language arts and mathematical skills.

UPPER ELEMENTARY (Grade Levels 4, 5, and 6)

The Upper Elementary curriculum is focused on the development of civilization. The sciences and arts are studied in the context of the universal needs of people. Differences and similarities are respected. Library, computer, research, and report writing skills are developed and refined. Students are increasingly able to express themselves in a wide variety of written and oral formats. As social awareness grows, group skills are developed within the context of a democratic community.

MIDDLE SCHOOL (Grade Levels 7 and 8)

West Side Middle School offers a unique opportunity for the adolescent student to develop a positive self-image in an atmosphere that is physically and psychologically safe. Students, teachers, and parents work together as a team to achieve learning goals planned around an integrated, process-oriented curriculum. Selected social studies themes are established around specific content areas (including United States and Ohio history) with a two-year progression. Literature selections reinforce the chosen yearly themes. The two-year science rotation covers the physical and biological sciences. There are many avenues for creative expression as well.

A separate booklet listing Middle School policies and procedures is available.

EDUCATIONAL ENRICHMENT PROGRAMS

FOREIGN LANGUAGE - The foreign language program begins with the three-year-olds in Pre-Primary. The purpose of the program at this level is to expose children to another language and culture in a fun way. Children will have the opportunity to sing songs, play games, and learn some basic vocabulary. Children enrolled in a half-day Montessori class at the McCord and Perrysburg campuses will be exposed to French or Spanish. Children in the Kindergarten Enrichment class at the McCord and Perrysburg campuses will have the opportunity to explore both languages.

At the Lower Elementary level, children are offered either French or Spanish as the foreign language they will learn. The emphasis in Lower Elementary is speaking and listening. Children continue with the same language through Middle School. Foreign language classes are a regular class in the curriculum.

At the Upper Elementary level, textbooks are introduced in the foreign language program and students begin to learn the fundamentals of reading and writing in French or Spanish.

At the Middle School level, the curriculum presents an opportunity for students to learn foreign language skills that are offered at a first-year high school level.

After a family has chosen a foreign language in the first level, changes are not recommended. After the fifth level, foreign language changes are not permitted. A parent wishing to change his or her child's foreign language must request the change in writing, stating the reason for the change. The student must take responsibility to catch up to others—the teacher will help in class, but is unable to take the responsibility for catching the student up. Any changes will be done on a trial basis. If the student is not able to catch up, the teacher will request that the student return to his or her original language program.

EDUCATIONAL ENRICHMENT PROGRAMS, cont.

MUSIC - Music classes with a music specialist begin at the pre-primary level. The children are taught songs, use rhythm instruments, and have fun with creative movement with music. Children in the Kindergarten Enrichment program have an additional music class each week. In the spring, the Kindergarten Enrichment children participate in a music program that they perform for their families and friends.

The Lower Elementary music program uses the Carl Orff concepts of teaching music through singing, movement, music theory, and playing barred instruments.

The Upper Elementary music program continues on using the Carl Orff program to teach singing, movement, music theory, and playing barred instruments. Instrumental ensemble is also available for the fifth and sixth level students.

At the Middle School level, in addition to singing, the students study the development of music through history, composers, the music of other cultures, and the interrelationship of music to the other arts. Band is available for middle school students. Middle school students also have the opportunity to take music electives.

Private instrumental music lessons are an optional part of the music program. Registration forms and fee schedules are available in the fall. Woodwind instruments (flute, clarinet, saxophone) are offered to fourth level and above. Ensemble group or band is offered at the Upper Elementary and Middle School levels for children who play musical instruments.

ART - Art materials are available to children in The Little House and at the pre-primary levels. Classroom teachers help children acquire basic skills like cutting, pasting, and painting at an easel. Art at this level is very process-oriented rather than product-oriented.

Students at the lower and upper elementary levels, as well as the middle school, are encouraged to explore, discover, and grow through the art experience. The goals of the art program are: to identify, develop, and apply knowledge in the elements and principles of art; to develop the ability to create, using many types of media, and to develop an appreciation of art. In addition, the middle school students have the opportunity to take an art elective.

EDUCATIONAL ENRICHMENT PROGRAMS, cont.

PHYSICAL EDUCATION - Children at The Little House use the large muscle room daily for developmentally appropriate activities that provide gross motor development.

At the Pre-Primary level, the children develop gross motor skills and the ability to listen and follow directions to learn simple games with a specialist. Kindergarten Enrichment students have an additional physical education class to work on skills like skipping, hopping, jumping, fundamental rhythm skills, and beginning throwing and catching skills.

The Lower Elementary level curriculum focuses on games of low organization, for example, tag games, relay races, and dodge ball. Lead-in games are designed to prepare for more organized sports that begin at the Upper Elementary level.

The curriculum for the Upper Elementary students concentrates on more organized sports. They play modified versions of such games as basketball, soccer, floor hockey, badminton, and tennis. Learning the particular rules of each game becomes more important.

Middle School students play organized sports such as soccer, field hockey, volleyball, archery, lacrosse, flag football, basketball, volleyball, handball, and tennis. Tests are given to ensure knowledge of rules and play procedures.

At all levels, proper gym shoes are required for participation (athletic type “tennis” shoes that tie or have Velcro closures; no black soles that mark the gym floor).

TECHNOLOGY – Technology is used at West Side to enhance a student’s learning. Technology classes begin in the first grade and continue through eighth grade. In the lower elementary program students begin with an introduction to the computer and how to use the computer properly. Students use educational CDs and learn to draw, type and use word processing. In third grade, students begin to have formal keyboarding lessons. In the upper elementary program students continue to learn keyboarding skills. They type research papers using Microsoft Word, start adding graphics to their research, use Microsoft Excel, and use the internet to gather information. Technology is closely tied into their classroom curricular work. In the middle school program, students continue to use Microsoft Word, Excel and Power Point. They also receive an introduction to photography using Photoshop and are introduced to filming and editing digital video. Middle school students also have the opportunity to take a technology elective.

EDUCATIONAL ENRICHMENT PROGRAMS, cont.

PUPIL CONFERENCES AND PROGRESS

Fall and spring parent-teacher conferences are held for all children in The Little House through 8th grade. Oral progress reports are presented to parents of The Little House and three- and four-year-old pre-primary students at their conference. Written evaluations are sent home to parents of kindergarten through eighth grade students in addition to the conference. The school urges parents to make every possible effort to attend scheduled conferences. We do not schedule make-up conferences for parents who choose to vacation on conference days.

Tuesday and Wednesday of conference week are regular school days with Before & After Care available at the regular hours. Teachers will begin meeting with parents after school at 4:00 pm. On Thursday of conference week there are **no classes for students in Little House through eighth grade**. Child care is available on a reservation basis. Conferences are scheduled 8:00 am to 3:00 pm for Little House through level 8. School is closed on Friday of conference week; there are no classes, conferences, or child care.

Pupil progress is monitored throughout the year in many ways. Currently this includes annual standardized testing for children in grade levels three through eight. Teachers observe children all year long and make referrals for special testing or evaluations by a member of the student services support staff whenever a need is apparent. Every effort is made to determine a child's individual needs and to develop plans to meet special needs.

A child must be five by September 30 in order to enter kindergarten and six by September 30 to enter first grade. The school believes that the academic needs of the child can be met very well in our enriched learning environments where individualized learning is emphasized. By staying with his/her peer group, the child can mature with his/her peer group where social needs can best be met.

HOMEWORK

In a Montessori school, much of the learning is done through hands-on experience. Montessori materials and manipulatives are used at school to internalize subject matter. Written homework is usually not appropriate until the Upper Elementary level. Starting at the fourth grade level, work that the student does not complete at school may be assigned as homework. At the Middle School level, homework is assigned on a regular basis.

FIELD TRIPS

Children in kindergarten through Middle School will take field trips from time to time. They will travel by private automobile or by school bus. A field trip permission slip will be sent home at the beginning of the school year for each child and must be returned before the first scheduled field trip. Notification of all field trips will be given in advance by teachers, program directors, or in the newsletter prior to the event. Parents who do not want their children to participate in a field trip must notify the school so that arrangements can be made for the child to remain at school.

The following field trip safety procedures are employed: A person trained in first aid shall accompany each group. A first aid box shall be available on all trips. Children riding in school buses shall abide by bus safety rules. Children riding in cars shall wear seat belts or ride in booster or car seats per Ohio rule and shall ride quietly in back seats. All drivers must have a copy of their drivers license and proof of insurance on file in the office. Emergency cards for the children are taken with the group. A copy of the written Field Trip Policies will be provided to all parents who drive for field trips.

To ensure the safety of the students for whom they are responsible, parents who are driving/chaperoning are not permitted to bring siblings along with them on the field trip.

SPECIAL SERVICES

The school schedules vision and hearing screenings for children in kindergarten through 8th grade level as required by the State of Ohio; scoliosis screening for children in 5th through 8th grade levels.

Other special services available and scheduled as needed include: psychological testing and referral, speech therapy, academic tutoring, counseling. A student services program coordinator works with teachers and parents to coordinate services. A Student Services Handbook that explains our student services program in more detail is available to all parents upon request.

BEFORE AND AFTER CARE AT McCORD CAMPUS

For all McCord students Before & After Care is available from 7:00 am – 8:15 am and 3:00 pm – 6:00 pm on the days your child attends his or her regular program.

The Little House half-day students may utilize the Extended Day Program from 11:00 am – 3:00 pm. Pre-primary students enrolled in a half-day morning program may utilize the Afternoon Enrichment program from 11:00 am – 3:00 pm.

