

CREATIVE WORLD OF 
montessori

SCHOOL HANDBOOK

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Dear Montessori Community,

Thank you for being a part of our Montessori community. We are enclosing information that will explain the Montessori philosophy of child development and education. Please, do not hesitate to contact us if we can clarify anything for you, or explain Montessori in greater depth.

In 1958 there was one Montessori School and presently there are over 5,000 Montessori schools in the country! As you can see, more and more parents, as they learn about this method of education and its philosophy, are choosing Montessori for their children.

Children at all levels are exposed to the full range of academic subjects, including Language, Mathematics, Science, Geography, History, and the Cultural subjects.

Should you care to read more about the philosophy, goals, and methods of a Montessori education, you may find the following books helpful:

Maria Montessori: A Biography by Kramer, Rita
Montessori: A Modern Approach by Lilliard, Paula
Dr. Montessori's Own Handbook by Montessori, Maria
The Absorbent Mind by Montessori, Maria
Maria Montessori, Her Life and Work by Standing, E. M.

We look forward to hearing from you and welcome your child to Montessori.

Thank You,

Creative World of Montessori

“A positive learning climate in a school for young children is a composite of many things. It is an attitude that respects children. It is a place where children receive guidance and encouragement from the responsible adults around them. It is an environment where children can experiment and try out new ideas without fear of failure. It is an atmosphere that builds children’s self-confidence so they dare to take risks. It is an environment that nurtures a love of learning.”

-Carol B. Hillman (20th century), U.S. early childhood educator. Creating a Learning Climate for the Early Childhood Years, Fastback Series (1989).

CHARTER INFORMATION

Creative World of Montessori are non-public charter schools through the Ohio Department of Education.

The administrator and each employee of the school is required, under Section 2151.421 of the Ohio Revised Code, (ORC), to report their suspicions of child abuse or child neglect to the local public children services agency.

Custodial parents and/or legal guardians of a child enrolled in the school are permitted unlimited access to the school during operating hours. A parent of a child enrolled at the school who is not the child's residential parent shall be afforded the same rights as the residential parent unless there is court documentation limiting access and conditions of the nonresidential parent. For the safety and security of all children, all parents/guardians must inform the school's Principal or administrator of their presence before proceeding to their child's room. Access to the school may be limited at times due to unforeseen circumstances, safety procedures or emergency situations.

A roster that lists parent's names and telephone numbers of the children in your child's classroom is available upon request. You may elect to be listed or deleted from this roster.

It is unlawful to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin, or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et seq.

THE ORIGINS OF MONTESSORI EDUCATION

Maria Montessori was born in 1870 in Ancona, Italy. To understand her unique method of nursery education it is important to know something of her background. The child of a progressive and ambitious family, she chose to study engineering and mathematics at a time when higher education for girls was considered unnecessary. Even more remarkably, she went on to qualify as the first female doctor in her country's history. It is hardly surprising therefore that from such a remarkable woman came remarkable views.

Her early work with handicapped children showed her that with a special kind of help and encouragement, children were capable of learning much more than had previously been thought possible. Dr. Montessori began to develop special learning materials to help them follow a normal academic program and enter the state school system.

The results of these early experiments were so impressive that Dr. Montessori was inspired to continue her work on a much broader basis. Her aim was to show that if her special children, working with carefully structured materials, could achieve a standard approaching the national average, then other children working with the same material could reach an even higher academic standard. However, even she did not dream that her theories would result in the discovery of an almost limitless academic potential within the average child.

In 1907, she opened her first school, in a slum area of San Lorenzo. So encouraged was she by her results here that she began to share her discoveries with others through publishing books and giving lectures: thus the Montessori method of education was born. After her death in 1952 her innovative system was also carried on by centers in Holland, the United States, Ireland, and many other parts of the world.

Dr. Maria Montessori left behind a legacy: a philosophy of life, a unique method of education, materials with which to educate, and a system of training which is capable of producing teachers who give the children the best possible foundation for life. In essence, our aim is to create better, more complete children, who can grow into men and women able to build a better world.

