A Guide for Families
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL GOVERNANCE AND SUPPORT</td>
<td>6</td>
</tr>
<tr>
<td>WELCOME TO WEST SIDE MONTESSORI</td>
<td>7</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
<td>8</td>
</tr>
<tr>
<td>EDUCATION FOR PEACE</td>
<td>9</td>
</tr>
<tr>
<td>PARTNERSHIP AGREEMENT</td>
<td>10</td>
</tr>
<tr>
<td>INSTITUTIONAL ADVANCEMENT</td>
<td>13</td>
</tr>
<tr>
<td>ADMISSION/PLACEMENT AND PROMOTION</td>
<td>15</td>
</tr>
<tr>
<td>NONDISCRIMINATORY POLICIES</td>
<td>16</td>
</tr>
<tr>
<td>ADMISSION POLICY</td>
<td>16</td>
</tr>
<tr>
<td>PLACEMENT AND PROMOTION</td>
<td>19</td>
</tr>
<tr>
<td>LITTLE HOUSE</td>
<td>19</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
<td>22</td>
</tr>
<tr>
<td>LOWER ELEMENTARY: FIRST, SECOND, AND THIRD GRADE LEVELS</td>
<td>23</td>
</tr>
<tr>
<td>UPPER ELEMENTARY: FOURTH, FIFTH, AND SIXTH GRADE LEVELS</td>
<td>25</td>
</tr>
<tr>
<td>MIDDLE SCHOOL: SEVENTH AND EIGHTH GRADE LEVELS</td>
<td>26</td>
</tr>
<tr>
<td>ADMINISTRATION AND FINANCES</td>
<td>27</td>
</tr>
<tr>
<td>ADMINISTRATION – WHO’S WHO</td>
<td>28</td>
</tr>
<tr>
<td>ADMINISTRATION: EDUCATION TEAM</td>
<td>29</td>
</tr>
<tr>
<td>ADMINISTRATION: ADVANCEMENT TEAM</td>
<td>30</td>
</tr>
<tr>
<td>ADMINISTRATION: OPERATIONS TEAM</td>
<td>31</td>
</tr>
<tr>
<td>CUMULATIVE RECORDS</td>
<td>32</td>
</tr>
<tr>
<td>TUITION BILLING, REFUND, and BEFORE and AFTER CARE BILLING POLICIES and PROCEDURES</td>
<td>33</td>
</tr>
<tr>
<td>YEARLY PAYMENT SCHEDULE</td>
<td>33</td>
</tr>
<tr>
<td>TUITION PAYMENT AND REFUND POLICIES</td>
<td>33</td>
</tr>
<tr>
<td>DELINQUENT ACCOUNTS</td>
<td>34</td>
</tr>
<tr>
<td>BEFORE &amp; AFTER CARE HOURS AND BILLING</td>
<td>34</td>
</tr>
<tr>
<td>TUITION BILLING, REFUND, and BEFORE &amp; AFTER CARE BILLING POLICIES and PROCEDURES CONT</td>
<td>35</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>35</td>
</tr>
<tr>
<td>WITHDRAWAL</td>
<td>36</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>37</td>
</tr>
<tr>
<td>COMMUNICATION PROCESS</td>
<td>38</td>
</tr>
<tr>
<td>WAYS TO CONNECT WITH WEST SIDE</td>
<td>38</td>
</tr>
<tr>
<td>There are several ways for parents to connect with West Side Montessori</td>
<td>38</td>
</tr>
<tr>
<td>SCHOOL NEWSLETTER</td>
<td>38</td>
</tr>
<tr>
<td>MESSAGES/DELIVERIES</td>
<td>39</td>
</tr>
</tbody>
</table>
SNACKS.................................................................................................................................90
SUPPLIES................................................................................................................................90
OUTDOOR RECESS POLICIES...............................................................................................91
SCHOOL GOVERNANCE AND SUPPORT

• Welcome
• Mission and Beliefs
• Education for Peace
• Partnership Agreement
• Board of Trustees
• Institutional Advancement
• Parent Club
West Side Montessori was founded in 1975. The school embraces the innovative philosophy of Dr. Maria Montessori, which emphasizes that 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. This accreditation organization sets 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 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, in addition 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
Founder
MISSION STATEMENT

West Side Montessori 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.
EDUCATION FOR PEACE

Dr. Maria Montessori was internationally recognized and twice nominated for the Nobel Peace Prize for her practical application of peace principles in the curriculum for young children. She was passionate in her belief that educating children for peace was the only way to ensure a more peaceful future for all.
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, 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 CHILDREN AND FAMILIES

West Side Montessori provides an environment:

- where families feel welcome and valued.
- that is nurturing.
- that allows each child to reach his/her individual potential.

West Side Montessori staff will work to establish a partnership with parents:

- respond to communication initiated by parents.
- share information with parents regarding events at school that impact a child.
- provide fall and spring conferences.
- provide communications and education tools that inform.
- provide volunteer opportunities for parents.

West Side Montessori teachers will:

- develop an in-depth understanding of each child’s learning style.
- set high (but realistic and consistent) expectations for each child.
- nurture each child to develop to his/her fullest potential.

West Side Montessori will provide a Montessori education program for parents.

West Side Montessori will develop and adhere to a fiscally responsible budget.
PARENTS’ COMMITMENT TO THEIR CHILDREN AND THE SCHOOL

Parents ensure their child is prepared to learn by providing a routine that promotes:

- arriving at school on time.
- getting a restful night’s sleep.
- adequate nutrition.

Parents work to establish a partnership with teachers:

- by responding to communication initiated by teachers.
- by sharing information with teachers regarding events at home that impact a child.
- by attending fall and spring conferences.

Parents continue to learn about Montessori education:

- by attending parent learning opportunities.
- by observing each child’s classroom at least once during the school year.

Parents participate and volunteer at the level of ability in:

- classroom activities.
- school-wide events and fundraisers.
BOARD OF TRUSTEES

West Side Montessori 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 nor 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 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.
INSTITUTIONAL ADVANCEMENT

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’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.

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 perpetuate 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 is not dependent on annual giving to balance the operating budget.

Events
A spring dinner auction occurs, which is coordinated through the school and its Development Office working with parent volunteers.

Capital Fund Drives
Capital Fund Drives support special projects, new construction, and building and plant renovation.

Gifts are made to the school because people believe in West Side Montessori 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 and help to ensure 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.
PARENT CLUB

All West Side Montessori parents are considered members of the Parent Club. Active membership in the club through volunteerism and meeting attendance is an excellent way to get acquainted with other parents, staff, and the school.

MISSION: To bring parents and families together to support and enhance social and educational opportunities for our children by embracing the mission of West Side Montessori.
  • Encourage participation in events to enhance the school experience for families.
  • To offer an avenue for parents to meet other parents and share their time and talents.

ORGANIZATION: Operates under guidance of the Development Office and in conjunction with the Board of Trustees.
  • Parents will identify, chair, and organize events planning for a broad representation of all levels.
  • Focus on “friend raising”.
  • Events and activities must support and align with the mission of WSM.
  • Cost of events and activities will be taken into consideration to support inclusion of the entire WSM community.
  • Events and activities must align with the WSM calendar.
  • Events and activities must be approved by the Development Office prior to organization.
  • Advancement Office will assist with communication and promotion of approved events and activities. All event and activity information needs to be communicated to the Advancement Office three weeks in advance of the event.
ADMISSION/PLACEMENT AND PROMOTION

• Nondiscrimination Policies
• Admission Policy and Process
• Placement and Promotion
NONDISCRIMINATORY POLICIES

The governing board of West Side Montessori, located at 7115 Bancroft in Toledo, Ohio, has adopted the following racial nondiscriminatory policies.

West Side Montessori recruits and admits students of any race, color, or ethnic origin to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, employment, scholarship and loan programs, and athletic and other school administrated programs.

West Side Montessori will not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified and non-certified personnel.

ADMISSION POLICY

ADMISSION POLICY
West Side Montessori admits students of any race, color, national or 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, sexual orientation or disability in the administration of its educational policy, admission policy, or any school administrated program.

West Side Montessori has an inclusive philosophy and values diversity in the school population. This diversity includes children with special needs. 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.

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. Preference is given to siblings of currently enrolled students and students transferring from other Montessori schools. When considering students for enrollment, the Admission and Placement Committee assesses the application on the basis of the school’s guidelines for placement.
ADMISSION POLICY CONT.

ADMISSION PROCESS
Children are considered for admission after parents complete an Admission Application.

Children are typically admitted to West Side Montessori in the Little House (13 months and walking through 40 months before Sept. 30) and Children’s House (three years before August 1 through kindergarten) levels. Montessori classrooms incorporate multi-age groupings and whenever possible, children stay with the same teaching team and classmates. To take advantage of this unique learning opportunity, parents are encouraged to plan for a multi-year commitment to the school and 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.

For a child with special needs, any previous evaluations or testing information will be shared with the student services coordinator and reviewed by the Admission and Placement Committee. Parents, admission director, student services coordinator, and appropriate teachers will meet. 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.