All Little House children arriving before school starts can be taken directly to The Little House and signed in. All pre-primary through lower elementary children arriving prior to 8:15 am should be signed in using the Before & After Care book in the office and taken to the age-appropriate Before & After Care room. When picking up the child after 3:15 pm, a parent should sign the child out in the Before & After Care book in the office (or in The little House) then pick up the child. Before & After Care policies and procedures are available for all parents and may be obtained in the office or from Before & After Care teachers.

Please note that there is no care available between the hours of 8:15 am and 11:00 am.

BEFORE AND AFTER CARE AT BANCROFT CAMPUS

Before & After Care for all students in levels 4 through 8 will be held at the Bancroft Campus and is available from 7:00 am – 8:15 am and 3:30 pm – 6:00 pm. Children should be escorted into the school lobby for morning care and retrieved from the Before & After Care teacher(s) when picking child(ren) up from afternoon care. There is a sign-in/out book in the lobby to record your child(s) arrival and departure times. Before & After Care billing is based on the in and out times logged in the lobby sign-in/out journal. Please be sure to complete the sign-in/out log so that you will be correctly billed. Parents are responsible for ensuring that their child(ren) enter the school building lobby before leaving the premises.

Morning care children will proceed to the Commons Room until they are dismissed to their classrooms at 8:15 am. Any child(ren) entering the building in the morning before the WSMC flag is put out, which signals the “official” beginning of carline, must sign in the Before & After Care book and report to Before & After Care in the Commons. Children arriving after 8:35 am are considered tardy and will need to enter through the lobby and sign in. In the afternoon students will be dismissed to Before & After Care at 3:15 pm. When picking up from afternoon care, you will first sign your child(ren) out then proceed to the Before & After Care rooms. Because students may be outside or using “quiet” space in other rooms for homework, you may have to ask for your child’s location.

AFTER SCHOOL WAITING POLICY AT THE BANCROFT CAMPUS

For the safety of your child(ren):

Parents waiting for a child to finish an after school activity are asked to wait in the lobby annex where there is a large table and chairs and bathroom facilities nearby. Any child not signed-in to Before & After Care or involved in a supervised after school activity needs to be with a parent in the annex or under a parent’s direct supervision outdoors.

EXTRACURRICULARS

A number of extra curricular activities such as art, karate, yoga, and dance are scheduled according to interest and teacher availability. These offerings are published in the school newsletter.

Please note: After care is not available for children who have left for the day; even while a sibling is attending an extracurricular activity.

PERRYSBURG PROGRAMS

THE LITTLE HOUSE (13 months - 40 months by Sept. 30th)

The Little House at West Side Montessori Center is committed to providing a developmentally appropriate environment where social interaction, natural curiosity, and a love of learning are fostered. Children are nurtured in a physically and emotionally safe environment where teachers respond to the children's needs to be loved, respected, and accepted. Small teacher/child ratios (1:5, 1:6 or 1:7 dependent on the child's age) allow personalized attention while encouraging the child's independence.

The Little House program is not a daycare or baby-sitting service; it is an educational program. Teachers have professional degrees and have been educated in human growth and development, observational skills to assist in the development of each child, and the preparation of an environment that is responsive to each child's needs. They work to create an atmosphere that communicates unconditional love and acceptance.

The Little House class options are:

2 day class	(Mon.-Tues.)	8:30 am - 11:00 am
2 day class	(Mon.-Tues.)	8:30 am - 3:00 pm
3 day class	(Wed., Thurs., Fri.)	8:30 am - 11:00 am
3 day class	(Wed., Thurs., Fri.)	8:30 am - 3:00 pm
5 day class	(Mon.-Fri.)	8:30 am - 11:00 am
5 day class	(Mon.-Fri.)	8:30 am - 3:00 pm

It is important that each child be in class by the start of the program at 8:30 am. Children arriving late miss key components of the day and often feel out of sync with the class.

Before & After Care is available on a drop-in or daily basis from 7:30 am to 8:15 am. Children enrolled in a half-day program may utilize the Extended Day Program from 11:00 am to 3:00 pm. Before & After Care is available in the afternoon from 3:00 pm to 6:00 pm.

PERRYSBURG LITTLE HOUSE, cont.

Parents who need care all day for their young children can be assured of a safe and caring environment. Parents can utilize the Extended Day Program and the Before & After Care program on a regular basis or use it on an as-needed basis by notifying the school the day before so that the necessary staffing can be arranged. Children who stay for the Extended Day Program should bring a lunch. Most Little House children nap in the afternoon. After waking from nap, children return to the classroom for activities. Children can be picked up before noon or after 2:30 pm so nap time is not disturbed.

The Little House is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone number for the Office of Early Childhood Education and Department ombudsman are posted in the school office on the compliance report. All complaints and reports concerning the operations of programs regulated by this chapter of the administrative code and sections 3301.52 to 3301.59 of the revised code may be reported to the Department ombudsman or the Office of Early Childhood Education. Parents may request copies of the program inspection report.

PERRYSBURG PRE-PRIMARY (3 years by Sept. 30th through kindergarten)

The Pre-Primary program meets the needs of children three to six years old through a warm, carefully prepared, child-centered environment in which teachers recognize and encourage individuality and natural curiosity. The curriculum includes developmentally appropriate activities in math, language arts, science, geography, every day living skills, art, music, Spanish, and physical education that meet the individual needs of the children and the State Board of Education standards.

Pre-Primary class options are:

Half-Day AM class	(Mon. - Fri.)	8:30 am - 11:00 am
Pre-Primary/Kindergarten Enrichment class	(Mon. - Fri.)	8:30 am - 3:00 pm

It is important that each child be in class by the start of the program. Children who arrive late miss key components of the day and often feel out of sync with the class.

Before & After Care is available from 7:30 am – 8:15 am and 3:00 pm – 6:00 pm. on the days your child attends his or her regular program. Before & After Care provides a warm and nurturing atmosphere where children can learn and play together.

Afternoon Enrichment Program is available from 11:00 am – 3:00 pm for Pre-Primary morning-only students on the days your child attends his or her regular program. A 24-hour advance reservation is required. Students are in a Montessori classroom with a Montessori teacher.

Our kindergarten program is chartered by the Ohio Department of Education. Half-day and full-day programs are available.

Children who stay all day bring a lunch; milk can be purchased at school.

- **The Afternoon Enrichment Program:** This program is designed for pre-primary children who stay for the afternoon and do not need to nap. The program closely follows the morning Montessori class and allows for the children to continue working and learning in a classroom with a mixed age group. After attending a morning Montessori class, children have the opportunity to participate in enrichment activities specifically designed to enhance their morning lessons. Activities such as science and geography projects, cooking projects, and special art projects help provide a relaxed yet stimulating atmosphere.
- **Nap Room:** A nap option is provided for those pre-primary children who are enrolled in the full day program and would need it. As children wake, they return to the Afternoon Enrichment Program.

PERRYSBURG EDUCATIONAL ENRICHMENT PROGRAMS

FOREIGN LANGUAGE - The foreign language program begins with the three-year-olds in Pre-Primary. The purpose of the program at this level is to expose children to another language and culture in a fun way. Children will have the opportunity to sing songs, play games, and learn some basic vocabulary. The children have Spanish for their foreign language.

MUSIC - The children at The Little House and pre-primary levels are taught songs, use rhythm instruments, and have fun with creative movement with music.

ART - Art materials are available to children in The Little House and at the pre-primary levels. Classroom teachers help children acquire basic skills such as cutting, pasting, and painting at an easel. Art at this level is very process-oriented rather than product-oriented.

PHYSICAL EDUCATION - Developmentally appropriate activities are integrated into The Little House and pre-primary programs to provide gross motor development. Activities take place in the classroom, in the gross motor room, and outside.

The Pre-Primary program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone number for the Office of Early Childhood Education and Department ombudsman are posted in the school office on the compliance report. All complaints and reports concerning the operations of programs regulated by this chapter of the administrative code and sections 3301.52 to 3301.59 of the revised code may be reported to the Department ombudsman or the Office of Early Childhood Education. Parents may request copies of the program inspection report.

PERRYSBURG PUPIL CONFERENCES AND PROGRESS

Fall and spring parent-teacher conferences are held for all children. Oral progress reports are presented to parents of The Little House and three- and four-year-old pre-primary students at their conferences. Written evaluations are sent home to parents of kindergarten students in addition to the conference. The school urges parents to make every possible effort to attend scheduled conferences. We do not schedule make-up conferences for parents who choose to vacation on conference days.

Tuesday and Wednesday of conference week are regular school days with Before & After Care available at the regular hours. Teachers will begin meeting with parents beginning after school at 4:00 pm. On Thursday of conference week limited child care is provided for The Little House and pre-primary students on a reservation basis. Conferences are scheduled 8:00-3:00 pm for The Little House and pre-primary. School is closed on Friday of conference week; there are no classes, conferences, or child care.

Pupil progress is monitored throughout the year in many ways. Teachers observe children all year long and make referrals for special testing or evaluations by a member of the student services support staff whenever a need is apparent. Every effort is made to determine a child's individual needs and to develop plans to meet special needs.

A child must be five by September 30 in order to enter kindergarten. The school believes that the academic needs of the child can be met very well in our enriched learning environments where individualized learning is emphasized. By staying with his/her peer group, the child can mature with his/her peer group where social needs can best be met.

HOMEWORK

In a Montessori school, much of the learning is done through hands-on experience. Montessori materials and manipulatives are used at school to internalize subject matter, rather than assigned drill work or facts to memorize for homework. Written homework is usually not appropriate until the Upper Elementary level.