MONTESSORI PHILOSOPHY

Montessori schools are founded upon a deep respect for the individual child. Dr. Maria Montessori believed that children possess an intrinsic desire to explore, discover, and learn about their environment. Montessori schools help children build within themselves the foundations for a lifetime of creative learning.

- Montessori educators believe in the observations and promises of Dr. Maria Montessori: that each child carries within him the person he will be someday.
- That each child is different and develops and learns at his own rate.
- That "preschool years" are critical years for learning. (Leading psychologists affirm that since a child absorbs 50 percent of his mature intelligence by age four, these early years deserve special experiences.)
- That children need sound learning experiences during the non-recoverable early years. Children should have opportunities to build positive attitudes toward themselves, and toward learning, during those years.
- That Montessori children learn how to learn; patterns established in these early years, produce confident, competent learners for life.
- That children who attend Montessori schools develop valuable personal characteristics — among them self-confidence, independence, initiative, sense of order, ability to concentrate, persistence, increased curiosity, and pride of learning. (We have watched our children unfold like flowers.)
- We believe that all these things happen when children develop at their own pace in a joyful atmosphere that balances intellectual stimulation, creativity, and love.

The Montessori teacher/directress surrounds children with a carefully planned and stimulating environment. The children discover materials especially designed for their readiness and maturity; they develop at their own pace in a non-competitive atmosphere. Learning is individualized, and impulse for learning is the self-motivation that exists within each child.

MONTESSORI EDUCATION

Dr. Maria Montessori's objective was to help children everywhere reach their maximum learning potential, while becoming well-balanced individuals able to cope with the emotional, social, and practical pressures of modern living. Montessori education provides a range of experiences which will stimulate a child's love of learning and discovery. With the right approach children learn willingly, so the Montessori teacher is gentle, sympathetic, and full of encouragement for the child. She is viewed more as a friendly helper, there to give guidance, than as a teacher to be obeyed. Her role is to encourage positive attitudes, to help create strong individuals, and to provide the stimulus and inspiration for the child to learn and progress. The essence of Montessori education is that every child is treated with respect, given freedom within the limits of a carefully structured environment, and allowed to develop naturally at his or her own pace.

The Montessori child pursues the same basic activities covered in any classroom and, is taught in a way that does not pressure him into learning yet ,encourages the maximum response. He chooses from a wide range of self-educating activities to assist this process, working at each for as long as his individual attention span will ensure success. The teacher always be on hand to encourage, to answer questions, and to promote a harmonious environment in which to learn.

The Montessori educational approach looks for more than retention of knowledge. It aims also to generate security, trust, and independence in the child; it will prepare him to fit into any situation and to move on to primary education with confidence.

LEARNING SKILLS

In many schools, direction in everyday skills, social graces, and discipline is sometimes lacking. In Montessori schools, by contrast, the child learns these social skills, as well as covering a whole range of academic subjects including mathematics, reading, writing, history, geography, science, biology, music, art, drama, and literature.

Practical life exercises are also taught. These would include teaching the child how to tie a bow, lace a shoe or use a screwdriver; how to arrange flowers, care for a pet, or offer food, drink, or hospitality to a friend. The Montessori teacher encourages social interaction and co-operation between children.

On an academic level, the Montessori teacher will work closely with a wide range of didactic materials, originally developed by Dr. Montessori to help children learn in a more creative and positive way. The teaching of language, for example, can be introduced at an early stage. Our system does not require the children to learn by heart at first but utilizes all the senses to help them read and write with proper understanding, to check pronunciation and to spell accurately. Indeed, the method is so effective that it is often adopted for use outside the Montessori system to help with remedial reading, particularly in dyslexia.

Montessori arithmetic is taught as early as three, by giving the child objects to hold, count, and manipulate. These help him learn the fundamentals of simple addition, subtraction, multiplication, and division. Even the basic concepts of square root can be introduced at four years old by means of a special puzzle.

WHAT IS SO SPECIAL ABOUT A MONTESSORI EDUCATION?