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, 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 expectation of the school. Placement testing will occur during the visit. 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 and Placement Committee may recommend an alternate placement within or outside of the school.

When a space is offered, at any age level, parents complete the enrollment process by 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 parent 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.

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.

ADMISSION POLICY CONT.
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. Parents are notified by classroom teachers of any problems that arise 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 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.

INDIVIDUALS WITH DISABILITIES ACT (IDEA)
The Individuals with Disabilities Education Act (IDEA) is designed to ensure all families, regardless of income, have available to them a free appropriate public education that emphasizes special education and related services designed to meet their child’s unique needs and prepare them for further education. If you or your child’s school suspects your toddler has a developmental disability, or if additional support is needed to achieve your child’s goals, you may contact Help Me Grow to determine eligibility for services. Eligibility criteria varies by age. Once you are eligible for services, your County Board will connect you to needed services and support.
PLACEMENT AND PROMOTION

Classes for Little House and Children’s House level children are available at both the Toledo and Perrysburg Campuses. Grade levels 1-8 are located at the Toledo Campus. Promotion within the school from Little House to Children’s House, Children’s House 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. Therefore, guidelines for each level have been established.

Guidelines for Placement at West Side Montessori

LITTLE HOUSE
(13 months and walking to 40 months)

- The child must be chronologically and developmentally 13 months of age by the first day of the school year.
- The child who is between 13 and 16 months must have experience in separating from the parent (through baby sitters 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 and get up 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.

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 Little House or Children’s House is more appropriate. Although there are many similarities between the older classes in the Little House and the Children’s House programs, 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 start of the new school year. We encourage parents of children who will be between 36 and 40 months before August 1 to observe both the Little House and Children’s House programs and discuss the Guidelines for Placement in Children’s House with their child’s teachers or, for children who will be new to the school, with the Admission Director.
PLACEMENT GUIDELINES CONT.

CHILDREN’S HOUSE
(3 years by early fall through Kindergarten)

The classrooms in Children’s House are designed for children between the ages of 3 (by early fall) – 6 years (Kindergarten). All children are different and some are developmentally ready before others. We want the child’s classroom experience to be successful, therefore; classroom changes may be made within the first six weeks of school, if necessary. 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.

- The child should be able to separate from the parent. To facilitate this, parents generally say goodbye at the car or at the classroom door rather than accompany their children into the classroom.

- The child should be at least 36 months of age by early fall. 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 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 Children’s House 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 Children’s House programs and discuss the Guidelines for Placement in Children’s House 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 is able to communicate his/her needs to the teacher and other children appropriately. If communication is difficult for the child at this time, he/she may be very frustrated in an environment that is not meeting his/her needs.

- The child has developed gross and fine motor skills within a range expected for 30 – 40 months of chronological age.

- A child ready for Children’s House is able to work without substantial teacher supervision. Due to the smaller class size of the Little House, teachers at that level are able to give more one-on-one support in choosing work or completing an activity.

- The child is able to follow two-step directions such as washing hands and putting on a coat to go outside. They do not have to be able to do these things perfectly, but must be willing to listen to instructions on how to do these things, and begin to follow those instructions.

CHILDREN’S HOUSE PLACEMENT GUIDELINES CONT.
• The child is able to complete the work cycle – choose work, complete the work, and put it away, or at least be willing to let the teachers help her do these things. A child who is ready can work with an activity for 4 – 6 minutes respectfully. Little House level children may take an activity out, work on it for only a very short time without completing the work and then move on to something else without putting the previous activity away.

• The child is able to attend a group activity for 15 – 20 minutes without being disruptive. This includes listening to stories or participating in individual or small group lessons.

• The child is able to follow the ground rules most of the time and will take redirection from a teacher by allowing the teacher to take his/her hand and being shown a new work, perhaps in a different area of the room.

• The child is able to interact with other children or with a small group appropriately.

• The child will allow teachers to show him/her how to use an activity for at least 3 – 5 minutes, watching the process before choosing the work.

We encourage all parents to wean their child of any daytime “loveys,” blankets, or a pacifier before the child starts in Children’s House.
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:

• is respectful of others’ work, property, body and feelings.
• shows respect for adults.
• uses polite language and behavior.
• demonstrates body awareness in the way he sits; keeps his boundary with others.
• moves about the classroom in an appropriate manner.
• uses a voice level appropriate to the classroom.
• shows respect for learning materials by the way in which he uses and places the materials on a rug or a table.
• uses 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. getting materials, planning his/her work, returning materials, and working in an efficient manner.
• making a smooth transition from one task or environment to another.

READINESS CONSIDERATIONS FOR INCOMING KINDERGARTEN CHILDREN

DEVELOPMENTAL READINESS
The child:

• uses developmentally appropriate vocabulary and language.
• generally complies with teacher’s requests and directions.
• listens attentively using good eye contact and appropriate body language.
• sits for individual and group activities for fifteen minutes.

ACADEMIC READINESS
There are no academic requirements in considering placement for Kindergarten.
LOWER ELEMENTARY: FIRST, SECOND, AND 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 that 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:
• showing respect for others’ work, property, body and feelings.
• showing respect for adults.
• using polite language and behavior.
• demonstrating body awareness in the way he/she sits; keeps his/her 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/she 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. getting materials, planning his/her work, returning materials, and working in an efficient manner.
• making a smooth transition from one task or environment to another.

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.
LOWER ELEMENTARY PLACEMENT GUIDELINES CONT.

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 with correct capital and lower case letters.
- articulating and associating all consonant sounds with their corresponding letter.
- using a moveable alphabet to construct words.
- recognizing work 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.
UPPER ELEMENTARY: FOURTH, FIFTH, AND SIXTH GRADE LEVELS

The Upper Elementary program provides an environment that fosters mutual respect, social responsibility, and a love of learning. Students develop their potential by building academic skills through challenging activities and the sharing of knowledge gained.

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

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

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

SUPPORT:
Parent(s) are willing to positively reinforce the elementary program philosophy by:
- Attending Parent / Teacher conferences.
- Observing the academic classroom once a year.
- Maintaining meaningful communication.
MIDDLE SCHOOL: SEVENTH AND EIGHTH GRADE LEVELS

West Side Montessori is a unique learning environment. Utilizing a thematic, integrated curriculum, emphasis is on inquiry and discovery. Process, or “learning how to learn” skills, is 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, and 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.
ADMINISTRATION AND FINANCES

• Administration – Who’s Who

• Cumulative Records

• Billing/Refunds

• Withdrawal
ADMINISTRATION: EDUCATION TEAM

KATHY HECKERT
EARLY CHILDHOOD EDUCATION DIRECTOR

JENN SCHOEPF
HEAD OF SCHOOL

BRANDI PARCELL
PERRYSBURG CAMPUS DIRECTOR

TRICIA MILLER-PURVIS
ELEMENTARY & MIDDLE SCHOOL EDUCATION DIRECTOR
ADMINISTRATION: ADVANCEMENT TEAM

GLENDA GARRISON
DEVELOPMENT DIRECTOR

ANNE SPENNY
ADMISSION DIRECTOR

CAROLYN SAVAGE
DEVELOPMENT ASSISTANT

HELENA EDDINGS
ADMISSION ASSISTANT & MARKETING COORDINATOR

MEGAN PLESEA
COMMUNICATIONS COORDINATOR
ADMINISTRATION: OPERATIONS TEAM

DAWN WESTLEY
OPERATIONS DIRECTOR

LINDA JUHASZ
SECRETARY

MICHELE STRUM
BUSINESS OPERATIONS ASSISTANT

KATIE ORTEN
HEALTH COORDINATOR

KRIS STAINBROOK
BOOKEEPER

MARIZOL COMPTON
DATE ADMINISTRATOR

TOLEDO RECEPTIONISTS

JEANETTE BISHOP

LORI GEISLER

JUDIE HOUSEL

LILY FISHER
CUMULATIVE RECORDS

All required records for each child are filed in the school office in a secured cabinet and are available for review by the appropriate staff and the child’s parents only. 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 student 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.
TUITION BILLING, REFUND, and BEFORE and 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 online or in person at the Toledo or Perrysburg offices or by mail to:

West Side Montessori
7115 W. Bancroft
Toledo, Ohio 43615

If delivering a check in person, there is a lock box in the Toledo Campus office (an office team member can show you its location) or it may be given to the receptionist in the Perrysburg office. 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.