PERRYSBURG PROGRAMS, cont.

SPECIAL SERVICES

The school schedules vision and hearing screenings for children in kindergarten. Other special services include psychological testing and referral.

BEFORE AND AFTER CARE AT PERRYSBURG CAMPUS

Before & After Care is available from 7:30 am—8:15 am and 3:00 pm – 6:00 pm at the Perrysburg Campus on the days your child attends his or her regular program.

The Little House may utilize the Extended Day Program from 11:00 am – 3:00 pm. Pre-primary students enrolled in a half-day morning program may utilize the Afternoon Enrichment Programs from 11:00 am – 3:00 pm.

All children arriving after 7:30 am but before 8:15 am should be signed-in in the Before & After Care book in the office and taken to The Little House. If your child is enrolled only for the half-day morning program, please give 24 hours notice if you need Before & After Care past 11:00 am. When picking up at the end of the day, a parent should sign the child out in the Before & After Care book in the office and then pick up the child.

EXTRACURRICULARS

A variety of extracurricular activities are scheduled to meet students' interests including:

- Karate - Karate is offered through American Kenpo Karate. Lessons last 45 minutes and are held once a week after school.

Other extra curricular activities are scheduled according to interest and teacher availability. These offerings are published in the school newsletter.

Please note: After care is not available for children who have left for the day; even while a sibling is attending an extracurricular activity.

POLICIES FOR ALL CAMPUSES

HEALTH AND SAFETY

HEALTH POLICY

Your child's health is a matter of major importance to all of us. According to state law, The Little House and pre-primary aged children must be examined by a licensed physician by the first day of school and annually thereafter. We must have the medical forms on file. The state requires that the child have the standard immunizations and a tuberculin test or a signed waiver. A current immunization record for all children must be on file.

A staff member will check each child each day for obvious signs of illness. A child must be refused admission if he appears to have a contagious condition. A communicable disease chart is posted in The Little House, McCord, Bancroft, and Perrysburg campuses.

Please do not send your child to school until 24 hours have passed after vomiting, diarrhea, or running a temperature 101° F or over. We cannot care for sick children or children with diarrhea for any reason. PLEASE keep them home if they have any of the following symptoms:

- Sore throat
- Diarrhea or vomiting
- Severe, frequent and/or deep coughing
- Discharge of heavy or discolored mucus from nose
- Fever - temperature over 101° F
- Difficult or rapid breathing
- Evidence of lice infestation
- Skin rash (unless confirmed allergic reaction)
- Untreated infected patch(es) of skin
- Conjunctivitis (pink eye)
- Stiff neck (accompanied by other symptoms of: sensitivity to light and/or sound, headache and fever)
- Strep throat symptoms (usually sudden onset of chills, fever, headache, difficulty swallowing, occasionally earache and abdominal pain)
- Any child who does not feel well enough to participate in all class activities including outdoor play but is not exhibiting any other symptoms listed above.

HEALTH POLICY, cont.

A child will be re-admitted when it is clear that the illness has passed and he/she can fully participate in the program or with a doctor's written permission.

Please call the school before class time to inform the school if and why your child will be absent. We need to know if your child has a contagious disease so that other parents can be notified. Written communication describing the communicable disease and symptoms will be distributed to parents of the children in the classroom.

If a child becomes ill at school, parents will be notified, the child will be isolated, and a cot will be provided until he/she is discharged to a parent. An adult shall be within sight or hearing of a child who is isolated due to illness. If the parent or guardian is not able to come to the school to take charge of an ill child, the school may discharge an ill child to the person who has been designated by the parent to take charge of the child.

SAFETY POLICY

The well being of our students is a prime concern of the school. Therefore, policies have been established that will help to ensure their safety at all times. If a child is injured at school, appropriate treatment is administered, a written report is made, and staff within a timely manner notifies parents.

- **Building Security**

Classroom doors to the outside are kept locked during the school day. A teacher is stationed at the classroom door during arrival and dismissal. Admission to the school at other times (before school, after school, and during the day) is through the office entrance only. The office is staffed from 7:30 am to 6:00 pm at McCord and Bancroft Campuses; from 8:00 am to 3:30 pm at Perrysburg. Anyone entering the building is required to stop at the reception desk.

Playground gates are locked or monitored. If you are picking up your child from the playground, please enter through the office. If you proceed to outdoors, wait at the gate and a teacher will help you.

Fire drills and tornado drills are held. A plan of action is posted in each classroom for medical emergencies, fire, or weather alert. A phone is available in each classroom.

- **Personal Safety**

No child under grade 4 is to be left in an unattended area and no one is to be left unsupervised while at school. Classroom ground rules at all levels are designed to promote safety and

HEALTH AND SAFETY POLICY, cont.

respect for persons and objects in the environment. Playground rules have been established for this purpose as well.

- **Policy for Allergies, Asthma, and Other Serious Health Conditions**

West Side Montessori Center recognizes allergic reactions, anaphylaxis and asthma are real and can be life-threatening situations. A policy to handle these types of situations has been developed. To get a copy of this policy, see an office staff member at any campus.

- **Child Safety Seats**

A child who is less than 4 years of age and/or weighs less than 40 pounds shall be properly secured in a child restraint system.

A child who is less than 8 years of age and/or less than 4 feet 9 inches tall shall be properly secured in a booster seat.

- **State of Ohio Concealed Carry Law**

Per the State of Ohio Concealed Carry Law (RC2923.126 (B)), concealed weapons are forbidden in a school safety zone. The school safety zone includes: a school, school building, school premises, school activity and/or school buses. West Side will enforce this policy and take appropriate emergency and legal action if a person or persons are discovered carrying a concealed weapon.

REGISTERED SEX OFFENDER ALERTS

The appropriate law enforcement office alerts West Side Montessori Center when a registered sex offender moves within a one-mile radius of the McCord, Bancroft or Perrysburg campuses. Lucas and Wood County offices send e-mail alerts to administrative staff at the respective campus location as dictated by the state laws governing the monitoring of registered sex offenders. Information is kept in each campus office and made available to appropriate staff.

GENERAL INFORMATION

ABSENCES: Excused and Unexcused

In accordance with attendance laws for the state of Ohio, if a student from kindergarten through Middle School is absent for any reason, a parent is required to send a written excuse or call the school before 9:00 am on the day of the absence. A child who arrives after 10:00 but before the end of the day or who leaves prior to 2:00 is recorded as being absent a half-day. If the school does not receive a note or telephone call explaining the absence, a reasonable effort will be made to reach the parent at home or work. If your child will be absent for several days, a parent must notify the school each day or give the exact date the child will be returning.

An absence shall be considered excused if a child is ill, hospitalized, attending a death in the family, or has pre-arranged an excused absence. An absence will be considered unexcused for all other reasons. If a child in kindergarten through Middle School misses more than one-tenth of the school year (18 days), an attendance conference will be called. Teachers, parents, and the Director of Elementary and Middle School Education will meet to determine an appropriate educational plan. If parents of children in levels 1 - 8 plan personal convenience absences (vacations, trips, sports events, etc.) during school time, it is the parents' responsibility to give teachers one week advance notice. Makeup work for personal convenience absences may be difficult to assign since much of the Montessori schoolwork involves hands-on manipulatives. Therefore, personal convenience absences are discouraged.

ARRIVAL AND DEPARTURE

All children have a 20-minute arrival period (8:15 am - 8:35 am) at McCord Campus, and a 15-minute arrival period (8:15 am - 8:30 am) at the Bancroft and Perrysburg Campuses prior to the start of class in the morning. For those pre-primary children at McCord Campus enrolled in the half-day afternoon class, there is a 15-minute arrival period (12:15 pm - 12:30 pm). We feel that this is adequate leeway to allow for any contingency. The school asks that ***every effort be made to arrive on time***. Dismissal is handled in the same way (11:00 am - 11:15 am, 3:00 pm - 3:15 pm, and 3:15 pm - 3:30 pm for the Bancroft Campus). If you need to pick up a child before 3:00 pm, a note is to accompany the child when he or she arrives indicating the time he or she will be picked up. A parent must sign the student out of the building. Likewise, if the student returns to school prior to the end of the school day, the student must be signed back in to the building. The last few minutes of class are very important; information is shared and take-home communications are distributed. All children are expected to be picked up by the end of the dismissal period. Any child not picked up by the end of the dismissal period is sent to After Care. The minimum charge for After Care is \$1.00.

ARRIVAL AND DEPARTURE, cont.

Most children arrive at West Side Montessori Center by car. Please see the parking lot maps, which are included at the end of the book.

McCord Campus:

All cars enter through the driveway marked ENTRANCE ONLY.

Turn right as you enter the parking lot. Solid yellow lines indicate lane options:

- To enter The Little House lane stay to the right of the yellow lines. Please pull up to the yellow line marked stop. Teachers will meet cars in front of The Little House during arrival and dismissal times.
- To enter the main building car line stay between the solid yellow lines. There is a marked stopping place in this lane to allow cars from The Little House lane to enter either the main building lane or depart. Drivers are expected to yield to The Little House cars in order to keep the traffic flowing. Drivers are also expected to maintain their place in line and not cut in front of other drivers.
- To enter the circulation lane stay to the left of the yellow lines. This lane is for cars that are pulling into or out of parking spaces and for cars that pull out of car line to exit the parking lot. **Please do not drop off any children in the circulation lane.**

For The Little House students, drivers are asked to stay in their car and the teacher will meet cars during arrival. During dismissal, drivers may pull up to the Little House in the carline but will need to put vehicles in park and get out of them to receive children from teachers. Teachers will take children to the end of the sidewalk and will release them directly to the driver's hands. Drivers are to open the doors and buckle the children in. Because we believe in the dignity of each person, including children of all ages, we will not discuss your children in carline when they are present. We will be happy to communicate via note or set up time to meet with you.