- **The Absorbent Mind** — the child of this age learns by absorbing information from his environment. A Montessori classroom provides a prepared environment where the child absorbs knowledge which gives him a better foundation for later learning.
- **Freedom of Choice:** Because preschool children mature at very different rates children in a Montessori environment choose materials according to their own interest and abilities. No child is ever told he is “too young” to learn something.
- **The Montessori Materials and Apparatus:** The attractive, inviting materials are all self-teaching and educational. The materials are by no means dull; the children are thirsting for knowledge and prefer to be learning something, then to be occupied without purpose. These materials can be found in any one of the four classroom areas: Practical life, Sensorial, Mathematics, and Language.
- **Sensitive Periods:** Periods of intense fascination for learning a particular skill. It is easier for the child to learn a skill during the corresponding sensitive period than at any other time in his life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities, which correspond to his own periods of interest.
- **A Non-competitive Environment:** Children work individually, or in small groups, with the materials. Each child relates only to his own previous work. Self-discipline is acquired through absorption in meaningful work. By pursuing his individual interests the child gains an early enthusiasm for learning, which is the key to his becoming a truly educated person.
- **A Child’s Work Is Different from an Adult’s :** An adult works consciously to reach a final goal; a child works for the value of the activity itself. The adult works to perfect his environment; a child works to perfect himself. Montessori gives the child the tools for this work.
- **Repetition:** The young child has a great need to repeat the activity he is learning until he is satisfied with its mastery. Montessori allows the child to work with the material as long as he wishes without interruption.
- **Social Adjustment:** A Montessori classroom is a buzzing hive of activity with much interaction among the children. By being engaged in meaningful work, the children quickly learn to respect the rights of others and to work without interruption. Discipline is usually achieved through isolation, such as having the child sit and watch while others work, as well as redirection.

QUESTIONS FREQUENTLY ASKED ABOUT THE MONTESSORI METHOD OF EDUCATION

What is the purpose of the Montessori school?

The purpose of the Montessori school is to help each child develop within himself the foundations for a lifetime of creative learning; i.e., to develop the basic ideas, attitudes, and skills essential for success in school and in life; a thirst for learning, favorable attitudes toward school, habits of concentration, of initiative, of order, of persistence, and above all clear perceptions basic to functional creativity and originality.

Why is it called Montessori?

The method is named after its founder, Maria Montessori. She was an Italian physician and educator, the first woman to receive a medical degree in Italy. Born in 1870, she developed a psychologically rooted method of educating children and devoted her life to this work. She was honored and respected throughout the world at the time of her death in 1952.

Why did she develop her special teaching method?

Dr. Montessori developed her method because she was distressed by the rigid teaching techniques used in Europe at the time. Furthermore, she noted that the learning of many children was blocked by traditional teaching methods. Believing that the young child had more potential for self-learning than most educators realized, she began to develop this potential through a sensorial approach (teaching the young child through his natural interest in exploring the world through his senses.)

What is the Montessori Method?

The Montessori Method is an approach to education which emphasizes the potential of the young child (under age five), and which attempts to develop this potential by means of a prepared environment and a unique teaching strategy

utilizing specially trained teachers and specifically designed learning materials and apparatus having an inherent appeal to the preschool age child.

The Montessori Method refers to a psychologically-rooted approach to assisting the child in developing self-awareness, a positive self-image and self-confidence through a program of graduated sensorial, practical-life, math, language, music, science, and art materials with accompanying tasks geared to his developmental needs. Uniquely designed materials with built-in "control of error" enable the child to discover himself, the nature and qualities of things, persons, and relationships in his environment.

Montessori emphasizes the dignity of the child as a person, the necessity of recognizing individual differences, the catalytic role of the teacher, and a prepared environment designated to help each child actualize his potentialities.

Basic to all of Maria Montessori's ideas is respect for the child and for his ability to learn. She saw the child as a person of dignity with an amazing mind, unlike the adult mind in its quality and capacity. Given the opportunity and the freedom to learn from his earliest years in the right kind of environment, the child would create an adult capable of coping creatively with the problems of living.