YEARLY PAYMENT SCHEDULE
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. All tuition is due in advance, by check, or through participation in the FACTS payment plan. All payments must be current for the child to start school.
2. The tuition deposit and FACTS fees are non-refundable.
3. Current families receive a $500 per child tuition savings only if the tuition deposit and full payment or tuition deposit and enrollment in a FACTS plan are completed by the dates specified in the re-enrollment documents.
4. Families who withdraw any child prior to July 1, forfeit the tuition deposit. Additional tuition paid shall be refunded.
5. Families who withdraw any child between July 1, and the first day of school forfeit the tuition deposit plus 10% of the remaining tuition.
6. In order to assess readiness for school, children who are new to Little House may be withdrawn by November 1, with an obligation to pay only the tuition deposit plus a pro-rated share of the remaining tuition based on the number of days enrolled. Additional tuition paid shall be refunded.
7. For children new to West Side Montessori in Children’s House through middle school levels, 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 with children enrolled in Little House can decrease the number of program days or decrease from full to half day once without financial penalty. Children enrolled in Children’s House programs can decrease from full to half day once without financial penalty. Tuition will be adjusted accordingly. Additional changes in program are charged at $35 per change.
9. Families who withdraw a child returning to Little House 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.
10. Families who withdraw a child between November 1 and January 5 are obligated to pay the tuition deposit plus 75% of the remaining tuition.
11. Families who withdraw after January 5, are obligated to pay 100% of the annual tuition.
12. No tuition adjustments will be made for illness, extended vacations, or gross violations of school policy, nor will the school permit students to decrease the number of program days or decrease from full to half day prior to withdrawal in order to reduce tuition owed. The school complies with federal laws regarding military deployment.

DELINQUENT ACCOUNTS
No student may start the school year with a balance owed from the previous year. No family may charge Before & After Care, or extracurricular activities to their account if tuition is more than 60 days delinquent or the outstanding balance for tuition or non-tuition charges is over $500. Tuition accounts must be in good standing for student(s) to return back to school after winter break. A $30 charge is added to the account for each check returned by the bank due to insufficient funds.

BEFORE & AFTER CARE HOURS AND BILLING
Before & After Care is due and payable upon receipt. Account balance statements for Before & After Care are mailed monthly and contain the bill for any Before & After Care used during the previous month. West Side Montessori reserves the right to charge interest of 1.5% on delinquent accounts.

Before & After Care is available for all age levels; from 7:00-8:15 am and 3:30-6:00 pm at the Toledo Campus and 7:30-8:15 am and 3:30-6:00 pm at the Perrysburg Campus. Extended Day and Afternoon Enrichment Programs are available from 11:30 am – 3:30 pm at both the Toledo 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 at the Toledo and Perrysburg Campuses. There is a personalized sheet for each student, arranged in alphabetical order.

All child care is billed in half hour increments. All children not picked up by 3:45 pm are automatically taken to After Care. Students not picked up by 6:00 pm will be charged an additional fee for each 10 minutes after 6:00 pm per child.

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.
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.
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.

The only exceptions to refund 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.
COMMUNICATION

• Communications Process

• How to Connect with West Side Montessori

• Messages/Deliveries

• Cell Phones

• Roster

• School Calendar

• School Closing or Delay

• Student/Alumni Publicity

• Observation and Visitation
COMMUNICATION PROCESS

Parents are encouraged to discuss any student issues with teachers. Directors of Early and School-aged Education are responsible for respective levels of staff and students.

On the administrative team, the Head of School is responsible for overall student and teacher related issues, and the school organization as a whole. She and the Education Directors can be reached through the Toledo Campus office.

Facility or safety issues can be addressed with the Director of Business Operations. She can be reached at the Toledo Campus office, (419) 866-1931.

Any issue specific to the Perrysburg Campus can be directed to the Perrysburg Campus Director, (419) 874-9385.

WAYS TO CONNECT WITH WEST SIDE

There are several ways for parents to connect with West Side Montessori.

SCHOOL NEWSLETTER
Each Wednesday during the academic year, the school newsletter is sent via email to parents. It is the best source of information about school-wide events, PACC meetings, Parent-Teacher conferences, and more.

Make sure you receive it in your inbox by adding west.side@montessoritoledo.org to your contacts.

FACEBOOK
Search for WSM Parents Page to view our page and join our online community. Along with weekly classroom updates and school delays and closings, you can check our special event photos, links to Montessori education articles, and invitations to upcoming events. We encourage everyone to share our posts!

TWITTER
Follow @WSMontessori to receive announcements via Twitter.

Follow these steps to receive texts:
1. Send a text to: 40404 (Twitter’s numeric code)
2. In the message area type: FOLLOW@WSMontessori and click send.

You will receive a confirmation message and the most recent announcements from WSMontessori. This is a great method for receiving school delay and closing information when winter arrives!

EDUCATION BLOG
Visit our education blog to learn ways to bring the Montessori philosophy into your home. In new posts each Saturday we provide a variety of tips to help make being a Montessori parent easier.

Check it out: montessoritoledo.org/blog/education

Contact Megan Plesea at mplesea@montessoritoledo.org for more information and stay connected with us!

Please refer to the Communication Process for connecting with individual teachers, staff, or administrators to discuss concerns regarding your student and other school-related matters.

MESSAGES/DELIVERIES

The school day begins at 8:30 am and lasts until 3:30 pm. 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 Toledo or Perrysburg Campuses. The office staff will take care of the delivery. Except in an emergency, deliveries for students are not encouraged.

Students or teachers will be called from class during the school day to answer the telephone in the event of an emergency only. Parents wishing to leave a message for a student or teacher may call the Toledo or Perrysburg offices.

CELL PHONES

Cell phone use is prohibited in car line and 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 at the Toledo Campus). If a student brings a cell phone to school, he or she leaves it in the office until a parent or guardian comes for the child. 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. The school provides permission slips for parents to authorize their children to bring electronic devices to school.
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 form 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 businesses. Parents may request on their child’s student record form that their name be excluded from the school roster.

SCHOOL CALENDAR

West Side Montessori follows a traditional school calendar from the end of August to the beginning of June. In addition, the school offers a summer camp. The school calendar can be found on the West Side website @ montessoritoledo.org

SCHOOL CLOSING OR DELAY

If it becomes necessary to delay or close school because of severe weather or natural disaster, we will email parents and notify television and radio stations. Listen or watch for “West Side Montessori,” 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 and WTVG Channel 13. The message to delay or close will also be on the school voicemail, Facebook, Twitter and via email.

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 for the Toledo Campus and 8:30 am for the Perrysburg Campus. Normal child care rates will apply. Morning car line will be from 9:15 am – 9:30 am. As West Side has families living in many different areas of northwest Ohio, if any parent 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. Please call the school to notify us of the child’s absence.

STUDENT/ALUMNI PUBLICITY

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.
OBSERVATION AND VISITATION

Parents are expected to observe their child’s classroom annually. 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 held Monday-Thursday. Fridays are often busy with co-curricular, 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.

While you may observe your child through the observation windows at any time, please refrain from taking pictures or videos. Doing so may compromise the security of our students, some of whom have specific privacy requirements. We appreciate your cooperation and effort towards the safety and security of our West Side students.

Please be reminded: Cell phone use is prohibited in all classrooms as it is disruptive. 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 Toledo Campus, or (419) 874-9385 for the Perrysburg Campus. 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.

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.
TOLEDO CAMPUS STUDENT PROGRAMS

- Little House
- Children’s House
- Lower Elementary
- Upper Elementary
- Middle School
- Educational Enrichment Programs
- Pupil Conferences and Progress
- Student Services
- Homework
- Field Trips
- Before and After Care
- Extracurricular
LITTLE HOUSE
(13 months and walking – 40 months)

The Little House program at West Side Montessori 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 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.

Little House class options are:

<table>
<thead>
<tr>
<th>Class</th>
<th>Days</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 day class</td>
<td>(Mon. – Tues.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>2 day class</td>
<td>(Mon. – Tues.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>3 day class</td>
<td>(Wed., Thurs., Fri.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>3 day class</td>
<td>(Wed., Thurs., Fri.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>5 day class</td>
<td>(Mon. – Fri.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>5 day class</td>
<td>(Mon. – Fri.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
</tbody>
</table>

It is important that each child be in class by the start of their program. Children arriving 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 3:30 pm – 6:00 pm on the days your child attends his or her regular program. Children in Little House, enrolled in a half-day program, may utilize the Extended Day Program from 11:30 am – 3:30 pm. A 24-hour advance reservation is required.

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 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; 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.
LITTLE HOUSE CONT.

The Little House program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone numbers 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.

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 child-sized toilets, we ask that parents do not bring potty chairs to school.

CHILDREN’S HOUSE
(3 years before August 1 through Kindergarten)

West Side Montessori 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 Children’s House 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. Children’s House teachers carefully assess each child throughout the year and communicate these observations with parents. Children who complete an additional year in Little House may or may not need to complete all three Children’s House years. Each child will be evaluated individually, and the decision will be made in coordination with parents regarding Kindergarten placement.

The Children’s House 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, everyday living skills, sensorial, art, music, world language, and physical education that meet the individual needs of the children and the State Board of Education standards.

Children’s House class options are:

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

Kindergarten students attend the full-day program.
CHILDREN’S HOUSE CONT.

Before & After Care is available from at the Toledo Campus 7:00 am – 8:15 am and 3:30 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.

An Afternoon Enrichment Program is available from 11:30 am – 3:30 pm for Children’s House 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 or may advance purchase lunches through the school. Milk can be purchased at the Toledo Campus for those children enrolled full day.