For 3- and 4-year-olds, all drivers are asked to put the vehicle in park, walk around the car, receive the child from the teacher at the end of the sidewalk and buckle the child into the car.

All students kindergarten through third grade will be walked to the car. The teacher will open the door for the student if there is no automatic sliding door. The student will get into the car and then the student and parent will take over responsibility for fastening the buckle. If you feel your child is not ready to properly fasten himself/herself into the car seat, then the driver is encouraged to park the vehicle, get out and buckle the child into the seat.

McCord Campus Car Line Procedure, cont.

Drivers who do not wish to use the car line may park in the center of the parking lot, space permitting, and escort children to the appropriate teachers or the front office door. No child is permitted to cross the parking lot unescorted.

To exit the parking lot, continue in a counter-clockwise direction. Drivers in the circulation lane are asked to yield to cars exiting car line at any point in order to facilitate the traffic flow. Choose the correct exit lane in the driveway marked EXIT ONLY to go north or south on McCord Rd.

BANCROFT CAMPUS:

The traffic pattern at the Bancroft Campus is designed to move **ONE WAY** traveling in a **counter-clockwise** direction. Morning carline begins at 8:15 am, at which time the WSMC flag is brought out. Morning carline ends at 8:30 am. Afternoon carline is from 3:15 pm – 3:30 pm.

All cars enter the Bancroft Campus driveway and immediately turn right, circulating through the parking lot in a **counter-clockwise** direction following the **WHITE AND YELLOW ARROWS**.

TO GO THROUGH THE DROP-OFF/PICK-UP CAR LINE - FOLLOW THE WHITE ARROWS. The white arrows follow the counter-clockwise direction past the first three sets of parking spaces. Turn left after the third set and proceed toward the building. Continuing to follow the **WHITE ARROWS**, stay in the inside lane as you pull in front of the main entrance to the building. Once stopped, the student(s) may exit the vehicle and enter the building **ONLY** through the lobby entrance. Follow the same traffic pattern when you are picking up your child(ren). Middle school teachers/staff will be dismissing middle school students in front of the building during afternoon pick up. Upper Elementary children being picked up in carline are dismissed from the patio area that is shared by Middle School and Upper Elementary B. At least one teacher will be standing at the sidewalk by the parking lot to be able to see drivers and at least one teacher will be standing with the children to send them forward. We dismiss several children at a time to help keep carline moving. You are still welcome to park and walk up to the patio area to pick up your child.

TO PARK AND WALK YOUR CHILD INTO THE BUILDING OR TO CIRCULATE THROUGH THE PARKING LOT - FOLLOW THE YELLOW ARROWS. The parking lane

ARRIVAL AND DEPARTURE, cont.

traffic flow is marked with the YELLOW ARROWS indicating two-way traffic and/or one-way traffic. The parking lane between the third and fourth set of parking spaces is ONE WAY ONLY. All students are to be escorted through the parking lot and are to enter the building ONLY through the lobby entrance.

TO EXIT THE PARKING LOT - Regardless if you are exiting from a parking space or from the car line, when you are ready to leave the parking lot, you will once again follow the WHITE and YELLOW ARROWS in a counter-clockwise direction. All cars in the YELLOW ARROW circulation lane will yield to the WHITE ARROW car line traffic when getting ready to exit the parking lot through the main access driveway.

BANCROFT GROUND USE DURING CAR LINE – If you choose to use car line, any children in your vehicle need to remain in your vehicle for their own safety. If your younger children would like to enjoy the Bancroft grounds, please park your vehicle and accompany them.

BANCROFT CAMPUS BICYCLE POLICY:

Children are welcome to ride bicycles to and from the Bancroft Campus. The responsibility for the safety and security of the student remains with the parent/guardian until the child arrives at and enters the Bancroft school building and as soon as he/she is dismissed from school. Bicyclists will be dismissed following the dismissal of bus riders. Bicyclists are expected to ride directly to school and enter the building immediately upon their arrival. After dismissal bicyclists are expected to ride directly home.

Children are to obey all bicycle traffic laws and are to adhere to all bicycling safety recommendations. These guidelines include are not limited to: wearing a properly fitted helmet and safe clothes (shoes with tied laces, secured pant legs, brightly colored shirts), checking the bike's mechanics before each ride, refraining from wearing earphones, and walking bicycle across roads.

A bike rack is located on the east side of the Bancroft building lobby. Bike locks are recommended. West Side is not responsible for the loss or damage of bicycles parked on school property.

If you are in agreement with the above guidelines and are willing to give your child permission to ride a bicycle to and from the Bancroft campus with the understanding that West Side Montessori Center is not responsible for the well-being of your child outside the

ARRIVAL AND DEPARTURE, cont.

designated school hours of 8:30 am – 3:15 pm, please sign and return the permission slip that is available in the Bancroft Campus office.

PERRYSBURG CAMPUS:

All cars enter through the west entrance, which is a single lane. Follow the driveway around to the front of the building. Pull as far forward as possible regardless of which program your child attends and display on the right side of the dashboard a colored sign given to you by the teachers. Parents should remain in their cars and teachers will come to the cars to take the children. Each parent is responsible for buckling or unbuckling his or her own child into or from his or her seat. Once your child has been taken from your car you may pull out of carline and exit using the outside lane.

When carline starts in the morning, a green flag will be hung in front of the building. At 8:30 am a teacher will check to see who is the last person in carline and will remove the flag. Children who were already in carline will continue to be removed from their cars. If you pull in and do not see the flag, please park and walk your child to the office.

During dismissal, car line works the same way as when you drop your child off at school. A teacher will walk your child to you. We ask that you meet the teacher outside the car and buckle your child into his/her seat.

In the event that cars are waiting in the street to turn into the school, pull through the parking lot by the parking spaces and around to the front of the school. Please see map for exact traffic pattern. Teachers will wave to drivers when the car line needs to pull through the parking lot.

In the unlikely event that the west entrance is blocked, enter through the east entrance and drive through the parking lot to enter into car line.

Parents who do not wish to use car line may park in the parking lot and escort the child(ren) either to the classroom teacher who is helping with car line or to the office. No child is permitted to cross the parking lot unescorted.

Continue in a counterclockwise direction to exit the parking lot through the east driveway.

ARRIVAL AND DEPARTURE, cont.

Parking Lot Safety Rules for ALL BUILDINGS

Safety is the number one concern in our crowded, busy parking lots. In order to maintain the safety of West Side students, parents, staff and visitors, we have established clear and detailed parking lot and car line safety rules. Please read them carefully and share them with any and all persons who may be driving your child to and from school. Drivers who disregard the rules will be reminded at first verbally, next in writing, and ultimately may be asked to withdraw from the school if they persist in endangering the lives of our families and teachers.

To address clean air and reduce harmful emissions, vehicle idling on school grounds shall not exceed five minutes. Vehicles should not be restarted until they are ready to depart. Concerns regarding the implementations of this policy should be discussed with the director of operations at (419) 866-1931.

- **Child Safety Seats**

A child who is less than 4 years of age and/or weighs less than 40 pounds shall be properly secured in a child restraint system.

A child who is less than 8 years of age and/or less than 4 feet 9 inches tall shall be properly secured in a booster seat.

NEVER:

- *Allow children to sit on your lap and “drive” through car line.*
- *Turn around to talk with your children while allowing the car to move forward.*
- *Get out of your car in car line to talk with another person.*
- *Drop off a child in the middle lane.*
- *Allow a child to walk across the parking lot unescorted.*
- *Cut in line once the flags are out and car line has officially begun, even if there is open space between cars.*
- *Talk on a cell phone while driving in the parking lot. Park or come inside if you need to use the telephone.*

ARRIVAL AND DEPARTURE, cont.

- *Leave young children unattended in the car during car line or at any other time. THIS IS ESPECIALLY DANGEROUS IF THE CAR IS LEFT RUNNING!*
- *Leave your car running and unattended on school property.*
- *Allow your children to leave school and go to the parking lot while you are still inside.*
- *Drive more than 15 mph. in the parking lot.*
- *Allow children to remove their safety belts until your car comes to a complete stop and your child is ready to exit the car.*

BIRTHDAYS

Children may provide snacks for their class to celebrate birthdays. Parents must notify the classroom teacher regarding the day a snack will be brought and what the snack will be. Some suggestions are fruits or Rice Krispie treats. Many children donate a book to the school in honor of their birthdays. We feel that this custom is a very positive way to share a birthday at school. Please do not send invitations to birthday parties to be distributed at school.

BUS TRANSPORTATION

Children from kindergarten through 8th grade may be offered bus services by the public school district in which they live. West Side provides supervision for children from the time they are dropped off until the start of the school day and after school until their bus arrives. Sylvania and Springfield districts provide bus service to the McCord and Bancroft Campuses. Parents of these children can contact the school district bus garage for details.

Parents of school-aged children who live in public school districts that do not offer transportation to West Side Montessori Center can be financially reimbursed for providing transportation. Please contact your district's bus supervisor for instructions.

CELL PHONES

Parents are asked to refrain from cell phone use in all classrooms as it is disruptive. This includes parents dropping off or picking up children from Before & After Care. If it is necessary to use a cell phone, please step into the hallway or go to the office.