What is the "absorbent mind"?

Dr. Montessori was so impressed with the learning ability of the young child that she called the mind of the child "the absorbent mind". The baby absorbs the world at the beginning, learning unconsciously, but as he begins to move and to use his hands, he brings into his conscious mind what he has already absorbed. Dr. Montessori regarded the period from birth until age six as the most important part of the child's educational life. ("The Absorbent Mind" is also the title of one of Dr. Montessori's books.)

What are "sensitive periods"?

"Sensitive periods" are Dr. Montessori's name for age periods when the child shows unusual capabilities in acquiring skills. A modern name for this phenomenon might be "formative periods" or "periods of specific maturational aptness"...a period in which the child is psychologically attuned to learn or acquire given ideas or skills more easily than at any other period. Modern psychologists refer to "critical learning periods" and stress "developmental needs to be capitalized upon with developmental tasks." During such a period, the child focuses his attention on certain aspects of his environment to the exclusion of others. If the materials teaching basic academic skills are available to the child during the period when he is sensitive to them, he can learn these skills more easily than ~~at a later date~~ when the sensitive period has passed.

What are some examples of "sensitive periods"?

The sensitive period for writing is between 3 1/2 and 4 1/2 years of age for the average child, leading to reading and numbers at the age of 4 and 5; for precise movement and coordination, 2 1/2 to 4; for acquiring a sense of order, 2 1/2 and 3 1/2 years old, and social graces, 3 to 6.

What is the "prepared environment"?

From about age 2 1/2, according to Dr. Montessori, the child needs to spend time in an environment of his own where he can be an important and effective person. This is an artificial environment prepared by the teacher. Within this prepared environment, children are free to choose their own materials and activities. The child must be free to move because mental development is intimately connected with movement.

What is the Montessori concept of "freedom"?

Freedom is a prerequisite condition for learning. Freedom is a goal, not a starting point. A free child (or adult) is one who has developed his potential and prefers to work out problems for himself but, is capable of asking for and receiving direction when necessary. An undisciplined and unskilled child (or adult) is not free but, is a slave to his immediate desires and is excessively dependent on others (whether parent or teacher or wife or husband). The free child, of course, grows into the free adult.

What is the Montessori concept of discipline?

Discipline is the second prerequisite condition for learning. Montessori discipline is an "inner discipline"--an inner control which the child develops over his own behavior through working with the Montessori materials. Dr. Montessori noted that many so-called undisciplined children were really frustrated, children because of a lack of

proper stimulation and inadequate opportunity to achieve. She noted that they became happier and self-controlled after a period in a Montessori class in which they experienced challenging tasks absorbing their energies and resulting in a sense of achievement.

What is the Montessori concept of the "child's work?"

The child wants to learn and given the freedom and opportunity within a prepared environment he will concentrate with intensity and for longer periods than is commonly thought possible in young children. The child does not work to complete a job, but for the activity involved in doing the job. Children in Montessori classes commonly work purposefully at different tasks for as long as two hours.

When was it introduced in the United States?

Montessori education was introduced to this country in 1912, with one of the early schools being established by Alexander Graham Bell in his own home. After an initially enthusiastic reception, interest in the Montessori approach soon waned as the dominant emphasis of education shifted from the development of intellectual skills to life adjustment, and from the need for limits in the classroom to permissiveness. This was not typical of the response to Montessori education in other parts of the world where it continued to flourish. The Montessori approach was reintroduced in the United States by Nancy McCormick Rambush in 1953; and directly because of the changes in the psychological and educational climate, there has followed a tremendous resurgence of interest in this method of teaching. There are now over 5000 Montessori schools in this country.

Is it oriented to a particular religion?

Montessori is not associated with a particular religious persuasion. Schools have been sponsored by groups representing nonsectarian interest as well as Catholic, Jewish, Protestant, and Hindu faiths.

Is the child free to do what he chooses in the classroom?

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

What does the teacher do?