It is important that each child be in class by the start of their 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 those full-day Children’s House children who need it. As children wake, they return to their classroom.

The Children’s House program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone numbers 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. Kindergarten students attend full day.

- Students have their kindergarten instruction in a mixed-age Montessori class. The curriculum includes activities in math, language arts, science, geography, sensorial, everyday living skills, art, music, physical education, and a world language.

- Kindergarten children have the opportunity to participate in enrichment activities specifically designed for this age group in the afternoons. Activities such as field trips, advanced science and geography projects, additional classes in a second world language, physical education, and music help prepare children for the 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. They comply with and often exceed the minimum standards set by the state for private schools. Parents may request copies of the program compliance report. School hours are 8:30 am – 3:30 pm for Lower Elementary, Upper Elementary, and Middle School. It is important that each child be in class by the start of their 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 years by August 1st 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 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.
TOLEDO EDUCATIONAL ENRICHMENT PROGRAMS

WORLD LANGUAGES
The world language program begins with the three-year-olds in Children’s House with Spanish. 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 in the Kindergarten class will have the opportunity to explore both French and Spanish.

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

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

After a family has chosen a world language in the first level, changes are not recommended. After the fifth level, world language changes are not permitted. A parent wishing to change his or her child’s world 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.

MUSIC
Music classes with a music specialist begin at the Children’s House level. The children are taught songs in a variety of languages, use rhythm instruments, and have fun with creative movement and music together. Children in the Kindergarten program have an additional music class each week. In the Spring, the children involved in the Kindergarten program participate in a music program that they perform for their families and friends.

The Lower Elementary and Upper Elementary music program uses the Carl Orff concepts of teaching music through 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.

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

ART
Art materials are available to children in the Little House and Children’s House programs. 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.

PHYSICAL EDUCATION
The Little House children use areas on the school’s campus such as the playground and the Gross Motor Room daily for developmentally appropriate activities that provide gross motor development.

Gross motor development is also integrated in our Children’s House program. The children develop gross motor skills and the ability to listen and follow directions to learn simple games during work time inside and outside the classroom. Kindergarteners work on skills like skipping, hopping, jumping fundamental rhythm skills, and beginning throwing and catching skills.

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

The PE 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.

Students are required to have athletic shoes for all PE classes. Shoes must have rubber soles, must Velcro or tie, and must have a back heel. Students without proper shoes will be given a pedometer to walk a predetermined amount of steps during the duration of the class period.

Appropriate clothing for physical activity is required for all PE classes. (Note: No jean pants, jean shorts, jean skirts. Skirts are allowed as long as leggings are worn underneath. No dangling jewelry worn in class. Please remember to follow school dress code requirements.) Students will receive a reminder notice after 3 times without proper shoes or clothing. A parent signature will be required and returned before the student will be allowed to return to class.

Participation is a prerequisite for learning! Your knowledge of the subject taught and improvement of skills taught will determine the overall grade. Students will have one graded assignment per trimester.
EDUCATIONAL ENRICHMENT PROGRAMS CONT.

A note from a parent/guardian is required for an excusal from PE class. A doctor’s note is required for absences due to medical reasons. If the student happens to not be participating in class, he/she will become an observer and fill in a worksheet during class describing the activities.

Students are highly encouraged to bring a bottle of water to every class.

During the second trimester the schedule will change for Upper Elementary and Middle School students. PE will be on one day and health on the other. A notice will go home to remind students and parents of the changes.

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 the 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.

TOLEDO STUDENT CONFERENCES AND PROGRESS

Fall and spring parent-teacher conferences are held for all children, Little House through 8th grade. Oral progress reports are presented to parents of Little House and three- and four-year-old Children’s House 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.

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 before August 1 in order to enter kindergarten and six before August 1 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.
STUDENT 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.

Student services available and scheduled as needed include: psychological testing and referral, speech therapy, academic tutoring, and counseling. A student services program coordinator works with teachers and parents to coordinate services.

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 typically travel by 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.

The following field trip safety procedures are employed: A first aid box shall be available on all trips. Children riding in school buses shall abide by bus safety rules. Emergency forms for the children are taken with the group.

Occasionally classrooms recruit parent volunteers to assist with field trips. To ensure the safety of the students for whom they are responsible, parents who are chaperoning are not permitted to bring siblings along with them on the field trip.

BEFORE & AFTER CARE: TOLEDO CAMPUS

No child may stay for child care unless there is a completed Student Record Form and required physician form on file.

Before & After Care is available from 7:00 am - 8:15 am and 3:30 pm - 6:00 pm on the days your child attends his or her regular program. After Care is not available, however, for children who have left for the day, even while a sibling is attending an extracurricular activity.

Little House half-day students may utilize the Extended Day Program from 11:30 am - 3:30 pm. Children’s House students enrolled in a half-day morning program may utilize the Afternoon Enrichment Program from 11:30 am - 3:30 pm.

BEFORE & AFTER CARE: TOLEDO CAMPUS CONT.
All Toledo Campus 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 3:30 pm, a parent should sign the child out in the Before & After Care book in the office and 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).

Before Care for all students in levels 1-8 will be held in the Commons and is available from 7:00-8:15 am. After Care for all students in levels 1-3 will be held in the Birdhouse and for all students in levels 4-8 in the Commons and is available from 3:30-6:00 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 appropriate child care room until they are dismissed to their classrooms at 8:15 am. Any child(ren) entering the building in the morning before carline starts, must sign in the Before & After Care book and report to Before & After Care. Children arriving after 8:30 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 3:30 pm. When picking up from afternoon care, you will first sign your child(ren) out then proceed to the Before & After Care room.

AFTER SCHOOL WAITING POLICY AT THE TOLEDO 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. Any child not signed in to Before & After Care or involved in a supervised after school activity needs to be under a parent’s direct supervision.

EXTRACURRICULARS

A variety of extracurricular activities are scheduled according to interest and teacher availability. They are published on the school website.

Please be reminded: After care is not available for children who have left for the day; even while a sibling is attending an extracurricular activity.
PERRYSBURG CAMPUS STUDENT PROGRAMS

- Little House
- Children’s House
- Enrichment Programs
- Conferences and Progress
- Student Services
- Homework
- Field Trips
- Before and After Care
- Extracurricular
LITTLE HOUSE
(13 months and walking – 40 months)

The Little House program at West Side Montessori 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 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.

Little House class options are:

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Days</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 day class</td>
<td>(Mon. - Tues.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>2 day class</td>
<td>(Mon. - Tues.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>3 day class</td>
<td>(Wed., Thurs., Fri.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>3 day class</td>
<td>(Wed., Thurs., Fri.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
<tr>
<td>5 day class</td>
<td>(Mon. - Fri.)</td>
<td>8:30 am</td>
<td>11:30 am</td>
</tr>
<tr>
<td>5 day class</td>
<td>(Mon. - Fri.)</td>
<td>8:30 am</td>
<td>3:30 pm</td>
</tr>
</tbody>
</table>

It is important that each child be in class by the start of their program. Children arriving 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 3:30 pm – 6:00 pm on the days your child attends his or her regular program. Children in Little House, enrolled in a half-day program, may utilize the Extended Day Program from 11:30 am – 3:30 pm. A 24-hour advance reservation is required.

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 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; 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 program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone numbers 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.

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 child-sized toilets, we ask that parents do not bring potty chairs to school.

CHILDREN’S HOUSE
(3 years before August 1st through Kindergarten)

West Side Montessori 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 Children’s House 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. Children’s House teachers carefully assess each child throughout the year and communicate these observations with parents. Children who complete an additional year in Little House may or may not need to complete all three Children’s House years. Each child will be evaluated individually, and the decision will be made in coordination with parents regarding Kindergarten placement.

The Children’s House 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, everyday living skills, sensorial, art, music, French or Spanish, and physical education that meet the individual needs of the children and the State Board of Education standards.

Children’s House class options are:

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

Kindergarten students attend the full-day program.
PERRYSBURG CHILDREN’S HOUSE CONT.

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

An Afternoon Enrichment Program is available from 11:30 am – 3:30 pm for Children’s House 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.

Before & After Care is available from 7:30 am – 8:15 am and 3:30 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.

Children who stay all day bring a lunch.

The Afternoon Enrichment Program: This program for full-day children is designed to fit the needs of the child and may include a 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 full-day Children’s House children who need it. As children wake, they return to their classroom.

The Children’s House program is licensed by the Ohio Department of Education, Early Childhood Education. Program inspection reports and contact phone numbers 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. Kindergarten students attend full day.

- Students have their kindergarten instruction in a mixed-age Montessori class. The curriculum includes activities in math, language arts, science, geography, sensorial, everyday living skills, art, music, physical education and a world language.

- Kindergarten children have the opportunity to participate in enrichment activities specifically designed for this age group in the afternoons. Activities such as field trips, advanced science and geography projects, additional classes in a second world language, physical education, and music help prepare children for the first grade in a relaxed yet stimulating atmosphere.
PERRYSBURG EDUCATIONAL ENRICHMENT PROGRAMS

WORLD LANGUAGES
The world language program begins with the three-year-olds in Children’s House with Spanish. 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 in the Kindergarten program will have the opportunity to explore both French and Spanish.