Students are not allowed to have cell phones at any time during building hours (7:00 am until 6:00 pm for McCord and Bancroft campuses). If a student brings a cell phone to school, it will be confiscated and held in the office until a parent or guardian comes for it. If a student has an emergency situation requiring the use of a telephone, he or she may always request permission from a staff member to use a school telephone.

CLOTHING

West Side Montessori Center does not have a dress code. However, students are expected to be neat and well groomed. Young children need clothing that is child-manageable and appropriate for active play.

Pre-Primary children need sturdy and manageable jacket zippers or large buttons on coats and pants. Boots need to be large enough for the child to put on and take off without great frustration. Classrooms may permit children to bring a simple pair of house slippers to be kept at school. These may be worn any time the child wishes and are especially nice in the winter when many children wear shoe-boots to school.

Lower and Upper Elementary and Middle School students need to have tennis shoes at school on physical education days.

COMMUNICATION PROCESS

Parents are encouraged to discuss any student issues with teachers. On the administrative team, the Head of School is responsible for all student and teacher related issues. She rotates between campuses and can be reached through the McCord campus office.

Facility or safety issues can be addressed with the Director of Planning and Business Operations. Either can generally be reached at the McCord Campus office, (419) 866-1931.

CUMULATIVE RECORDS

All required records for each child are filed in the school office in a secured cabinet and are available for review only by appropriate staff and the child's parents. A cumulative record of the child's progress is maintained. All records of individual testing or evaluation or special services provided are maintained in a separate special services file, which is also secured and is available to the appropriate staff and parents only. All records are released only with explicit written parent permission. Confidentiality is maintained.

DIAPERING AND POTTY TRAINING

Diapering is done for the children in The Little House program who are not toilet trained. Parents shall provide a sufficient quantity of diapers for daily use and wipes as needed. For children experiencing diaper rash, a medical form must be completed before ointment can be applied. This form must be updated every three months. Teachers will work with parents to help potty train their children. We do not endorse the use of “Pull-Ups.” Because we have tiny toilets, we ask that parents do not bring potty chairs to school.

DISCIPLINE

The school philosophy is one of positive reinforcement. We believe that adults should model the behavior they wish children to learn. To ensure that a safe and respectful environment exists, behavioral expectations are high. Abusive, disruptive, or destructive behaviors are not acceptable.

Very young children in The Little House are redirected if they misbehave. With a teacher’s help, they are encouraged to settle their differences with words. If a child physically injures another child, he or she will take a brief time-out to calm down.

Pre-Primary children discuss classroom ground rules and know what the expectations and limits are. If a pre-primary age child tests the limits repeatedly, he may be asked to take a time-out and observe the rest of the group from a chair. Generally, children want to behave positively and will live up to the expectations of the group. Children are encouraged to settle their differences with words.

DISCIPLINE, cont.

The following behavior management/discipline rules are a part of Ohio Department of Education pre-K licensing requirements section 3301-37-10.

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to punching, pinching, shaking, spanking or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks or any verbal abuse about himself or his family.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame or frighten a child.
- Discipline shall not include withholding food, rest or toilet use.
- Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Older children present a different discipline challenge. The child from six through fourteen is keenly aware of fairness and personal independence. We offer many opportunities for individual expression while maintaining classroom order. The Lower and Upper Elementary and Middle School students may help to develop the classroom rules regarding behavior, which ensure personal safety, both physical and emotional, for all. They may also help to develop consequences for unsafe behavior. Each class sends a copy of its rules and consequences home to parents at the beginning of the school year.

Disruptive, abusive, and destructive behaviors such as: teasing, name calling, spreading lies, harassing or intimidating, insulting others' families, using inappropriate language, disrespect to teachers, ethnic insults, offensive sexual remarks, destruction of property, and physical abuse are addressed in classroom rules.

DISCIPLINE, cont.

In the case of repeated inappropriate behavior at any age level, consequences will be determined by the Head of School and teachers and could result in removal from the environment. Blatant or continued misbehavior of any kind is considered grounds for expulsion.

Biting/Aggressive Behavior Policy

Not all children bite. Not all children are aggressive. However, these behaviors can be considered a normal developmental stage for children between the ages of 12 and 24 months.

Most incidents of biting and aggressive behavior, like scratching or pinching, happen when children are very young and language is emerging. They are lacking the vocabulary to adequately communicate their wants and needs and become frustrated.

Teachers try to diffuse potential problems by giving children the language needed when a situation occurs. Yet sometimes, due to teething, illness, fatigue, or temper, a situation may arise quickly. The Little House teaching team wants this to be a safe place for your child, so the following plan of action has been implemented.

When a bite or severe scratching incident occurs, a 2-part incident report is written for the aggressor. One form will go home to the parents; the other form is filed at the Little House. A 2-part accident form will be written for the victim. One part will be sent home to the parents; the other will be filed at the Little House.

When three biting or severe scratching incidents happen in one day, the parents will be called to take the child home. In this case there may be a reason the child is acting aggressively, such as illness or fatigue, and going home may be all that is needed to break the cycle.

When there are three aggressive incidents within a week, the teachers will hold a meeting with parents to create an action plan. During the next two weeks, the classroom teachers will closely observe and record the child's behavior to help discern if and why the child is being aggressive. If the child is still aggressive during those next two weeks the parents and teachers will meet again to discuss a further plan of action and to note whether or not it might be necessary to remove the child from the program for the time being until the situation can be resolved.

RESPECT AND BEHAVIOR EXPECTATION STATEMENT

Respect for oneself, for others, and for the environment is basic to the Montessori philosophy. West Side Montessori Center staff and parents developed the following statements as guidelines to be used by staff, visiting professionals, and volunteers. These guidelines present an approach for working with our students in a respectful, consistent manner.

RESPECT FOR OTHERS

The following actions demonstrate respect for others:

- Acknowledge other people by name - say hello and good-bye.
- Make eye contact when communicating. This is important in our culture and may need to be taught to children and parents who have been trained to avoid eye contact.
- Include others.
- Pay attention to others.
- Allow others their personal space.
- Keep your hands to yourself.
- Be helpful.
- Be cooperative.
- Stay positive.

GROUND RULES FOR RESPECTING CHILDREN

- Encourage children.
- Speak to children in a tone and manner that you would use with your best friend.
- Ask questions in a respectful tone of voice (no sarcasm or put downs).
- Listen to the child, not only for content but also for the meaning behind the words.
- Clarify what the child is saying by asking for feedback.
- Be professional and discreet in any discussion with colleagues regarding a child.
- Be fair. Don't overreact. Take your time in making a judgment.
- Admit when you have made a mistake or an error in judgment.
- When dispensing consequences for disrespectful behavior, do so in a manner that respects the child's dignity and worth.

GROUND RULES FOR RESPECTING ADULTS

- Listen and follow the instructions of the adult in charge: it is impossible to listen when you are talking.
- Ask questions in a respectful tone of voice (no sarcasm or put downs).
- If you feel that an adult rule or request is unfair, discuss it politely (no raised voice) with the adult in charge or put your grievance in writing in the Head of School's mailbox. You'll receive a reply. Do not talk back to or argue with the adult in charge.

DISRESPECTFUL BEHAVIOR THAT REQUIRES A CONSEQUENCE

- Verbal abuse, including: foul, offensive language, name calling, insulting remarks about race, religion, spreading lies, rumors, gossip, persistent annoying comments, teasing.
- Physical abuse - hitting, kicking, pinching, pushing, biting, poking, etc.
- Any intimidating behavior whether verbal or physical.
- Pretend aggressive behavior (no misinterpretation of intent).
- Offensive sexual remarks and/or behavior (unsafe touching).
- Persistent disruptive behavior in the group (attention getting behavior which detracts from the positive group interaction).
- Damaging or defacing property.

RESPECT FOR THE ENVIRONMENT

The following actions demonstrate respect for the environment:

- Taking care of one's own personal belongings.
- Cleaning up after oneself.
- Treating all animals, plants, natural phenomena, and man made materials in the environment with care.
- Following the ground rules.

GROUND RULES FOR RESPECTING THE ENVIRONMENT

- Hang up backpacks and coats in appropriate area.
- Place personal belongings carefully on designated shelves: the floor surrounding should be clear.
- Walk indoors - running feet are for the gym or outdoors.
- Use an "indoor" or talking voice; shouting is reserved for the gym and playground.
- Put your work away when finished.
- Do not bring toys, games, trading cards, collectibles, etc. to school unless they are part of a class project or assignment. Do not remove them from your backpack during Before & After Care or after school activities.
- Do not bring gum or candy to school.
- Sit or stand on furniture that is designated for that purpose unless an adult specifically gives you permission to do otherwise.
- Use all work, games, and activities in the manner for which they are designed unless a teacher specifically gives you permission to do otherwise.
- Report all broken, lost, or dangerous materials or supplies to the adult in charge.
- Use only the materials and supplies allotted to you. Many materials and supplies belong to specific programs such as music, physical education, and art. They are off limits.

GROUND RULES SPECIFIC TO SCHOOL AGE BEFORE & AFTER CARE

- Breakfast foods are provided in AM care, but you are welcome to bring toast, fruit, or other simple foods from home to eat before school.
- During arrival time from 2:55 - 3:15, report to the teacher taking attendance and wait until she/he acknowledges that you are checked in.
- Sit on the floor and converse with friends politely until teachers give instructions.
- Fruit, cookies, crackers, popcorn, or another simple snack is acceptable to bring for after-school snack.
- When you leave after-school care, notify the teacher with the attendance clipboard, making eye contact, and waiting until you are acknowledged before leaving.