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

Is it for all children?

The Montessori system has been used successfully with children between ages 2 1/2 and 18 from all socio-economic levels, representing those in regular classes as well as the gifted, those with retardation, the emotionally disturbed and the physically handicapped. Because of its individual approach, it is uniquely suited to public education, where children of many backgrounds are grouped together. It is also appropriate for classes in which the student-teacher ratio is high because children learn at an early age to work independently.

What happens to children who transfer from a Montessori School to a public or parochial school?

As a rule, the children from a Montessori school, covering ages 3 to 6 years old, go directly to first grade. Most children appear to adjust readily to new classroom situations. Likely this is because they have developed a high degree of self-discipline and independence in the Montessori environment, and because of the adaptability of young children in general.

PROGRAM INFORMATION

Creative World of Montessori is open nine and one-half months per year from 8:30 AM to 3:00 PM, Monday through Friday. We will be closed a limited number of days which are listed on the school calendar, including spring/winter break, holidays, teacher work/in-service days. Additional professional development days may be added throughout the year and the program will give prior notification when possible. Depending upon availability, childcare may be available some of these days for an additional fee as outlined on the fee and tuition agreement. Weather delays or closings will be announced on our One Call Now, Facebook, WHIO-TV and on WHIO's website under Creative World of Montessori and school location. Be sure to verify the specific school location your child attends is the one listed on the days that the Montessori school is closed, you must be enrolled in Inspire Center for Learning in order to receive full time child care. Please call ahead to ensure that there is space for your child on that day. You will be charged the snow day rate of \$20.00 in addition to your regular Montessori tuition.

Creative World of Montessori offers a program geared to the individual child. The primary goal of the school is to foster the total development of the individual, supplementing the nurturing provided first and foremost by the parents.

The school is approved to serve children ages 3-15.

SAMPLE DAILY SCHEDULE

6:30 – 8:30 AM	Before School Care (additional fee for this service).
8:20 – 8:30 AM	Arrival.
8:30-8:45-AM	Morning Meeting: Teacher directed time, including sharing experiences, songs, finger plays, and presentation of new lessons.
8:45 10:30 AM	This is an extended work cycle in which children are offered individualized presentations of new lessons, and individual choice activities. Our curriculum follows the guidelines of the Montessori principles and method. Children are taught individually and in small groups of three and four, in the Montessori environment. This includes the curriculum areas of: Practical Life, Sensorial, Math, and-Language. These areas include a range of academic subjects, such as: math, reading, writing, history, geography, biology, science, music, art, drama, and literature.
11:00– 11:30 AM	Indoor/Outdoor Play (weather-permitting). This period emphasizes the children's development of their gross motor skills.
11:30 AM – 12:00 PM	Lunch Period.
12:30 AM-1:00 PM	Virtual enrichment class (wellness, gardening, yoga, art)
12:30 – 3:00 PM	Repetition of the work cycle.
3:00 –PM	Departure
3:00 – 6:00 PM	After School Care (additional fee for this service).

SCHOOL POLICIES

RACIAL NONDISCRIMINATORY POLICY

At Creative World of Montessori, we strive to embrace diversity in all forms. We recruit and admit students of any race, sex, age, religion, ethnicity, national origin, marital status, or political beliefs to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, sex, age, religion, ethnicity, national origin, marital status, or political beliefs in the administration of its educational programs and athletics/extracurricular activities. This policy applies equally to the employment of faculty and the enrollment of children.

GUIDANCE AND DISCIPLINE POLICY

An important part of growing up involves learning to make positive behavioral choices, interacting well with others, and taking responsibility for one's actions. We help children achieve these goals by establishing connections using a school family, promoting self-discipline, noticing positive behaviors, and allowing children to experience the natural and logical consequences, when safe and appropriate, of their actions. Using our school community and relationships to model, children learn how to appropriately manage their emotions, establish connections and learn appropriate conflict resolution skills.

