

MONTESSORI
CHILDREN'S HOUSE *of* LONGVIEW



PARENT HANDBOOK

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Mission Statement

Montessori Children's House of Longview recognizes that children are motivated by an innate curiosity, a love for learning, and a desire to participate in the world around them. By creating an environment that meets children's needs we will encourage independent thinking and problem solving skills. By recognizing children's unique developmental stages we will foster socially and emotionally secure children who have a greater capacity for love and compassion in the world.

Purpose

Montessori Children's House of Longview is a multi-aged, pre-school program dedicated to providing the highest quality Montessori education for children 2½ to 6 years.

Goals

Montessori Children's House of Longview goals include:

- Encourage each child's unique personality
- Foster independence and self-confidence
- Maintain Association Montessori International, A.M.I., principles
- Support families and create a strong sense of community
- Provide a positive and harmonious work environment for staff

History

Montessori Children's House of Longview was established in 2006, by Beth Shine. As an A.M.I. trained teacher with several years teaching experience, she had always dreamed of owning her own school. Beth has worked in Montessori Schools since age nineteen, first as a teacher's assistant, later serving on a Montessori board of directors, and eventually taking her A.M.I. teacher training. Beth offered to buy the materials from Klahowya Montessori Children's House, the forerunner to her school. After twelve years in existence (1994-2006). Just as Montessori Children's House of Longview grew

out of KMCH, KMCH grew out of New World Montessori Children's House, which served the area from 1983-1994. Beth worked in both schools; KMCH and New World were precursors to her school.

Affiliation

Montessori Children's House of Longview adheres to the strict standards of the Association Montessori International, (A.M.I.). Established in 1929, by Dr. Maria Montessori, A.M.I. protects and preserves the authenticity and integrity of her work. A.M.I. directs teacher-training institutes on five continents and maintains rigorous standards of excellence among its schools. All teachers at MCH of L are certified by A.M.I. and follow its guidelines.

Montessori Education

In 1906, Maria Montessori created Montessori education in the slums of Rome, Italy. Dr. Montessori was a medical doctor who, after years of observing children, discovered that they passed through various stages of development. She discovered that while in each stage, children were able to learn effortlessly whatever it was that interested them. She recognized that children need freedom to explore without interruption. With this in mind, she trained people to observe and guide rather than teach children. Dr. Montessori also created various materials for children to use, which would satisfy their needs and curiosities while in each stage of development.

The Philosophy

Stages of Development

Maria Montessori observed that all children pass through stages of development throughout their lives. She believed that from birth to 6 years, whatever the child was exposed to, his mind would absorb. This she named the Absorbent Mind stage. She believed that from birth to 3 the child had no control over what he absorbed, but between the ages of 3 to 6 the child could choose what he wanted to learn and absorb it effortlessly. From age 7 onwards the child's mind had matured so that learning would require conscious effort as it does with adults.

In the *Absorbent Mind* stage every child goes through four sensitive periods:

Birth to 6 Language – This is how and when the child learns to speak. Attracted to human sounds, the young child, effortlessly, learns his own tongue and any other language he is exposed to on a regular basis.

Birth to 4½ Order – During the sensitive period for order, a child has an intense need for repetition and orderliness in his environment. Just as a 2 year old may stop and straighten the pink tower, another child may exhibit his need for order by repeatedly washing a table. The child who spontaneously returns a misplaced piece of work to its original spot on the shelf is in the sensitive period for order. The need for external order fades and orderliness becomes internal as the child nears 4½ years old.

Birth to 5 Movement – The child practices movement for the purpose of refining coordination. One child may carefully carry and balance glass pitchers on a tray in order to acquire grace in his body. A young child who carefully walks the crack in a sidewalk does so to see if he can rise to the challenge of coordinating his movements. Little fingers that adamantly refuse help to tie a shoe or open a milk jug display the innate desire for perfection in movement characteristic of this sensitive period.

Years 3 - 4½ Refinement of Sensory Perception – It is during this period that the child is fascinated by things which stimulate the senses. The child cannot help but explore everything in the environment to learn about the color of things, how they look, how things feel or smell, and how things sound.