EXPECTATIONS FOR ADULT BEHAVIOR

The following guidelines for setting and reinforcing ground rules were developed in response to parent volunteer requests. They are to be used in conjunction with the school's Respect and Behavior Expectation Statement

- Be positive. Explain your expectations clearly in positive terms.
- Be prepared to follow through if a child does not meet your expectations. Do not threaten punishment. Threats and warnings are "if, then" statements such as "if you don't clean up this mess, then we won't be able to play ping pong." They are a challenge to any child and will be tested.
- Take action. Tell the child exactly what negative behavior you observed. Tell them that you cannot allow them to continue that behavior in the environment and why. Give them a chance to correct the behavior immediately and with a cooperative attitude. Example: "Jesse, your backpack is on the floor." "Oops, I'll pick it up." However, Jesse may well do it again if she is counting on you to remind her and does not assume responsibility for the backpack. "Thank you, I need you to be responsible for your belongings." If Jesse is not responsible for her belongings the next time then a consequence needs to be constructed. This is the difficult part because a consequence should be either natural or logical and not feel like a punishment. For example, a natural consequence of forgetting snack is that you are hungry. A logical consequence is one that makes sense. "I'm sorry, you cannot go on the snowy playground without boots."
- Use natural and logical consequences for negative behavior. This is sometimes challenging and may take some time and thought. It is always all right to tell a child that his/her behavior is unacceptable and that you will need some time to think of a fair and appropriate consequence. The next day Jesse comes into child

EXPECTATIONS FOR ADULT BEHAVIOR, cont.

care, or DI, or karate, or chess club, and dumps her backpack in the middle of everything and walks off. What do you do? There are lots of choices. One might be, “Jesse, I am not willing to remind you about putting your personal belongings away. It is unfair to disrupt the group and waste our time. I’m sorry but I will not have time to work with you today on your project.”

- If the misbehavior breaks any of the ground rules for respect for others the consequence needs to be handled quickly, even if a child needs to be isolated until you can decide on an appropriate consequence. “I am very upset about your constant teasing of Jeremy. I can’t let you treat him that way. You’ll need to sit over there for a few minutes until I’m ready to discuss this further.”
- Isolation is often the most appropriate consequence - antisocial behavior requires removal from the group. If there is an appropriate place for isolation within your group or activity, fine. For example, a Great Books Leader can send a child back to the classroom or to his/her own table. However, with our ongoing space issues chances are that you won’t be able to find an appropriate space to isolate a child. Then the office is the appropriate place. It is important that your words are something like: “I’m sorry that you have chosen to be disrespectful to Jeremy, you’ll need to take a time out in the office where you cannot hurt anyone’s feelings.”

This way the focus is on the behavior and simply allows the child a place where the behavior can’t continue. This has a very different effect than saying, “You’ll have to go to Lynn’s office,” which feels like a punishment - the ultimate authority is going to make you behave.

- We cannot make children behave. That is their choice. However, we do not have to leave misbehaving children in the group setting. Make the isolation long enough so that the child feels they are missing out, usually 20 - 30 minutes for a lower or upper elementary age child. Persistent isolations require longer and longer times and administrative or parental follow-up. These situations need to be discussed with the appropriate teacher or administrator.
- Parents are often frustrated because their children misbehave at school functions when the parent is present. This is also very frustrating for teachers and other adult volunteers. It happens because the child knows intuitively that other adults are reluctant to intervene when parents are present and so they test to see what their parents will allow in this murky situation. The solution is for all adults to communicate their agreement to follow through with the ground rules and for parents to back up any other adult who re-directs or disciplines their child.

EXPECTATIONS FOR ADULT BEHAVIOR, cont.

- Consistency is the most important factor in setting limits and following through. Children need to know exactly what is expected and need to know that the rules are the same day-to-day and program-to-program. When there is inconsistency, children are unsettled and unsure. They test to find out where the limits are, not to drive you crazy but for their own security.
- Send “I” messages instead of “you” messages when setting limits or following up. “I get upset when I see Molly being picked on.” “I can’t let you break things in our room.” “I don’t feel it’s fair to the group when one person wants all of the attention and takes all of my time.” “When you make a mess and leave it for others to clean up, I get upset because I feel it’s unfair.”
- Don’t be afraid to take action! It is never appropriate to allow negative behaviors to persist. If you are in the car, stop. Refuse to drive until the children cooperate. If you are in a public place, leave. Do not take the offending child(ren) on the next trip. If you need help with a specific situation ask for it.
- Communicate your expectations with parents. Keep them informed.

HOLIDAYS

As a general rule, traditional holidays (Valentine’s Day, Halloween, etc.) are celebrated within the context of a normal school day. Teachers and students plan age-appropriate activities. Each level communicates its holiday activities with parents. Religious holiday traditions are often discussed at school within the context of our culture curriculum. Parents and children are invited to share holiday customs and foods as a way to celebrate and respect our diversity. West Side Montessori Center asks that students who will be absent for religious holidays inform their teachers in advance of their absence from school.

LOST AND FOUND

All items and articles of clothing separated from owners are placed in the lost and found. The lost and found area at McCord Campus is located in the Multi-Purpose Room near the entrance to the gym. The Perrysburg lost and found area is located under the child care sign in/out book. For lost and found at the Bancroft Campus, contact the secretary. Please remember to label coats, boots, sweaters, sweatshirts, mittens, and hats so that you can claim these items. Some children do not recognize their own clothes. Lost and found items are displayed throughout the school year for pick-up. Twice a year, any items left are given to rooms to use for back-up clothing or donated to worthy organizations.

LUNCHES

Full-day students bring lunch each day. The children may bring a beverage (juice or milk) or may purchase milk from the school. Milk can be ordered for the school year in the fall. Order forms are sent home in the packet of information which is mailed out during the summer. Nutritious foods are encouraged. Please limit dessert to a simple cookie or similar item. Pop, candy, and gum are not permitted. Children should be encouraged to help in the planning and preparation of their lunches. Please see the Nutrition Handbook for the basic requirements of the State of Ohio.

PEANUTS/TREE NUTS ALLERGY POLICY

The increasing incidence of children with life-threatening food allergies, especially peanuts and tree nuts, is a national concern and West Side is not exempt from the impact. Therefore, the school has developed the following pro-active policy addressing peanuts and tree nuts that strives to protect children, encourages increasing personal responsibility as children mature, and educates children and families. Other food items may follow as needed to address additional life-threatening allergies.

All children with life-threatening food allergies are to provide an emergency action plan, provide the proper medications as prescribed by their doctors, wear allergy IDs, and eat only the food provided by their parents unless the school has specific permission allowing the child to eat certain other foods. The action plans and medications must be provided by the first day of school. A new plan is required each year or more often if changes are made.

All classrooms, specials, child-care and extra-curricular programs provide appropriate safeguards when food is served including: re-grouping of children if advisable, hand washing and clean-up processes and procedures. Children may not share or trade food items. An exception may be made when the parent specifically approves a special treat or tasting experience provided by teachers or other parents.

Parents are informed when children with food allergies are in their children's classrooms and are asked to support the food allergy policy. Families are provided suggestions for safe food substitutes.

PEANUTS/TREE NUTS ALLERGY POLICY, cont.

The Little House and Pre-Primary

At the Little House and Pre-Primary levels the school is peanut and tree-nut free in order to protect the youngest children who do not have the developmental maturity to consistently recognize and avoid dangerous foods. All nuts and foods with obvious nut products (ex. cookies with nuts, trail mix with nuts, cheese and peanut butter crackers), including peanut oil, are banned.

Elementary and Middle School

At the Lower Elementary, Upper Elementary and Middle School levels the school is food allergy sensitive. This means that individual safeguard processes and procedures are increased while food restrictions are relaxed. Students are able to take extra steps to protect their friends. They are more likely to understand the potential life-threatening consequences. At the same time, students with food allergies take increasing responsibility for making safe decisions.

- **Lower Elementary**

Peanut and tree-nut products are banned for snacks at the Lower Elementary level because children eat snack independently without adult supervision and the risk of food residue increases. Peanut butter is discouraged for lunch but not banned. Peanuts and all other nut products are banned from lunch with the exception of granola bars. Children and parents at the Lower Elementary level are educated regarding the danger of food allergies for their friends. Lunch assistants are trained to take special precautions when peanut butter is in the room.

- **Upper Elementary and Middle School**

There are no food restrictions. However, all students follow specific procedures to keep their friends safe. These procedures are developed with parents, teachers, lunch assistants and students to meet the needs of individual children.

Specials

Food is generally not prepared nor served in special classes such as art, music, or physical education. Foreign language classes do prepare and serve foods on occasion. If a special lesson involves food, parents are notified in advance.

Child Care

Children are allowed to bring limited breakfast foods to before-school child-care at all program levels. Each level implements safety processes and procedures consistent with

PEANUTS/TREE NUTS ALLERGY POLICY, cont.

the classroom program. After-school child-care programs follow the food restrictions consistent with the classroom snack policies. Peanut and tree-nut snacks are banned at The Little House, Pre-Primary and Lower Elementary levels.

After-School Extra-Curricular Programs

Food is generally not prepared nor served in after-school extra-curricular programs such as: karate, dance and art. If food is involved for a special occasion, parents are notified in advance. After-school extra-curricular programs are provided the emergency action plans for children with food allergies and follow the appropriate food restrictions consistent with the classroom snack policies for each age group. This also applies to groups such as Scouts and Destination Imagination teams that use school facilities for students after school.