We use redirection and positive guidance with unsafe behavior. We begin by clearly modeling for children what they may do in the school and we help them define and develop socially acceptable behaviors that balance the rights of individual children with responsibilities to other members of the group. Teachers see unacceptable behaviors as a call for help by using positive intent. Teachers acknowledge the child's feelings, wishes and wants, communicate the limit and target the acceptable behavior. Through this process we reestablish a connection with the child bringing their brain up to an optimal learning state. When behaviors have been identified and monitored, a meeting with the parent/guardian may need to be arranged. During that time, a discussion on next steps will be discussed and strategies will be developed to help meet the child's needs. This plan will outline ways that the student, parent, and school can work together to support the child. The program does have the right to disenroll a child or parent from the program at any time.

Specific discipline policies include:

- We do not condone verbal abuse or physical punishment of any kind.
- Discipline will always be handled by an experienced professional—never delegated to a child.
- Children will not be punished for failure to eat or sleep or for toilet accidents.
- Food will not be used as a reward or punishment.
- When appropriate, verbal correction will be quiet, simple, short, and concluded on a positive note.
- Behavior that could result in injury or destruction of property will be immediately addressed by a faculty member.
- Behavioral guidelines apply equally to children and to all adults who come into contact with them while entrusted to our care.

When called for, verbal correction will be quiet, simple, short, and end on a positive note. Rowdy, uncontrolled behavior that could cause injury to any person, or destroy material will be redirected by the faculty person responsible for the group at that time. Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and circumstances, and the child shall be within sight and hearing of a faculty member in a safe, lighted, well-ventilated space. The school shall not abuse or neglect children and shall protect children from abuse and neglect while in the school's care.

Any behavioral guidelines to be followed by the children in our program are to be followed by all persons, children, employees, and all adults, when in the presence of children entrusted to our care.

We will try to help every child feel comfortable in the program and enjoy a positive, rewarding experience at Creative World of Montessori, but in rare cases a successful adjustment is not possible. In order to ensure a safe, comfortable,

beneficial environment for all children in our care, we reserve the right to disenroll anyone at any time. Creative World of Montessori reserves the right to disenroll children, due to the actions or inactions of parents and/or guardians. A behavior plan does not have to be implemented for disenrollment to occur. Students and children may also be disenrolled from the program if a parent or guardian does not follow our policies, procedures, or becomes a threat to the program physically, mentally or verbally

The school faculty member in charge of a child or a group of children is responsible for their guidance and is aware of Creative World of Montessori's guidance and discipline policy.

SUPERVISION OF CHILDREN

No child will be released to anyone other than the custodial parent unless prior notification is given to the school director. Identification of the authorized individual will be checked by one of our faculty members. Creative World of Montessori will follow the latest custody agreements or court documentation on file.

Parents are requested to call the school when their child is absent. After the second consecutive day's absent, if we have not heard from you, the parent/guardian, the school administrator will attempt to contact the parent. If your child's absence is due to a diagnosed contagious condition you are requested to inform the school immediately. This will assist us in monitoring the other children who may have been exposed and allow us to appropriately inform other parents.

No child will ever be left alone or unsupervised.

Each child will be assigned to a primary care giver and a group.

NUTRITION

Lunch is between 11:30 AM and 12:00 PM. At this time, each day parents will provide their child a packed lunch according to the following guidelines:

- 1) The lunch will be stored at room temperature so it must be packed in a way that is aligned with safe-handling food safety guidelines. It will not be reheated, cooked, or prepared.
- 2) These meals must meet the USDA's Meal Pattern Requirements. More information can be found at: https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf
- 3) The food must be developmentally appropriate to open and serve.
- 4) The lunch containers will be stored with your child's other belongings, either in a cubby or locker.
- 5) We continue to strive to be a tree nut and peanut free school. Ensure that your child's food does not contain either ingredient.
- 6) Please clean and disinfect the lunch box daily.

If your child is on any type of special diet, we must have a statement from your child's physician on file.