As Aristotle said, "There is nothing in the mind that was not first in the senses."

The Method

The Prepared Environment

The classroom and playground are prepared to suit the needs of each child. Materials are laid out in a logical, orderly manner. These materials are designed to attract the children to touch and explore. While in a sensitive period a child may work with a piece of material

over and over again. The child is free to do this for as long as he wishes, until the period has passed, and he no longer feels the attraction or the "need" to explore it.

The Teacher's Role

The teacher's role in the classroom is to observe each child and recognize when he passes in and out of sensitive periods. She prepares the classroom so the materials attract the child and meet his needs during these periods of sensitivity. In a personal or small group lesson, she invites the child to a demonstration on the use of the beautifully hand-crafted Montessori materials.

The role of the assistant is to facilitate the smooth running of the class, helping both the teacher and the children when needed. Tie aprons, prepare snack, and help a child choose an activity are all tasks of the assistant. Both the teacher and assistant model respectful, caring behavior in the classroom at all times.

The Materials

The materials that make up "Practical Life" are reflective of the child's culture. The buckets, pitchers and towels for table washing will appear very American in the United States. In a Swiss or Taiwanese Montessori school, the trays and bowls for spooning will reflect those cultures.

The many other classroom materials are unique to Montessori schools. Beautifully hand-crafted and very expensive, respect and care of the environment are an integral part of what the children learn.

Each of the materials has a purpose for appearing on the shelf. From the ten cubes of the pink tower, the child learns the concept of grading from large to small. The brown stairs provide an opportunity for the child to explore the concept of thick to thin, and the red rods provide an introduction to the concept long to short.

Many of the materials have a control of error, which is a way that the child can see whether he has completed the task correctly or not without being told. This control of error protects the child's self esteem and encourages his independence. He feels he "taught" himself how to do it.

The Work Cycle

The work cycle begins with the child choosing work and ends when the child returns the work to the shelf. The work cycle differs for each child. A very concentrated child may stay with the same activity for up to an hour while another child may only work with a material for five minutes. However long, the trained adult knows the child is in the process of constructing the adult he will become.

Freedom Within Limits

The children are free to choose whatever materials attract them within the following guidelines.

1. The child may choose only materials already shown to him by the teacher.
2. The child may only use the materials in a creative and purposeful fashion.
3. When finished working with a material the child must return it to its home on the shelf.

If a child cannot decide what to choose the teacher will help by offering choices. For a young child who cannot cope with too many choices he may be limited to only two, e.g. "Would you like to work with the pink tower or the brown stairs?" As the child matures, the choices broaden until he is able to make choices independently from all the materials available.

Work Space

Each child creates his own workspace, which is left alone by all others in the classroom. The child is free to work and leave work in progress without it being disturbed. The children respect this, because they know that their own work will be left undisturbed if they

need to leave it for any reason. Children learn a material is only available when it has been returned to the correct place on the shelf.

The Curriculum

The curriculum is made up of the following areas:

- Practical Life:** In this area the child learns skills he or she can use to become independent such as hair brushing, sweeping the floor, setting a table, peeling a carrot, or dressing himself. The child learns various social skills including table manners and how to greet others.
- Sensorial:** The child develops and refines his senses of sight, hearing, touch, taste, and smell.
- Language:** The child learns phonic sounds and how they relate to written letters. He develops the motor skills needed for reading and writing. His vocabulary is broadened daily with enrichment of vocabulary lessons.
- Math:** The child learns the concept of numbers, association of symbols with quantities, and develops mathematical, problem solving and thinking skills.
- Geography:** Puzzle maps, globes, and 3D land & water forms give the child a concrete understanding of the physical world around him.
- Cultural:** Pictures and artifacts from around the world expand a child's understanding of how others share planet earth.
- Expression:** Cutting, coloring, painting, clay, and collage help a child express his feelings and emotions.

The Program

Montessori Children's House of Longview offers a full day Montessori program, opening at 7:45 a.m. and closing at 4:30 p.m. Formal class

times are from 9:00 to 11:45 or from 9:00 to 3:15. In each classroom the children range in age from 2½ to 6 years old. Group activities and independent work are interspersed. Each child has his own personalized program.