MUSIC
Music classes with a music specialist begin at the Children’s House level. The children are taught songs in a variety of languages, use rhythm instruments, and have fun with creative movement and music together. Children in the Kindergarten program have an additional music class each week. In the Spring, the children involved in the Kindergarten program participate in a music program that they perform for their families and friends.

ART
Art materials are available to children in Little House and Children’s House programs. 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 Children’s House programs to provide gross motor development. Activities take place in the classroom, in the Gross Motor Room and outside.

PERRYSBURG STUDENT CONFERENCES AND PROGRESS
Fall and spring parent-teacher conferences are held for all children. Oral progress reports are presented to parents of Little House and three- and four-year-old Children’s House students at their conference. 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.
PERRYSBURG STUDENT CONFERENCES AND PROGRESS CONT.

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 before August 1 in order to enter kindergarten and six before August 1 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.

STUDENT SERVICES

The school schedules vision and hearing screenings for children in kindergarten as required by the state of Ohio. Other special services available and scheduled as needed include: psychological testing and referral, speech therapy, academic tutoring, and counseling. A student services program coordinator works with teachers and parents to coordinate services.

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.

FIELD TRIPS

Kindergarten children will take field trips from time to time. They will typically travel by 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.

The following field trip safety procedures are employed: A first aid box shall be available on all trips. Children riding in school buses shall abide by bus safety rules. Emergency forms for the children are taken with the group.

Occasionally classrooms recruit parent volunteers to assist with field trips. To ensure the safety of the students for whom they are responsible, parents who are chaperoning are not permitted to bring siblings along with them on the field trip.
BEFORE & AFTER CARE: PERRYSBURG CAMPUS

No child may stay for child care unless there is a completed Student Record Form and required physician form on file.

Before & After Care is available from 7:30 am – 8:15 am and 3:30 pm – 6:00 pm on the days your child attends his or her regular program. After Care is not available, however, for children who have left for the day, even while a sibling is attending an extracurricular activity.

Little House half-day students may utilize the Extended Day Program from 11:30 am – 3:30 pm. Children’s House students enrolled in a half-day morning program may utilize the Afternoon Enrichment Program from 11:30 am – 3:30 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 Great Room. If your child is enrolled only for the half-day morning program, please give 24 hours’ notice if you need After Care past 11:30 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 according to interest and teacher availability. They are published in the school newsletter and on the website.

Please be reminded: After care is not available for children who have left for the day, even while a sibling is attending an extracurricular activity.
ATTENDANCE

- Absences
- Tardiness
- Vacations
- Arrival and Departure
- Student Pick-Up
- Bus Transportation
ABSENCES (updated Fall 2018)

Absences will be considered excused or unexcused in accordance with attendance laws for the state of Ohio. 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 student from kindergarten through Middle School is absent for any reason, a parent is required to send a written note or call the school before 9:00 am on the day of the absence. 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 the child will be absent for several days, the parent must notify the school each day or give the exact date the child will be returning to school.

A child who arrives after 10:00 am but before the end of the day or who leaves prior to 2:00 pm is recorded as being absent a half-day. If a child in kindergarten through Middle School misses more than one-tenth of the school year (18 days), teachers, parents, and the Director of 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 school work involves hands-on manipulatives. Therefore, personal convenience absences are discouraged.

TARDINESS

All children are expected to be in class on time. Any child arriving to class after 8:30 a.m. will be marked tardy. Arriving late to school causes the child to miss important information about the day, the beginning of lessons, and is disrupting to the rest of the class. Chronic tardiness requires a plan between the Director of Education and parents to correct the situation. If chronic tardiness persists, it is considered grounds for dismissal.

In order for the child to be allowed to participate in the Little House or Children’s House half-day morning program the child must be in school by 10:00 am.

VACATIONS

West Side Montessori publishes its annual calendar in advance to allow families to make family vacation plans that do not interfere with the school day. Family vacations made outside of scheduled school breaks are discouraged.
ARRIVAL AND DEPARTURE

All children have a 15-minute arrival period (8:15 am - 8:30 am) at the Toledo and Perrysburg campuses prior to the start of class in the morning. 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 (11:30 am - 11:45 am, 3:30 pm - 3:45 pm at both campuses). If you need to pick up a child before 3:30 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.

Please allow extra time when picking up your student during the school day. We recommend arriving 10 minutes before you are wishing to leave the school.

- You will need time to come in to the lobby to sign your child out.
- When you arrive, we will arrange to have your child sent to the lobby or brought up by a staff member.

Please understand that your student may be in the middle of a lesson, outdoors, or in need of extra time to gather his/her items. Teachers may be notified in advance of your student’s expected departure time, however, students will not be sent to the lobby until you arrive. This ensures students have proper supervision and can fully participate in as much class time as possible.

Most children arrive at West Side Montessori and depart West Side Montessori by car, therefore, for the safety of all, CELL PHONE USE IS STRICTLY PROHIBITED. Please park and finish all phone conversations before entering car line. See the parking lot maps, which are included at the end of the book, for clear guidelines on the stream of traffic for the particular campus where your child attends.

TOLEDO CAMPUS

All cars should enter the driveway and follow the white or green arrows to the appropriate student drop-off or pick-up area, then proceed to the exit, making sure to follow all directional signage.

Carline operates as a one-way procedure and should be used with the utmost care and concern for our children’s safety. Please be reminded: CELL PHONE USE IS STRICTLY PROHIBITED. Please park and finish all phone conversations before entering car line.

Drivers are expected to proceed with caution the entire time they are in the school parking lot. This includes but is not limited to speeds not to exceed 15 miles per hour, watching for children in the parking lot, obeying all posted signs and yielding to cars moving in and out of parking spaces.

For all Little House and Children’s House students arriving at school using carline, drivers are asked to stay in their car and the teachers will come to the cars to escort the children to the school building. During dismissal, drivers of Little House and Children’s House will need to put their vehicles in park, get out, and receive their children at their cars from the teachers. Teachers will release children 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 car line when they are present. We will be happy to communicate via note or set up a time to meet with you.
All students first 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 of the properly installed booster or car seat. If you feel your child is not ready to properly fasten himself/herself into the booster or car seat, then the driver is encouraged to park the vehicle, get out, and buckle the child into the seat.

All children should remain buckled until the car is in park.

Drivers who do not wish to use the car line may park in the parking lot and escort their children to the school’s entrance. No child is permitted to cross the parking lot unescorted. After escorting your child to the school entrance, please return to your vehicle remembering to yield to all car line traffic when exiting the parking lot.

**TOLEDO CAMPUS BICYCLE POLICY**

Children are welcome to ride bicycles to and from the Toledo Campus. The responsibility for the safety and security of the student remains with the parent/guardian until the child arrives at and enters the Toledo Campus school building and as soon as he/she is dismissed from school. Bicyclists will be dismissed after carline has ended. 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 but 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 the bicycle across roads.

A bike rack is located outside the lobby by the soccer field. 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 Toledo Campus with the understanding that West Side Montessori is not responsible for the well-being of your child outside the designated school hours of 8:30 am - 3:30 pm, please sign and return the permission slip that is available in the Toledo Campus office.

**PERRYSBURG CAMPUS**

All cars should enter through the WEST entrance and exit through the EAST entrance using the outside lane.

Carline operates as a one-way procedure and should be used with the upmost care and concern for our children’s safety. Please be reminded: CELL PHONE USE IS STRICTLY PROHIBITED. Please park and finish all phone conversations before entering car line.

**ARRIVAL AND DEPARTURE CONT.**

 Drivers are expected to proceed with caution the entire time they are in the school parking lot. This includes but is not limited to speeds not to exceed 15 mph, watching for children in the parking lot, obeying all posted signs and yielding to cars moving in and out of parking spaces.
All children should remain buckled until the car is in park.

All cars enter through the west entrance, which is a single, one-way lane. Follow the driveway around to the front of the building and pull as far forward as possible. Parents should remain in their cars and teachers will come to the cars to escort the children to the school building. Once your child has been taken from your car you may pull out of carline and exit using the outside lane through the east driveway. Carline concludes at 8:30 am. Children who were already in carline by 8:30 am will continue to be removed from their cars. After 8:30, please park and walk your child to the office.

During dismissal, drivers will need to put their vehicles in park, get out, and receive their children from their teachers. Teachers will release children directly to the driver’s hands. Drivers are to open the doors and buckle the children in a properly installed booster or car seat. Because we believe in the dignity of each person, including children of all ages, we will not discuss your children in car line when they are present. We will be happy to communicate via note or set up time to meet with you.

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 signal 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.

Drivers who do not wish to use car line may park in the parking lot and escort their child(ren) to the classroom teacher or to the office. No child is permitted to cross the parking lot unescorted. After escorting your child to the school entrance, please return to your vehicle remembering to yield to all car line traffic when exiting the parking lot through the east driveway.