Non-WSMC students participating in extracurricular programs must fill out an emergency contact form including information on food allergies, dietary restrictions or other conditions that might require special action. If necessary, a medical action plan will also be required.

Field Trips and Camp

Parents of kindergarten and lower elementary children with life-threatening food allergies are strongly encouraged to chaperone class field trips, particularly where food allergens could be plentiful, such as at the zoo. Emergency action plans and medications are always carried by teachers. Parents of upper elementary and middle school students with life-threatening food allergies plan with teachers to ensure the safety of their children while off-site.

Teachers/Administrators and Other Adults

Adults who bring nuts or nut products to school for personal consumption are responsible for cleaning all surfaces that could potentially affect students with food allergies. Adults may not consume nuts or nut products in classrooms or areas restricted by the food allergy policy.

More detailed information about procedures related to all allergies and medical conditions is available in the West Side Montessori Center Policy for Allergies, Asthma, and other Serious Health Conditions.

MEDICAL AND DENTAL EMERGENCY POLICY

In case of a severe emergency, the staff will administer first aid, summon emergency transportation, and contact parents. If parents cannot be reached, we will follow your directions on the emergency medical authorization section of the student record card. It is important that parents immediately notify the school of any change in home or work address, phone number, or emergency phone numbers. *A new student record card must be on file by the first day of each school year.*

SCHOOL NURSE

A registered school nurse is present at West Side Montessori Center for five hours during the days that school is in session. The school nurse will serve students at each WSMC campus. Should the nurse be unavailable at a particular campus, a trained staff person on site will be asked to provide first aid and/or CPR care as needed. The nurse or staff person trained in first aid and CPR is responsible for following a child's medical action plan, on file, in the building.

Parents are welcome to personally provide any routine procedures to assist their child(ren) and they may administer medication to their own children, or the nurse will, following the guidelines of the signed medication permission forms for their child(ren).

Any level of care that exceeds that which is appropriate for a registered nurse or a staff person trained in first aid or CPR cannot be provided by WSMC.

MEDICATION POLICY

Parents are strongly encouraged to give all medications to their children at home before or after school hours. Students may not bring medication, cough drops, or vitamins to school in lunch boxes, pockets, etc., to be taken at their own discretion.

In accordance with state law, when medication must be given at school, a licensed physician or dentist must fill out a *Request for the Administration of Medication by Authorized Staff Member* form issued by the Ohio Department of Education which is available in the office. The parent is responsible for getting the form, taking it to the physician for completion and returning it to the school. The form must be signed by the child's physician and parent. Parents must discuss the medication, its storage, duration, etc., with office personnel before it can be administered. All medication is kept locked or refrigerated according to directions.

MESSAGES/DELIVERIES

The school day begins at 8:30 am and lasts until 3:00 pm (3:15 pm at Bancroft Campus). During these hours, interruptions that might interfere with classrooms are kept to a minimum.

Any lunch boxes, backpacks, etc. that need to get to your child should be delivered to the office at either McCord, Bancroft or Perrysburg Campuses. The office staff will take care of the delivery. Except in an emergency, deliveries for students are not encouraged.

Except for an emergency, students or teachers cannot be called from the class during the school day to answer the telephone. Parents wishing to leave a message for a student or teacher may call the McCord, Bancroft or Perrysburg offices.

NEWSLETTER

The school publishes a weekly newsletter to keep parents informed of the activities, important dates, and events at school. Newsletters are sent home at the beginning of the week with the youngest child in the family. Extra newsletters are kept in the offices for your convenience. Newsletters can be mailed to a non-resident parent upon request. The newsletter can also be accessed on our website at www.wsmctoledo.org. Submissions must be received by the Wednesday before the Monday of the printing. West Side is prohibited from advertising parents services or businesses. Send submissions to dserna@wsmctoledo.org, or call Dyan, (419) 866-1931. West Side reserves the right to decline printing requests.

NO SMOKING POLICY

Ohio law prohibits smoking in any “public place” or “place of employment.” West Side Montessori Center fully complies with this law.

OBSERVATION AND VISITATION

As the Partnership Agreement states: Parents must observe their child’s classroom annually for a minimum of two hours. Observation begins after the first six weeks of school and ends in mid-May.

An appointment to observe can be made by calling the school. Parents are welcome to observe Monday-Friday. Many classroom teachers, however, prefer observations to be

OBSERVATION AND VISITATION, cont.

held Monday-Thursday. Fridays are often busy with specials, conferencing, and reviewing weekly work. It might be a more valuable learning experience and a more accurate view of a typical day if observations are scheduled Monday-Thursday whenever possible. *One adult* at a time may observe a class.

Please refrain from using cell phones in the classroom as it is disruptive to the class. If it is necessary to use a cell phone, please step into the hallway or go to the office. Parents who make unscheduled visits must check in at the office.

Former West Side students and graduates are always welcome at the school. Visits from former students and graduates may be scheduled during lunch and recess periods with the office. Visitors under the age of 18 and not accompanied by a parent must leave emergency phone numbers and medical information with the office of the building they are visiting. Please call (419) 866-1931 to make arrangements for the McCord Campus; (419) 843-5703 for the Bancroft Campus; or (419) 874-9385 for Perrysburg. The classrooms are not able to accommodate visits from students' friends. If there are special circumstances regarding visits from families or relatives, arrangements can be made for an escorted tour of the school.

OUTDOOR RECESS POLICIES

Outdoor recess allows the children to break from the classroom and exercise. All levels like to go outside as much as possible and will have recess if the outdoor conditions are favorable. Following are some basic guidelines used by the pre-primary through eighth grade levels for recess:

Pre-Primary	Outdoor recess if the temperature high for the day is 32 degrees and playground conditions are favorable, i.e. the playground needs to be in dry condition.
Lower Elementary	Outdoor recess if the temperature high for the day is 25 degrees and playground conditions are favorable.
Upper Elementary	Outdoor recess if the temperature (including wind chill) is 15 degrees or higher, however, if the temperature is below 25 degrees the students stay outdoors for only about 10 minutes. The students must be prepared for the outdoors. The students will not go outdoors if it is raining.
Middle School	Students choose outdoors or indoors if the wind chill is above 0 degrees and there is not heavy rain.

PARENT EDUCATION

The school holds orientation programs for parents at the beginning of the school year. A “Montessori 101” program will be held several times throughout the year in order for new families to meet the parent commitment portion of West Side’s Partnership Agreement. Montessori 101 is open to all families and guests. Additional programs about the Montessori philosophy and curriculum may be provided during the school year. Periodically, the “Parenting the Montessori Child” course is offered for interested parents. Dates and times are published in the *Inside Story*. The school library offers books on child development, discipline, and Montessori philosophy, which parents may borrow.

ROSTER

A school roster is printed annually, which lists the names, addresses, telephone numbers, and class assignments of all students. It is given to staff and school families who request it on the student record card and is to be used for school related purposes only. Parents are asked to respect the privacy of other parents and staff and refrain from the use of names and addresses to solicit for their own personal business. Parents may request on their child’s student record card that their name be excluded from the school roster.

SCHOOL CALENDAR

West Side Montessori Center follows a traditional school calendar from the end of August to the beginning of June. In addition, the school offers a summer camp.

SCHOOL CLOSING OR DELAY

If it becomes necessary to delay or close school because of severe weather or natural disaster, we will notify television and radio stations. Listen or watch for “**West Side Montessori Center**”; as there are other schools in the area with the word “Montessori” in their names. We are not listed under any public school district. Television stations notified are: WTOL Channel 11, WTVG Channel 13, and WNWO Channel 24. AM Radio stations notified are: WSPD (1370), and WCWA (1230). FM stations are not notified but sometimes do broadcast the closing. As a general rule the decision to delay or close school is made by 6:00 am and will broadcast shortly thereafter. If a decision is made to close school after a delay, the decision will be made by 7:30 am. If there is a one-hour delay, Before & After Care will open at 8:00 am. Morning carline will be from 9:15 am – 9:35 am. As West Side has families living in many different areas of northwest Ohio, if any parent

SCHOOL CLOSING OR DELAY, cont

feels that the weather conditions are too dangerous to travel, the parent may choose to keep his/her child home from school and the child will not be penalized.

SNACKS

Nutritious snacks are important at all levels. Each classroom teacher will notify parents of the snack policy and procedures for their child. A nutrition handbook is provided for parents of The Little House and pre-primary students, which includes information about healthful snacks required by state law. Each program has a snack policy and procedure during the school day that is communicated to parents by classroom teachers. All children may bring extra food in their lunchboxes for after school snacks. Pop, candy, and gum are not permitted.

STUDENT/ALUMNI ACKNOWLEDGMENTS

West Side is proud of all students who attended the school over the years. The school is pleased to highlight in school publications the achievements and accomplishments of currently enrolled students; alums and former students currently attending high school and college; former students who have relocated outside the Toledo-area; and the professional careers and life experiences of alums and former students. West Side's policy does not include promoting student news from area schools that provide education for similar grade levels as our student population.

STUDENT PICK-UP, BEFORE, DURING, AND AFTER SCHOOL

Please list all people whom you wish to be allowed to pick up your child on the Student Record Card. Each student is required to have a current Student Record Card on file in the school office. Copies of the completed Student Record Card are kept in the office, classrooms, and the Before & After Care rooms. All staff use this information for dismissal either from class (in car line) or from Before & After Care. **Please notify the school office immediately of any changes to this information.** Changes should be made in person by the parent if possible.