Daily Schedule

7:45 a.m.	early arrival – before school care
8:45 – 9:00 a.m.	arrival for morning class
9:00 – 11:45 a.m.	Montessori morning class
11:45 – 12:00 noon	dismissal for half-day students
12:00 – 1:00 p.m.	lunch and playground
1:00 – 3:15 p.m.	Montessori afternoon class
3:15 – 3.30 p.m.	dismissal for full day students
3:30 p.m.	after school care
4:30 p.m.	school closed

The importance of prompt arrival cannot be overemphasized. The particular way in which the teacher begins each morning has an affect on a child's participation in class. Late arrival in the classroom deprives the child of a proper beginning to his day. Please arrive between 8:45 and 9:00 so the children can begin as a group without the disruptions of late arrivals. Your child is in the sensitive period for order. Consistency in the daily routine is vital to his feeling of security. While we recognize the parents are the authority in determining how a student is educated, we are also responsible for the quality of the education we are giving our students. Excessive absences lead to an inability to truly master the materials.

Daily Dismissal

The teachers prepare the half-day children for dismissal between 11:45 and noon; full day children are dismissed at 3:15. Promptness is especially important at the 12:00 dismissal. Lunch begins at 12:00. It is very hard on younger children who are waiting to leave, to see that class is going on without them. They become very hungry and naturally want to stay. It is also hard on other children who wish to share food with their friends.

Release of Children

The release form, which all parents fill out at the beginning of the year, has a section for who has permission to pick-up your child from school. In an emergency, you may telephone the school with instructions to release your child to another individual. If the child does not know the adult who has come to pick him up, the staff will ask for identification before releasing the child. If in doubt, the staff will not release a child until they can contact a parent for further instructions. The school reserves the right to refuse to release a child into what the staff feels may be an unsafe situation.

Please notify the school in writing of any changes regarding those people with permission to pick up your child from school.

Extended Care

Before school care is available to all students. After school care is available to all full day students. The rate for extended childcare and/or lunch period can be found on the attached "Schedule of Fees". The school will keep track of the hours used by each child and bill families at the end of the month.

If you must deviate from your regular schedule, please leave a message at the school so that your child can be informed. Call the school if a problem arises and you think you might be late.

Full day students must be picked up by 4:30 p.m. to avoid a late fee charge. Half-day students must be picked up by 12:00 noon to avoid a late fee charge. See the attached "Schedule of Fees" charges.

Weather Related Closings

It may be necessary to close the school due to inclement weather. Montessori Children's House of Longview follows the policy of the Longview School District for school closure days with the exception, MCHL limits its school closure make-up days to a maximum of five.

Listen to a local radio station for announcements regarding late arrivals and closures. If Longview Schools dismiss students early, we

will stay open until all the children are picked up, although we may call parents and try to have children picked up early. If Longview Schools delay start-time, our staff will make every attempt to arrive in a timely and safe manner. Please call the school to check the situation before leaving home.

Tuition

A registration fee holds your child's position in the Children's House. Students at MCH of L are enrolled for the entire academic year, and tuition is charged on an academic year (per term) basis. Tuition may be paid in one payment, due by September 5th, or 10 equal installments. The 1st installment is due on the opening day of school and subsequent payments on the 1st of each month, thereafter, until paid in full. There is a \$25.00 late fee for payments received in the office or postmarked after the 5th of the month. Students starting mid-term will have their tuition prorated, based on a 180 day school year. Parents must sign a Contract for Services Form covering all fees and obligations.

Registration Fee-	See " Schedule of Fees ".
Half day: 9:00 a.m. to 11:45	See " Schedule of Fees ".
Full day: 9:00 a.m. to 3:15 p.m.	See " Schedule of Fees ".

Tuition for the second child in a family is reduced by 5%.

Tuition payments may be mailed to the school at:

**3137 Columbia Heights Road
Longview, WA 98632**

or left in the payment box in the office.