**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.
ARRIVAL AND DEPARTURE CONT.

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 that has been properly installed.

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 child restraint system that has been properly installed.

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.
- Allow a child to walk across the parking lot unescorted.
- Cut in line during car line, even if there is open space between cars.
- Talk on a cell phone while driving in the parking lot. Park or come inside to use the telephone.
- Leave children unattended in the car. IT IS ESPECIALLY DANGEROUS IF IT’S 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.
STUDENT PICK-UP, BEFORE, DURING, AND AFTER SCHOOL

Please list all people on the Student Record Form whom you wish to be allowed to pick up your child. Each student is required to have a current Student Record Form on file in the school office. Copies of the completed Student Record Form 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 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 the individual picking up your child is not listed on your child’s Student Record Form or 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.

BUS TRANSPORTATION

WSM does not offer bus service for students.

Parents of school-aged children may be financially reimbursed through the students’ local public school district for providing transportation. Please contact your district’s bus supervisor for instructions.

Parents may choose to have their children transported from Perrysburg Campus to Toledo Campus via a vehicle provided by Birmingham Limousine. This service is offered mornings only and is available at an additional charge.
BEHAVIOR

• Respect, Behavior, and Ground Rules

• Discipline

• Bullying Prevention and Intervention

• Zero-Tolerance Abuse and Molestation Prevention Policy
RESPECT, BEHAVIOR EXPECTATION, AND GROUND RULES

Respect for oneself, for others, and for the environment is basic to the Montessori philosophy. West Side Montessori 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.
RESPECT, BEHAVIOR EXPECTATION, AND GROUND RULES CONT.

DISRESPECTFUL BEHAVIOR THAT REQUIRES A CONSEQUENCE

- Verbal abuse, including: foul, offensive language; name calling; insulting remarks about race or religion; spreading lies or rumors; gossip; persistent annoying comments; teasing.
- Physical abuse – hitting, kicking, pinching, pushing, biting, poking, etc.
- Any intimidating behavior, 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 that 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 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 the 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 only if it 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. Materials and supplies that belong to specific programs, such as music, physical education, and art are off limits for other users.
RESPECT, BEHAVIOR EXPECTATION, AND GROUND RULES CONT.

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. Examples are “If you don’t clean up this mess, then we won’t be able to play ping pong.” These kinds of statements are a challenge to any child and will be tested.
- Take action. If you observe negative behavior, tell the child exactly what you observed. Tell the child that you cannot allow him/her to continue that behavior in the environment and why. Give the child 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 when Jesse arrives she dumps her backpack in the middle of the floor 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, a consequence needs to be implemented 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. However, if you cannot 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 Jenn’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 period long enough so that the child feels he/she is missing out, usually 20-30 minutes for a lower or upper elementary age child. Persistent misbehavior requires longer and longer isolation times. These situations need to be discussed with the appropriate teacher or administrator and parents.
- 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.
- 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.
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. Abuse, disruptive, or destructive behaviors are not acceptable.

Very young children in the Little House program 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.

Fortunately, not all children are aggressive. Not all children bite. 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 lack the vocabulary to communicate their wants and needs adequately and become frustrated. Teachers try to diffuse potential problems by giving children the language needed when a frustrating situation occurs. Yet on occasion, perhaps due to teething, illness, fatigue, or temperament, a conflict may arise quickly. The Little House teaching team wants West Side to be a safe place for your child, and the following plan of action has been implemented:

When a bite or severe scratching incident occurs, an incident report is filled out. A copy will go home to the parents; the other form is filed in the office. When three incidences 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. If the aggressive behavior continues, the teachers will hold a meeting with parents to create an action plan. During the next two weeks, the classroom teachers and Student Services 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, teachers, and Student Services 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 until the situation can be resolved.

Children’s House children discuss classroom ground rules and learn the expectations and limits. If a Children’s House aged child tests the limits repeatedly, he/she 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.

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.
DISCIPLINE CONT.

- 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.

Discipline is approached differently with older children. 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. The students 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, harassment or intimidation, insulting others’ families, use of inappropriate language, disrespect to teachers, ethnic insults, offensive sexual remarks, destruction of property, and physical abuse are addressed in classroom rules.

The student(s) involved will be interviewed by the school personnel to whom the incident was reported. The Head of School is apprised of the situation. The appropriate school personnel will speak privately with the student(s) to determine the severity and intent of the situation. Factors considered will include age, maturity level, special needs, degree of harm, surrounding circumstances, nature of behavior(s), past incidents, pattern of behavior, relationship between the parties and the context in which the alleged incident occurred. As is appropriate in a school serving children from 13 months to 8th grade, incidents of bullying will be addressed as appropriate for the ages of the children involved.

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 the student’s removal from the environment. Blatant or continued misbehaviors of any kind are considered grounds for expulsion.
BULLYING PREVENTION AND INTERVENTION PLAN

INTRODUCTION
West Side Montessori expects that all members of our school will treat each other with civility and respect. The West Side Montessori Bullying and Prevention Plan, set forth here, is published in response to Ohio House Bill 276. The Plan makes clear our Montessori philosophy as it pertains to nurturing and promoting compassionate behavior and spells out how our school addresses bullying, cyber-bullying, and retaliation. It is important that this plan be well understood by all members of the West Side Montessori community. The policy will be revised as necessary to accommodate the scope and severity of issues that may arise.

DEFINITION
Bullying is repeated, targeted aggression conducted by an individual (aggressor) or a group (aggressor) against other(s) (targets) and includes an imbalance of power. It is unwarranted and purposefully written, verbal, non-verbal, electronic, or physical behavior (act or gesture) that has the potential to create an intimidating, hostile, or offensive educational environment. Cyber-bullying is willful and repeated harassment and intimidation of a person through the use of digital electronics. It includes, but is not limited to, email, instant messages, text messages and internet postings. Unwarranted contact may take place in, or occur on, social networks, chat rooms, blogs, cell phone texts, or apps.

REPORTING
The school has an open reporting system whereby any concerned person may report an incident of bullying or cyber-bullying. All allegations will be documented and results of the investigation and the alleged incident will be investigated by appropriate school personnel. We are a community committed to addressing these incidents, and empowering students to be part of the solution. Designated school personnel will respond to the reporting party within 24 hours. Insofar as is legally allowed by state law, confidentiality will be maintained with respect to the parties named in the report, however, the party reporting the incident will be notified that it has been investigated and that results will be shared as appropriate. We would like to emphasize that no one initiating a complaint will be subject to retaliatory action for doing so.

PROTOCOL
1. The student(s) involved will be interviewed by the school personnel to whom the incident was reported. The Head of School is apprised of the situation.

2. The appropriate school personnel will speak privately with the student(s) to determine the severity and intent of the situation. Factors considered will include age, maturity level, special needs, degree of harm, surrounding circumstances, nature of behavior(s), past incidents, pattern of behavior, relationship between the parties and the context in which the alleged incident occurred. As is appropriate in a school serving children 13 months to 8th grade, incidents of bullying will be addressed as appropriate for the ages of the children involved.

3. The student(s) will be taken directly to the designated school administrator, with whom the situation will be reviewed. Further investigation may be initiated, which may include further information gathering or involvement of appropriate resources (i.e. student file, past incident reports, etc.). The administrator may interview the school counselor, other students, and teachers. All investigative meetings/conversations will be held outside of the classroom in a private location. Notes will be taken and the appropriate documentation will be completed.
BULLYING PREVENTION AND INTERVENTION PLAN CONT.

4. The school administrator will meet with the parent(s) of the alleged aggressor(s) to discuss the situation and the consequences as relevant to the severity of the incident.

5. The aggressor(s) will meet with the designated school administrator or the school counselor prior to returning to the classroom, to discuss the consequences and requested amends, if any.

6. Follow-up may include, but is not limited to the following:
   a) All student(s) involved will have regular check-in sessions with their teachers and the school counselor.
   b) There will be a follow-up session with the whole class (or classes) to discuss and reinforce the community values.

7. Copies of all Documentation will be filed with the Head of School.

Please note: If reasonable suspicion exists that a criminal act may have been committed, the Head of School will report the incident to the appropriate authorities.

PREVENTION
West Side Montessori encourages students to show respect for differences (including but not limited to race, gender, and religion) while fostering a school environment free from all forms of bullying and intimidation, whether physical, social, emotional, or verbal.

The school’s focus, based on Montessori pedagogy, is on preventative measures for such behaviors, by teaching children how to:
   o be caring and courteous,
   o cooperate with others,
   o deal with angry feelings,
   o stand up for themselves without being aggressive, and
   o respect and celebrate the unique qualities of every person.

School personnel may find opportunities to educate students about harassment, intimidation, and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior.
ZERO-TOLERANCE ABUSE AND MOLESTATION PREVENTION POLICY

Responding to child abuse is a profound challenge for every community. West Side Montessori recognizes the special needs of child victims and is committed to working with appropriate prosecutors, law enforcement, children’s protective services, and other professionals to respond to the problem. West Side Montessori does not permit or allow sexual abuse or molestation to occur in the workplace or at any activity sponsored by it or related to it.