PROCEDURES FOR HEALTH/SAFETY

The health and security of every child enrolled in the school is of utmost concern. There is a faculty member trained in the management of communicable diseases, first aid, CPR, and recognition of child abuse and prevention on the premises during all hours of operation. A faculty member will observe each child before allowing him/her to join a group and will report suspected illness to the program administrator or designated person in charge. If indicated, the child may be isolated in the classroom within sight and hearing of an adult or parents may be contacted and asked to pick up their child. After notification to parent which may include in-person conversation, voice mail or email, child must be pick up within an hour by parent, emergency contact or authorized pick up. Proper identification is required upon pick up. If applicable, the contaminated area, including, but not limited to, surfaces, cots, and blankets will be cleaned and then disinfected. Readmission to the program will be according to the child's recovery and communicable disease guidelines. To protect all enrolled children, we reserve the right to request a doctor's statement before readmitting a child after a contagious illness.

Our school has been designed to offer a safe environment for all age groups. However, in the care of children accidents can occur even if reasonable care and supervision is provided. Creative World of Montessori is not responsible for the costs or damages of any kind resulting from such accidents. Creative World of Montessori has evoked the following policies to reduce the risk of such accidents.

1. No child will ever be left alone or unsupervised.
2. Faculty has access to a working telephone, located in the classroom, for emergencies only.
3. Monthly emergency drills will be held. A record of these drills will be maintained. Faculty members are familiar with the fire emergency and weather disaster plan posted in the classroom.
4. Aerosol sprays will not be used in the presence of children; this includes sunscreen sprays.
5. The school shall immediately notify the parent or guardian of a child's condition when a child has been observed with signs or symptoms of illness.
6. In the event the school would need to evacuate its facility, the name and phone number of the evacuation site is listed below. The attendance sheets and the children's medical history, emergency authorization to transport and emergency contact information will accompany the children.

- ***Beavercreek- St. Luke Catholic School located at 1442 N. Fairfield Road, Beavercreek, Ohio 45432***
- ***Miamisburg- Miamisburg High School located at 1860 Belvo Road, Miamisburg, Ohio 45342***
- ***Wilmington Pike- Kettering Network located at 6438 Wilmington Pike, Centerville, Ohio 45459***

Below are the procedures for dealing with an illness or accident:

1. In event of illness or accident faculty will immediately notify the director or designated person in charge. While attending a sick or injured child, the faculty will make sure other children in group are not unsupervised.
2. A faculty person will observe each child before he enters a group and report any suspected illness or communicable disease to the Principal. If indicated, the child will be isolated within sight and hearing of an adult. If the student should be sent home, notified, which may include conversation, voicemail, or email; child must be picked up within an hour by parent, emergency contact, or authorized pick-up. Proper identification is required upon pickup. Re-admittance to the school will be determined by the nature of the illness and according to the communicable disease chart. The school reserves the right to request a doctor's statement to readmit a child after a contagious illness.
3. If signs of suspected child abuse are present the faculty will immediately notify the Principal and our corporate headquarters. As educators, we are required by law, to report all suspected cases of child abuse.
4. The first aid kit is in the front office and designated classroom as indicated on the emergency plan. The current version of the JFS 08077 communicable disease chart is in the teachers' break room.
5. No medication or special diet will be administered without written consent from parent/guardian and physician on the prescribed form.
6. All medication will be stored out of reach of children. Medication requiring refrigeration will be stored separate from food items.
7. Parent's work phone numbers, and emergency contacts are on file near the office phone.
8. If there is a serious emergency, the rescue squad and parents will be called immediately by the Principal or person in charge. Each child must have at least two emergency contacts that are not the parent/guardian.
9. The children's medical history and emergency authorization to transport are located in the office file. If the child is to be removed from the school before a parent arrives, this information and a faculty person will accompany the child to the hospital when possible.

10. "Serious incident, injury, or illness" includes any situation occurring while a child is in the care of the center that requires emergency medical treatment or professional consultation or transportation for emergency treatment. A detailed incident report must be completed by the faculty member in charge of the child and given to the parent/guardian on the day of the incident when the following occur:
 - An illness, accident, or injury which requires first aid treatment
 - A bump or blow to the head
 - Emergency transporting
 - An unusual or unexpected event which jeopardizes the safety of children or faculty, such as, a child leaving the center unattended.