If tuition is not paid within a 30-day period, the student will not be permitted to attend school. The school director has the option of waiving the requirement temporarily for special circumstances. You must contact the school director, in writing, if you feel your situation requires special consideration. All financial information is handled in a confidential manner.

Please submit written notice of any changes in your status (for example, changing from full to half day) or if withdrawing from the school. (See Withdrawal for refund information).

Supply Fee

Each year a supply fee is charged in order to purchase paper, art materials, office supplies, and bathroom products. See attached "Schedule of Fees".

Parent Participation

Montessori Children's House of Longview depends upon parent participation to make its program and school a more beautiful, richer program. Each family must provide 4 hours of work during the school term. A "Parent Volunteer Job List" will be posted in the lobby during the school year. If you would like to do something that is not on the list, please check with the school director. There will be time cards in the lobby on which you can record your time.

All participation hours must be completed by June 1st, after which any uncompleted hours will be charged at a rate of \$30.00 per hour. For families that are unable, or do not wish to work their 4 hours, a charge of ~~\$25.00~~ per hour will be applied.

30.00

Donations

Donations of trays, glassware, children's books, baskets, paper products, and/or office supplies are always welcome. Montessori Children's House of Longview does not have "not-for-profit" status so donations are not tax deductible.

Lunches

Children who are at school for the full day bring their own lunch. Please send foods that are easily handled and consumed. Lunch boxes are kept on shelves or in small refrigerators in the entryway. State regulations require that every lunch have 1 protein, 1 starch, 1 dairy & 2 fruits and/or vegetables.

We ask that no “empty foods” or sweets be sent in the children’s lunches. It is difficult for staff to control the eating habits of all the children, and many of them will eat the cookie or the potato chips first, thus ruining their appetite for the nutritious foods. Parents sometimes over estimate the quantities of food eaten by their young children. Consequently, any left-over food will be repacked into the lunch boxes so it can be judged what is eaten.

Snacks

Snack is available each morning for the children. An afternoon snack is available for the children who stay a full day. Parents are asked to provide food items for school once a month. A snack schedule is prepared and passed out each month. The schedule is very specific and includes foods that contain vitamins A, D, and C. What you bring does not always relate exactly to what the snack is for the day, but the staff does have a plan! Please bring whatever is asked for, or a like item, in the original store container.

State law requires all food be prepared on the premises. If you forget your snack day, please bring it in as soon as possible. If a snack is not provided within 7 days of its due date a \$20.00 fee will be charged.

Dress

Children must be toilet trained prior to enrollment.

Developing personal independence includes dressing skills. Please choose clothing that your child can easily manage by himself. Students should dress in comfortable clothing that allows full participation in all activities. Jewelry and clothing designed with fictional characters or cartoon logos are a distraction in the classroom and are not allowed at school.

Outdoor activity is part of the daily program and students should be dressed accordingly. The children may be taken outside even in inclement weather to enjoy fresh air. Raincoats with hoods and waterproof shoes are appropriate for rainy weather (the majority of our weather), while coats, hats and mittens are necessary for cold. Since we have a lot of changing weather during the fall and spring,

please ensure your child has long sleeved clothing during the cooler months. Long sleeves may be all that is needed outside at noon, while at 3:15 a coat is necessary.

The children are very active outside. Please keep in mind, when choosing clothes for your child to wear, they play on bark chips and concrete. Rubber soled shoes are recommended. All removable items, (gloves, hats, coats, etc.) should be labeled with your child’s name.

Although we use washable paint and try to keep “messy” work under control by using aprons, staining is inevitable. Please dress your child accordingly.

Each child keeps a complete change of clothing (shoes are optional) at the school. Even the oldest child may get so involved with his work that he might not make it to the bathroom in time. Spills or a fall into the mud may also necessitate a change of clothes. These should be brought on your child’s first day of school and should be appropriate for the current season i.e. warm clothes for cooler months, cool clothes for the warmer months. Wet or soiled clothing are sent home and a fresh replacement should be brought the next day.