Abuse or molestation means each, every, and all actual, threatened or alleged acts of physical or mental abuse, sexual abuse, sexual molestation, or sexual misconduct performed by one person or by two or more persons acting together. Sexual abuse takes the form of inappropriate sexual contact or interaction therein for the gratification of the actor who is functioning as a caregiver and is responsible for the child’s care. Sexual abuse includes sexual assault, exploitation, molestation, or injury. It does not include sexual harassment, which is another form of behavior which is prohibited by West Side Montessori.

REPORTING PROCEDURE
All staff members who learn of sexual abuse being committed must immediately report it to the Director of Business Operations. If the victim is an adult, the abuse will be reported by the designee to the local or state Adult Protective Services (APS) Agency. If a child is the victim, the designee will report it to the local or state Child Abuse Agency. Appropriate family members of the victim must be notified immediately of suspected child abuse.

INVESTIGATION AND FOLLOW UP
We take allegations of sexual abuse seriously. Once the allegation is reported we will promptly, thoroughly, and impartially initiate an investigation to determine whether there is a reasonable basis to believe that sexual abuse has been committed. Our investigation may be undertaken by either an internal team or we may hire an independent third party. We will cooperate fully with any investigation conducted by law enforcement or regulatory agencies and we may refer the complaint and the result of our investigation to those agencies. We reserve the right to place the subject of the investigation on an involuntary leave of absence or reassigning that person to responsibilities that do not involve personal contact with individuals or students. To the fullest extent possible, but consistent with our legal obligation to report suspected abuse to appropriate authorities, we will endeavor to keep the identities of the alleged victims and investigation subject confidential.

If the investigation substantiates the allegation, our policy provides for disciplinary penalties, including but not limited to termination of the actor’s relationship with West Side Montessori.
ZERO-TOLERANCE ABUSE AND MOLESTATION PREVENTION POLICY CONT.

There are a number of “red flags” that suggest someone is being sexually abused. They take the form of physical or behavior evidence.

Physical evidence of sexual abuse includes, but is not limited to:

- Sexually transmitted diseases;
- Difficulty walking or ambulating normally;
- Stained, bloody, or torn undergarments;
- Genital pain or itching; and
- Physical injuries involving the external genitalia.

Behavioral signals suggestive of sexual abuse include, but are not limited to:

- Fear or reluctance about being left in the care of a particular person;
- Recoiling from being touched;
- Bundling oneself in excessive clothing, especially night clothes;
- Discomfort or apprehension when sex is referred to or discussed; and
- Nightmares or fear of night and/or darkness.

DISCLOSURE GUIDELINES FOR PARENTS, TEACHERS, AND CAREGIVERS

If your child tells you that he/she has been touched (or nearly touched) on his/her genital areas, follow these steps:

1. Don't panic or express shock.
2. Believe your child.
3. Find a quiet place to talk.
4. Listen carefully to your child's story. If the child needs assistance explaining what happened, use the child's vocabulary for his/her body parts and/or encourage child to "show you" what happened. Be accepting and non-judgmental.
5. Give these clear messages to your child.
   "I believe you."
   "It wasn't your fault."
   "You did the right thing to tell me."
   "You can always talk to me about a problem or something that troubles you."
   "I will help you and this is what's going to happen." (Explain the process.)
   "I care about you very much."
6. Ask your child if he/she has any questions. Do not pressure your child to talk more or try to add to the child's story.

7. Report to the Department of Human Services in your county. (State Law requires this of any citizen.)

In order to make this “zero-tolerance” policy clear to all employees, volunteers, and staff members, we have adopted (as of 12/18) mandatory procedures that employees, volunteers, family members, board members, individuals, and victims must follow when they learn of or witness sexual abuse or molestation. This policy will be reviewed annually and all existing and newly hired staff members must also sign this acknowledgment annually (every August). West Side Montessori recognizes this written policy is only effective when it is universally communicated and thus we have instituted this protocol to ensure our staff has received it, read it, has been given adequate training, and agrees to abide by the policy.

MANDATORY STAFF TRAINING
SafeSchools is the leading online staff training and compliance management system and has been retained by West Side Montessori to train our staff. The Director of Business Operations, shall keep a record of staff that has completed the training program. Existing and newly hired staff members are mandated to annually complete the designated SafeSchools online courses before the first staff meeting of the academic year, which is held mid-August. All staff shall be given instructions on how to enroll in these courses each year. The school will also encourage volunteers to complete the online training as well.

Signed hardcopy records documenting staff acknowledgment, understanding, and agreement to abide by this policy shall also be maintained by the Director of Business Operations.

RETRALIATION PROHIBITED
We prohibit any retaliation against anyone, including an employee, volunteer, board member, student, or individual, who in good faith reports sexual abuse, alleges that it is being committed, or participates in the investigation. Intentionally false or malicious accusations of sexual abuse are prohibited.

Anyone who improperly retaliates against someone who has made a good faith allegation of sexual abuse, or intentionally provides false information to that effect, will be subject to discipline, up to and including termination.
HEALTH AND SAFETY

• Health
• Medical and Dental Emergency
• No Smoking
• School Health Coordinator
• Medication Policy
• Peanuts/Tree Nuts
• Safety
• Building Security
• Personal Safety
• Child Vehicle Safety Seats
• Concealed Carry Law
• Registered Sex Offender Alerts
• Electronics Policies
• Electronics Policy Form
SCHOOL POLICIES

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

A staff member trained to recognize common signs of communicable disease will check each child daily 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 at both the Toledo and Perrysburg campuses.

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the health coordinator and the parent or guardian. The child, while isolated shall be carefully watched for other symptoms.

- Unusual spots or rashes
- Sore throat or difficulty in swallowing
- Elevated temperature
- Vomiting
- Diarrhea (more than one abnormally loose stool within a twenty-four hour period)
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis
- Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness
- Untreated infected skin patch(es)
- Unusually dark urine and/or grey or white stool
- Stiff neck
- Evidence of lice, scabies, or other parasitic infestation

PLEASE keep your child home if he/she has any of the above symptoms. Please do not send your child to school until 24 hours have passed after vomiting, diarrhea, or a temperature of 100° F or over. We cannot care for sick children.

Mildly ill children are coached to wash hands frequently. “Mildly ill” means a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms specified above, or a child who does not feel well enough to participate in school activities.

A child isolated due to suspected communicable disease shall be:

- Cared for in a room or portion of a room not being used in the preschool program
- Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised.
• Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
• Observed carefully for worsening condition; and
• Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

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 who may have been exposed.

If a child becomes ill at school, parents will be notified, the child will be isolated from other students, 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.
SCHOOL POLICIES CONT.

MEDICAL AND DENTAL EMERGENCY
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 form. 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 form must be on file by the first day of each school year.

OHIO MEDICAID
Healthcheck is Ohio’s Early and Periodic Screening, Diagnosis and Treatments (EPSDT) Program available to families enrolled in Ohio Medicaid. For further information, please consult your Ohio Medicaid representative.

NO SMOKING
Ohio law prohibits smoking in any “public place” or “place of employment.” West Side Montessori fully complies with this law.

SCHOOL HEALTH COORDINATOR
A registered nurse (Health Coordinator) is present at West Side Montessori for 6 ½ hours during the days that school is in session. The school Health Coordinator will serve students at both WSM campuses. Should the Health Coordinator 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 Health Coordinator 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 Health Coordinator 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 WSM.

MEDICATION
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 or Treatment by an 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. Parent 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.
PEANUTS/TREE NUTS
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, co-curricular, child care, and extracurricular 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.

Little House and Children’s House
At the Little House and Children’s House levels West Side Montessori is peanut and tree-nut allergy friendly 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 (for example, cookies with nuts, trail mix with nuts, cheese and peanut butter crackers), including peanut oil, are not allowed. Foods that are manufactured in a facility that may contain nuts are not allowed. We appreciate your help in keeping all of our children safe.

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. Other products containing nuts 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
At the 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.

These procedures are developed with parents, teachers, lunch assistants, and students to meet the needs of individual children.
SCHOOL POLICIES CONT.

Co-curricular
Food is generally not prepared nor served in co-curricular classes such as art, music, or physical education. World 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 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 Little House, Children’s House, and Lower Elementary levels.

After-School Extracurricular Programs
Food is generally not prepared nor served in after-school extracurricular programs such as karate, dance, and art. If food is involved for a special occasion, parents are notified in advance. After-school extracurricular 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, Destination Imagination teams, and sports teams that use school facilities for students after school.

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 Policy for Allergies, Asthma, and other Serious Health Conditions.

West Side does offer a few Extracurricular cooking and tasting classes. Please contact the Extracurricular Coordinator before registering for these classes to insure the safety of your child with allergies.
SCHOOL POLICIES CONT.

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 notify a parent in a timely manner.

Building Security
Classroom doors to the outside are kept locked during the school day. Admission to the school before school, after school, and during the school day is through the office entrance only. The office is staffed from 7:00 am to 6:00 pm at the Toledo Campus; from 7:30 am to 3:30 pm at the Perrysburg Campus. Anyone entering the building is required to stop at the reception desk.