If there is an occasion when someone not on the list must pick the student up from school, the school must be notified in advance. Please send a note to the teacher giving

STUDENT PICK-UP, BEFORE, DURING, AND AFTER SCHOOL, cont.

permission for an individual not on the list to pick up your child that day. If the person picking up a child is unknown to the teachers or staff they will require the person identified in the note to show ID. If that person does not have any ID, he or she must proceed to the office and the office will verify his/her identity before the child is released to him/her.

Families in conflict need to provide legal written documentation of restrictions affecting the child and the school, including student pick-up by his or her parent while in attendance at school.

Occasionally students are to leave school with another student. This information needs to be conveyed to the teacher via a note from the parent. All students must have permission to leave school with another student.

West Side staff wants to ensure the safest possible environment for our students.

SUPPLIES

A list of school supplies needed by all students will be included in the summer mailing.

TARDINESS

All children are expected to be in class on time. Arriving late to school not only influences the child's success but also is confusing to the child and does not allow the child to understand the appropriate routine, allow relationships to be built, etc. In order for the child to be allowed to participate in The Little House or pre-primary program the child must be to school by 10:00 am or 2:00 pm for half-day afternoon students. Teachers report chronic tardiness to the appropriate Director of Education and a conference is arranged with parents to correct the situation. If chronic tardiness persists, it is considered grounds for dismissal.

TROPHY POLICY

Any trophies earned by West Side Montessori students will be displayed prominently for six weeks in the office of the campus those students attend. At McCord, the display will be on the glass case; Bancroft on art pedestals. A photo will be taken of the group with its trophy to be saved in the school's archives. At the end of the six week period the trophies will be placed into storage. With the addition of the new gym, a trophy case will be built to display the trophies.

TUITION BILLING, REFUND AND BEFORE & AFTER CARE BILLING POLICIES AND PROCEDURES

All tuition is due in advance, by check, or through participation in the FACTS payment plan. Fees paid for Before & After Care or extracurricular activities may be paid in person in the McCord, Bancroft, or Perrysburg offices or by mail to:

West Side Montessori Center
2105 N. McCord Rd.
Toledo, Ohio 43615

If delivering a check in person, there is a lock box in the McCord and Bancroft Campus offices (an office team member can show you its location) or it may be given to the receptionist in the Perrysburg office. All checks received are dated immediately. Please indicate the names of the child or children for whom payment is being made. If you choose to pay cash, please wait for an office team member to write a receipt. Please **DO NOT** turn-in money to the teaching staff at any location unless you receive specific instructions to do so (ex: field trips).

- **Yearly Payment Schedule**

All tuition is due in advance, by check, or through participation in the FACTS payment plan. In May, parents are sent a tuition payment schedule for the year. **Please keep this schedule as a reminder of when future payments are due.**

- **Tuition Payment and Refund Policies**

1. The tuition deposit is non-refundable - \$400.00 for the oldest child, \$100.00 for every other child.
2. FACTS fees are non-refundable.
3. Families who withdraw any child prior to July 1 forfeit the tuition deposit only. Additional tuition paid shall be refunded.

TUITION BILLING, REFUND AND BEFORE & AFTER CARE BILLING POLICIES AND PROCEDURES, cont.

4. In order to assess readiness for school, children newly enrolled in The Little House may be withdrawn by November 1 with an obligation to pay only the tuition deposit plus a prorated share of the remaining tuition based on number of days enrolled. Additional tuition paid shall be refunded.
5. Families with children enrolled in The Little House can decrease the number of program days or decrease from full to half day once without financial penalty. Children enrolled in Pre-Primary programs can decrease from full to half day once without financial penalty. Tuition will be adjusted accordingly. Additional changes in program are charged \$35 per change.
6. Families who withdraw a child in pre-primary through Middle School levels between July 1 and the first day of school forfeit the tuition deposit plus 10% of the remaining tuition.
7. For children **new** to West Side in levels pre-primary through Middle School, there is a six-week orientation and evaluation period. During this time, the child may be withdrawn with an obligation to pay only the tuition deposit plus 20% of the remaining tuition.
8. Families that withdraw a child returning to The Little House or in pre-primary through middle school levels after the first day of school, but prior to November 1, are obligated to pay the tuition deposit plus 50% of the remaining tuition.
9. Families who withdraw a child between November 1 and January 5 are obligated to pay the tuition deposit plus 75% of the remaining tuition.
10. Families who withdraw after January 5 are obligated to pay 100% of the annual tuition.
11. No adjustments will be made for illness, extended vacations, or gross violations of school policy.

- **Delinquent Accounts**

No student may start the school year with a balance owed from the previous year. No family may charge Before & After Care, karate, music lessons, or other extracurricular activities to their account if tuition is more than 60 days delinquent or the outstanding balance is over \$500. No student may attend classes after winter break unless the account is current. A \$30 charge is added to the account for each check returned by the bank due to insufficient funds.

TUITION BILLING, REFUND AND BEFORE & AFTER CARE BILLING POLICIES AND PROCEDURES, cont.

- **Before & After Care Hours and Billing**

Before & After Care is due and payable on the last day of the following month. Account balance statements for Before & After Care are mailed to reach you by the 10th of each month and contain the bill for any Before & After Care used during the previous month. Interest of 1.5% will be added to unpaid account balances after the last day of the month. Interest will be added for unpaid Before & After Care with a minimum charge of \$1.00.

Before & After Care is available for all age levels; from 7:00-8:15 am and 3:00-6:00 pm at the McCord and Bancroft campuses and 7:30-8:15 am and 3:00-6:00 pm at the Perrysburg campus. Extended Day and Afternoon Enrichment Programs are available from 11:00 am – 3:00 pm at both the McCord and Perrysburg campuses.

Before & After Care may be used when your child is not in his/her regularly scheduled program on the days that the child normally attends school. Details of each program's specific Before & After Care options are listed in the individual program section. It is the parents' responsibility to sign in or out each time that Before & After Care is used. When signing your child out, please note next to the sign out time if your child has attended an extracurricular activity such as Karate, yoga, etc., so that you are not charged for Before & After Care for that time period. The Before & After Care sign-in/sign-out book is located in the office under the clock at McCord, Bancroft, and Perrysburg Campuses, and at The Little House. There is a personalized sheet for each student, arranged in alphabetical order.

Child care is calculated at the rate of \$5.00 per hour for one child or \$7.00 per hour for two or more children. Little House Extended Day is calculated at \$9.00 an hour per child. Pre-Primary Afternoon Enrichment is calculated at \$7.00 an hour per child.

Before & After Care charges are calculated in half hour blocks before and after school unless the child is dropped off after 8:00 am or picked up by 3:30 pm, in which case there is a flat charge of \$1.00. All children not picked up by 3:15 pm are automatically taken to Before & After Care. Students not picked up by 6:00 pm will be charged the rate of \$5.00 for each 10 minutes after 6:00 pm per child. Any family picking up after 6:00 pm more than 3 times in a month will be assessed a flat charge of \$25 in addition to the rate of \$5.00 for each 10 minutes after 6:00 pm per child.

TUITION BILLING, REFUND AND BEFORE & AFTER CARE BILLING POLICIES AND PROCEDURES, cont.

Before & After Care bills are prepared monthly after comparing the parents' sign-in/sign-out sheets with the staff attendance records. If parents fail to sign in or out, the maximum charge for that day is calculated and included on the bill. If you feel that an error has been made on your Before & After Care charges, please indicate the correct time and/or information on the copy of your sign-in/sign-out sheet which is enclosed with your bill and return that sheet to the office. The appropriate adjustment will be made to your account.

- **Questions**

If you have questions about either your Before & After Care bill or your statement, please do not hesitate to call the school at (419) 866-1931, and ask for the bookkeeper.

VACATIONS

West Side Montessori Center publishes its annual calendar in advance to allow families to make family vacation plans that do not interfere with the children's schoolwork. Family vacations during the school year are discouraged.

VISITORS

Visitors to each campus must enter through the office doors, sign in, and put on a name tag. Visitors must also sign out when leaving. For further information, see "Observation and Visitation."

WITHDRAWAL

To withdraw a child from West Side, a parent should notify the Admission Director of the impending withdrawal, along with the child's last date of attendance and the reason for withdrawal. Please indicate whether you would like the Admission Director to notify the child's teachers or whether you prefer to do so personally. If possible, an exit interview will be arranged with the Admission Director. We appreciate as much prior notice as possible for withdrawals.

After receiving notification of an impending withdrawal the Admission Director will have the bookkeeper prepare a final statement. See the Tuition Billing, Refund and Before & After Care Billing Policies and Procedures for tuition refund policies.

WITHDRAWAL, cont.

The only exceptions to these policies are

- when the school recommends that a child be withdrawn because of inappropriate placement, behavioral issues, or a lack of readiness;
- there is a death in the family that the family and the school agree directly impacts the ability to continue enrollment.

PEACE STATEMENT

West Side Montessori Center has chosen to view peace as not merely the absence of war, but rather as an awareness of and a respect for the dignity and diversity of life in general.

Fundamental to basic Montessori philosophy is the concept of the “Erd Kinder” or “Earth Children.” This implies a sense of connection and commitment to all living things and indeed, to the earth itself.

Therefore, we at West Side Montessori Center are taking a strong stand for non-violence, for maintaining the natural interrelationships of living things and their environments and conservation of energy and natural resources.

Respect for the earth and all its life forms are the responsibility of each one of us. Even if we as individuals can't do everything, we can do something. We can choose to live our lives so that we do as much good as we are able and as little harm as possible. We can decide to act as if what we do really does make a difference.