Naps

Children who usually take a daily nap are given that opportunity each day after the lunch hour. Other children have the choice of taking a nap. If your child is a regular napper, please send a crib-sized blanket, labeled with his name. (Please take these blankets home at the end of the week for laundering. It is the parent’s responsibility to collect and return the blankets). If an older child appears tired in the morning or is recovering from an illness, and you think he would like a nap, please send a blanket for the day.

Sharing With The Class

Students enjoy sharing items during the class gathering. We encourage children to bring educational books and materials that pertain to history, geography, science, or the arts. Flowers are always welcome in the classroom. Students should not bring toys, money, jewelry,

gum, candy or other personal items to school. Please check with your child's teacher if you have any questions about what your child may bring to share.

Pets

The classroom may have a fish tank. The teacher will clean the tank after class.

Forms

Each family must submit four forms, a Release Form, an Emergency Treatment Consent Form, an Immunization Form, and a form recognizing our Emergency Disaster Plan.

- 1) The Release Form notes emergency phone numbers and the names of those who have permission to pick up your child. The Release Form also notes any special medical situations or activity restrictions. If your child's health status changes during the year, please let the school know in writing and discuss the situation with the child's teacher.
- 2) The Emergency Treatment Consent Form allows us to authorize emergency medical care.
- 3) The Immunization Form is state required and lists all current immunizations for your child.
- 4) The school's Emergency Disaster Plan form indicates you have read the school's policies regarding emergency preparedness.

Health Information

Please refer to the school's Health Care Policy that is posted in the lobby at school for more details.

Illness

Children will not be permitted to attend school with any of the following:

- Fever of 101° Fahrenheit axillary, or 100° Fahrenheit and showing the following, diarrhea, sore throat, earache, rash, or signs of irritability
- Vomiting – two or more occasions within the past 24 hours
- Diarrhea – three or more watery stools in a 24 hour period
- Draining rash
- Open oozing sores, which cannot be covered
- Eye discharge or pink eye
- Fatigue that prevents participation in regular activities
- Lice or nits
- Any communicable disease

Children must be free of symptoms for 24 hours before returning to school. A sick child does not have the physical or emotional stamina to participate in school activities. Keeping your ill child at home minimizes the spread of communicable diseases and demonstrates respect for other children and their families.

If your child appears too ill to function normally in class or develops symptoms of an illness during the school day, he will be separated from the other children; you will be asked to come to school and pick up your child. If you cannot be located, staff will contact the emergency numbers listed on the Release Form. Please be sure to update your child's emergency contact numbers as necessary.

Please notify the school immediately if your child develops a contagious disease such as chicken pox, strep throat, pin worms, lice, impetigo, etc. The County Health Department will be notified if necessary, and a "Health Alert Form" will be posted in the entryway at school.

Medication

Medicine of any kind must be in its original container and must be accompanied by a completed Medication Authorization Form, which may be obtained from any staff person. Give both the medication and the form directly to the staff person responsible for your child. Do not send medication in your child's lunch box or allow your child to bring medication to school. This includes non-prescription items such as vitamins, cough medicine, aspirin, etc.

When medicines are given at school, a staff person records the date, time, and dosage on the Medication Authorization Form. Please do not send "as needed" medication, including Tylenol. This puts the staff in the position of diagnosing conditions and is strictly against state regulations. Any unused portion of medication will be returned to the parent at days end.

Holidays and Celebrations

Holidays and celebrations can be a challenge for young children. All the distractions, noise, and pressures can leave a child feeling out of sorts. Montessori's approach to holidays is to honor and respect the celebrations of all cultures but to keep holiday activities to a minimum within the classroom. Parents are encouraged to work with their child's teacher if they have ideas or contributions for holiday celebrations.

For many celebrations, representative work will be available on the expression shelf. Parents may notice collage, stencils, stamps, or paper-punch work coming home in the days preceding a holiday. Art-work and decorative items in the environment also change with the seasons. Sensory activities such as preserving fallen leaves, smelling spices, and preparing and eating special snacks are incorporated into the Montessori curriculum for holidays.