If you are picking your child up from the playground, please enter first through the office.

Fire drills, tornado drills and safety drills are held routinely, following State of Ohio mandates. A plan of action is posted in each classroom for medical emergencies, fires, and weather alerts. A phone is available in each classroom.

Personal Safety
No child under grade 4 is to be left in an unattended area, and no student is to be left unsupervised while at school. Classroom and playground rules for all levels are designed to promote safety and respect for persons and objects in the environment.

Child Vehicle Safety Seats
A child who is less than 4 years of age and/or weighs less than 40 pounds, traveling in a vehicle 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, traveling in a vehicle 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 when a registered sex offender moves within a one-mile radius of the Toledo or Perrysburg campuses. Lucas and Wood County offices send e-mail alerts to administrative staff at the appropriate campus as dictated by the state laws governing the monitoring of registered sex offenders. Relevant information is kept in each campus office and made available to appropriate staff.

Search & Seizure
School authorities may search staff or student belongings when a threat to staff or students is deemed imminent and may seize any illegal, unauthorized, or contraband materials discovered in the search. Periodic general inspections of rooms and other areas on the school property may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.
SCHOOL POLICIES CONT.

**Electronic Reader Acceptable Use Policy**

*Upper Elementary and Middle School*

- Electronic Readers are to be used only for the purpose of reading age-appropriate e-books already downloaded on the device and not for other purposes such as communication, entertainment, music, gaming, etc. An electronic reader used without permission may be confiscated and will be left in the school office until a parent or guardian can pick it up.
- Students will not use electronic readers to access West Side Montessori’s wireless network. All electronic readers must have cellular and network capabilities disabled (turned off) while the device is at school.
- Books must be downloaded onto the electronic reader prior to coming to school.
- Electronic Readers must be used at appropriate times in the classroom only with the approval of the teacher. The electronic reader must not be a distraction for the student or those around him/her nor be a source of any classroom disruption.
- The student is responsible for the device at all times, and must know how to properly and effectively use their electronic reader.
- Students will assume responsibility for the electronic reader and not loan the electronic reader to another student.
- The school is not financially responsible for loss or damage to the electronic reader while on school property, nor is it responsible for any costs incurred related to downloading of content to the device.

**Cell Phones/Handheld Electronic Devices/Wearable Devices**

*Upper Elementary*

Students are not allowed to have cell phones/handheld electronic devices at any time during building hours (7 a.m. am until 6 p.m. at the Toledo Campus). If a student brings a cell phone/handheld electronic device to school, he/she must leave it in the office until a parent or guardian comes for the child. If a student has an emergency situation requiring the use of a telephone, he/she may always request permission from a staff member to use a school telephone. West Side Montessori is not responsible for loss or damage to a cell phone while on school property.

Students are not allowed to have wearable devices (such as Apple Watches) at any time during building hours (7 a.m. until 6 p.m. at the Toledo Campus). If a student brings a wearable device to school, he/she must leave it in the office until a parent or guardian comes for the child.

**Cell Phones/Handheld Electronic Devices/Wearable Devices**

*Middle School*

Cell phones/handheld electronic/wearable devices are not permitted in Middle School unless specifically used for academic work with teacher approval. Cell phones must be off and turned in to a MS teacher to be stored for the day (8:30 am - 3:30 pm). If a teacher has to take the device twice in a trimester, the student will no longer be permitted to bring the device to school. West Side Montessori is not responsible for loss or damage to cell phone while on school property.
ELECTRONICS POLICY FORM
WEST SIDE MONTESSORI MIDDLE SCHOOL

Parent/Guardian Agreement
I have read and understand West Side Montessori’s Electronics Policies. I understand that West Side Montessori is not responsible for any damage or loss associated with electronics brought to school. I also understand that a violation of the policy may result in my child losing the privilege to bring approved electronics to school.

Parent/Guardian Name: (print) ____________________________________________

Parent/Guardian Signature: ____________________________________________

Date: ______________

Student Agreement
I agree to all the guidelines set forth in West Side Montessori’s Electronics Policies. I understand that electronics are used as a tool in a classroom at approved times as allowed by a teacher. I understand that a violation of the electronics policy may result in losing the privilege to bring the electronics to school.

Student Name:
(print) ______________________________________________________________

Student Signature: _____________________________________________________

Date: ______________
GENERAL

• Birthdays
• Clothing
• Holidays
• Lost and Found
• Lunches
• Snacks
• Supplies
• Outdoor Recess Policies
BIRTHDAYS

Families may provide healthy snacks for their child’s class to celebrate his/her birthday. Parents must notify the classroom teacher regarding the day a snack will be brought and what the snack will be. For Children’s House students a Healthy Birthday Snacks idea book will be sent home with your child before their celebration to help them decide what they would like to bring. Snacks or treats with excessive sugar (icing, etc.) will not be distributed and will be returned.

Many children donate a book to the school in honor of their birthday. 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.

CLOTHING

Little House and Children’s House
Young children need clothing that is child-manageable and appropriate for active play. Children’s House 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. Closed-toe shoes are recommended for all students for outdoor play areas. Other footwear is worn at your own risk. West Side Montessori is not liable for injury resulting from inappropriate footwear.

Levels 1-8
The Montessori environment requires that students dress in a way that does not distract from an atmosphere of serious learning. In addition, students should be dressed in a way that allows for freedom of movement without worry about modesty. The following is a list of some clothing styles that will interfere with these aims and therefore will not be allowed:

- Pants with waists so low as to be too revealing when sitting down or bending over, thus exposing skin and/or underclothes
- Pants with writing across the seat
- Boxer shorts or pajama style pants
- Shorts, skirts, skorts, or dresses that are extremely short; they must be no more than 3” above the knee. You may wear leggings (not tights) under your skirt.
- Tops that are so short that midriffs are exposed – including when students raise their arms or bend over
- Tops that are too low and/or too revealing when bending forward, even under another shirt
- Sleeveless tops with shoulder or straps that are less than 2 ½” wide
GENERAL CONT.

- Halter tops – no bare shoulders or backs
- Anything that will restrict a student’s ability to move freely without having to be concerned about modesty
- No hats inside the school buildings (except for special event days)
- No clothing with offensive graphics or sayings

While many of these fashion styles might be fine in a recreational or casual setting, they are not appropriate in a school or workplace atmosphere. There may also be times when some item of clothing or accessory a student is wearing becomes a distraction to the learning environment. Such cases will be dealt with on an individual basis and at teacher’s discretion.

In addition, students may not wear perfume or scented lotions. Many of our students and staff are sensitive to different scents and have allergic reactions.

Any student in violation of the dress code will be asked to change into provided community clothing or be asked to call their parents to bring a change of clothing. School provided clothing must be washed and returned to school the next day.

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 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 areas at the Toledo Campus are located outside the Safe Room in the West Hall and across from Birdhouse in the East wing. The Perrysburg lost and found area is located on the table under the clock in the office. 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, milk or bottled water). It is important to provide nutritious meals and snacks for your children. 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.

The Toledo campus offers the opportunity to purchase lunch 5 days a week for children in the Children's House, Elementary and Middle School programs. The school year is divided into two sessions. Parents choose options provided by select vendors and place their order through the parent portal. At the end of the first session parents have the opportunity to sign up again and change their menu options if they desire. Half-day students who choose to stay and purchase lunch will pay the extended day hourly rate in addition to the price of lunch.

The Perrysburg campus offers the opportunity to purchase lunch on Thursday for Children’s House students.

Prior to the start of school, orders for lunch can be placed through the parent portal. After the start of school, forms will be available in the office upon request.

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 Little House and Children’s House students, which includes information about healthy snacks required by state law. All children may bring extra food in their lunch boxes for after school snacks. Pop, candy, and gum are not permitted.

SUPPLIES

A list of school supplies needed by all students will be included in the summer mailing and is available on our website at www.MontessoriToledo.org.
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 Little House through eighth grade levels for recess:

Little House: Outdoor recess if the feels like temperature is 20 degrees. If the playground conditions are not favorable but the weather is acceptable, the children may go for a walk on our property.

Children’s House: Outdoor recess if the feels like temperature is 15 degrees and playground conditions are favorable, i.e. the playground needs to be in dry condition.

Lower Elementary: Outdoor recess if the temperature is 15 degrees and playground conditions are favorable.

Upper Elementary: Outdoor recess if the temperature is 15 degrees and playground conditions are favorable.

Middle School: Outdoor recess if the temperature (including wind chill) is 0 degrees or higher, however; if the temperature is below 15 degrees, students will stay out for about 15 minutes.

DISTRIBUTION OF NON-WEST SIDE MONTESSORI EVENT INFORMATION

If you have information for an event that is non-West Side Montessori-related, we are happy to add the information to the community section of our newsletter. You may also post event information on the West Side Montessori parent pages. However, we will not distribute flyers of handouts internally to our students, or families, for events not related to our school.