Halloween will be celebrated without costumes. Valentines Day will be enjoyed through special art projects. Expression materials will be available on the shelf for children to make special cards for others. Valentines cards can be mailed from home. Names and addresses of Montessori families are distributed in the fall.

Birthdays

Birthdays are a joyous occasion. It marks the beginning of your child's own personal time-line and is of great importance to him. We will schedule your snack day on or near this event. Snacks should be low sugar – cupcakes without frosting, apple muffins, or some such treat.

On your child's birthday he will be showered with many gifts. This attention tends to turn many children inward. One way for your child to express love and thankfulness on this special day is to bring a gift for the class. Even something as simple as cut flowers can be joyously given. The object is not "an accumulation of wealth" but a personal giving of self.

Ideas for a birthday gift to give to the classroom: a book, any small, beautiful, useful item such as a vase, tray, box, jar, basket which may be made of glass, metal, wicker or wood. These can be easily and inexpensively discovered at dime stores, garage sales, or flea markets. If the gift is marked as being made in another country, so much the better for our geography study.

If you can, loan us a few snapshots of your child as he has grown; the children always enjoy sharing these in the birthday circle. They like to see each other as babies and toddlers!

Discipline

The positive functioning of each classroom rests on respect for each individual and respect for the environment.

- No adult or child may physically abuse another person such as; biting, jerking, shaking, spanking, slapping, hitting striking, kicking, pinching, flicking or any other means of inflicting physical pain or causing bodily harm to the child.
- No verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates or frightens a child.
- No using or withholding of food or liquids as punishment.
- No use of a physical restraining method injurious to the child, locked timeout room, or closet for disciplinary purposes.
- Each person takes responsibility for care of the environment and does not damage, misuse, or neglect it.
- An individual does not disturb the work of others.

Use of Obscene Language:

First offense – parents will be notified.

Second offense – Child will be sent home.

Third offense – Child will be asked to leave permanently.

Use of Physical Violence Against Staff or Peers:

First offense – Parents will be notified and child will have limited interactions with other children, such as assigned table in the classroom for the day.

Second offense – Child will be sent home for the day.

Third offense – Child will be sent home and a meeting with parents to make a plan of correction for the child.

Fourth offense – Child will be asked to leave permanently.

In emergency situations, a staff person may use limited physical restraint when:

- Protecting a person on the premises from serious injury.
- Obtaining possession of a weapon or other dangerous object.
- Protecting property from serious damage.

A major goal of the Montessori experience is to encourage self-discipline. From their first day in the classroom children are introduced to activities, which will elicit sustained work and concentration. They are given the security of clear guidelines for acceptable behavior that are positively and consistently reinforced in “Grace and Courtesy Lessons”. When a child is behaving in an unacceptable manner, redirection (or an introduction to a new activity) will allow the child to refocus his attention, and thereby, restore his behavior. A teacher may need to keep a disruptive child by her side until he calms down. A quiet corner with a few minutes peace may help restore the child’s equilibrium.

If a situation develops where a child is behaving in an “out of control” manner (hitting the staff or other children or hurting himself) the parents will be called to take the child home for the rest of the day. A parent/teacher conference will follow any such incident and an outline will be developed to handle future inappropriate behavior. Agreement and cooperation among the important adults in a child’s life help him choose appropriate and positive behavior.

Language and directives are stated in the positive. The staff will eliminate the words NO and DON’T when directing the children. For example, “Walk please”, instead of “Don’t Run”. This helps the child “see” in his mind proper behavior. Children are given choices whenever possible.

Conferences

Formal parent/teacher conferences are scheduled twice each year, in the fall and spring. These are occasions for parents and teachers to share information and insights about the child. We encourage both parents to attend and ask that the child not be present during conferences. The teachers are interested in any information, which provides insight into the child’s behavior. Similarly, they may want to discuss any questions or concerns that parents have about their child’s school experience. Additional conference time will be scheduled as necessary. To contact your child’s teacher, either send a note to school or call and leave a message. The teacher will contact you as soon as possible.

Observations

Our classrooms are open for observation from October 15 to May 15. Please plan to spend 30 minutes. Parents are encouraged to observe at least twice a year. A schedule is posted for the month that conferences are held. Grandparents and friends are welcome to observe at other times of the year. To schedule an observation, outside of conference times, please speak with your child’s teacher.

Sign-In Sheet

Every child must be signed in and out every day, with the time and the parent’s signature. Sign-in sheets are located on the table in the lobby. Please, let the assistant in your child’s classroom know of any change of circumstances for the day. These things are written on a white board in the classroom as reminders for the staff.

Family Folders

All communications from the school to the parents are left in family

folders, located in a box on the table in the lobby. Please make a habit of checking your folder everyday. Communication from parents to teachers should be done in person, in writing, or by phone. (Children have work folders in the classroom in which they are responsible for checking.)

Withdrawal

Temporary Withdrawal:

Tuition must be paid during the period of temporary withdrawal to reserve a place in the classroom for the child.

Permanent Withdrawal:

Parents who wish to permanently withdraw their child and terminate the "Contract for Services" must give Montessori Children's House of Longview not less than 30 days prior, written notice of their intent to withdraw their child or children. Tuition will continue, on a per diem basis, until the effective date of the permanent withdrawal.

Montessori Children's House of Longview will prorate the supply fee, parent participation hours, and any remaining tuition on a 180 day basis.

Refund Policy

Refunds will be paid to families terminating their children from the school under the following conditions:

- 1 Montessori Children's House of Longview was given 30 days prior, written notice of the withdrawal
- 2 All tuition and accounts are paid in full

Termination of Services

It is the intention of Montessori Children's House of Longview to provide an ordered environment in which all children in the classroom can focus on constructive activity. In some instances, a child and a particular learning environment may not match well. To preserve classroom integrity, MCH of L reserves the right to terminate services when the director deems it necessary.

Non-Discriminatory Policy

Montessori Children's House of Longview is not affiliated with any religious or political organization. We admit all students without regard to sex, race, color, religion, disability, and/or national or ethnic origin. We welcome children into the program from other cultures and countries. Having children with varying backgrounds not only offers many enriching experiences but also enhances the children's knowledge and understanding of the world.

Access

Parents have free access, at all times, to any areas of the school that their child uses.

Emergency Procedures

A Disaster Crisis/Response Handbook hangs at the school in the entryway. All parents (and staff) must read the schools plan and sign that they understand the policy. The school is prepared with large, moveable cans on wheels containing water, food, first aid kits, flashlights, radio, etc. In the event of an evacuation, the cans will be taken along with the children to a designated location; cans are stored outside the building. In the event local phone lines are not operational, call 503-577-5960 (Jonell Kenagy). The school will forward information to her regarding the children's status.

Fire Drills: In the event of a real fire, children will be evacuated across the street to Columbia Hts. Baptist Church. (360-425-5830)

Earthquake: The children are taught to crawl under tables at the teacher's command.

Chemical Spill: In the event of a chemical spill in the Longview/Kelso area, the school would go into "shelter in place". The windows and doors would be sealed and the heating/air conditioning system would be shut off. Children CANNOT be taken from the premises until the school receives an "all clear signal" from the proper authorities.

Evacuation: In the event of a crisis that required the school to evacuate, the children would be walked down Laurel Rd. to Safeway on 2930 Ocean Beach Hwy., Longview.

Lock Down: If the health and safety of the students or staff are in jeopardy (criminals reported in the area or unauthorized people carrying weapons) all doors and windows would be locked until authorities report the area safe. Parents CAN pick-up their child from a lock down situation.

- ❖ Children with special needs will be cared for by their lead teacher, ensuring medication and transportation is safely handled.

Requirement to Report Abuse/Neglect

The staff at Montessori Children's House of Longview is required, by Washington state law and licensing regulations, to report immediately, to the police or Child Protective Services, C.P.S., any instance when there is reason to suspect the occurrence of physical, sexual, or emotional child abuse, child neglect or exploitation.

The staff may not be able to notify parents when the police or Child Protective Services are called about possible child abuse, neglect, or exploitation. This depends on the recommendation of Child Protective Services.