11. A child with any of the following signs or symptoms or illness shall be immediately isolated and discharged to his parent or guardian:
 - Diarrhea (more than three abnormally loose stool within a 24 hour period);
 - Severe coughing, causing the child to become red or blue in the face, or to make a whooping sound;
 - Coughing
 - Difficult or rapid breathing;
 - Yellowish skin or eyes;
 - Redness of the eye, obvious discharge, matted eyelashes, burning or itching;
 - Temperature of 99.7 degrees Fahrenheit taken by the axillary or temporal method when in combination with other sign of illness;
 - Untreated infected skin patches, unusual spots or rashes;
 - Unusually dark urine and/or gray or white stool;
 - Stiff neck with elevated temperature;
 - Sore throat or difficulty in swallowing;
 - Vomiting more than one time or when accompanied by any other sign or symptoms of illness;
 - Evidence of lice, untreated scabies, or other untreated parasitic infestation
 - New onset of loss of taste or smell
 - The school has the right to contact a parent at any time if they have concerns and feel the child needs to be picked up.

12. A child with any of the 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 point during the day, shall be determined by the Director and parent/guardian. The child, while isolated at the school shall be carefully watched for symptoms listed above and:
 - Within sight and hearing of an adult at all times;
 - Cared for in another portion of a room away from other children;
 - Provided with a cot and made comfortable. After use, the cot shall be cleaned and disinfected.

13. The Principal will inform parents in writing by the following day of operation if their children have been exposed to a communicable disease or contagious condition.

14. Any child who is experiencing minor cold symptoms or who does not feel well enough to participate in activities will be monitored within the group and carefully observed for signs and symptoms or worsening condition.

15. All faculty are trained in hand washing and disinfecting techniques as part of faculty orientation.

16. Any faculty exhibiting symptoms of a communicable disease or are unable to perform their duties due to illness will be replaced by a substitute.

17. Children who require the use of an inhaler or medication must have the appropriate documentation on file and all medications must be in the original containers and kept in the designated in the medication container. School age children are not be permitted to carry their own inhalers.

Medications must only be handed to program administration, or designated person in charge. ***Only prescription medications will be accepted to administer to children.*** The only exception to this is if your child is enrolled in aftercare, sunscreen may be used to prevent, not treat, a condition. Sunscreen will be kept in the designated area in the child's classroom. We ask that you apply sunscreen before sending your child to school in the mornings.

Only prescription medications that are required to be given to a child during the hours that he or she is in our care will be permitted. If the medication can be given at home, we will not administer it.

Medication, and sunscreen must be accompanied with a completed ODJFS Administration of Medication Form (if applicable) and Healthcare Plan Form (if applicable).

TRANSPORTATION OF CHILDREN

Creative World of Montessori periodically will arrange field experiences for our children. There may be an additional fee associated with these field experiences. Field experiences may be cancelled or changed based on weather or health and safety precautions.

On trips away from the school, each child will be identified with the school's name, address, and telephone number. Faculty accompanying the group will be trained in first aid, CPR, and have a first aid kit available. Each child will be assigned to a faculty member who will take attendance before leaving, upon arrival, periodically during and before leaving the venue. Emergency transportation authorization and health records for each child will be taken on all trips away from the school. Prior to a field trip, parents must sign a field trip permission for the child to participate in such activity. Parents/guardians are not permitted on field trips. Due to proper active supervision, parents/ guardians may not drop off or pick their child up from any field experience. This must be done at the program to ensure proper attendance.

OUTDOOR PLAY

Creative World of Montessori offers outdoor play each day in suitable weather for all children in attendance four or more consecutive hours. Children may play outdoors in most types of weather if dressed appropriately. Extreme heat (above 90 degrees), cold (below 25 degrees), rain, snow, or sleet may prevent outdoor play. If the weather is unsuitable for outdoor play an indoor gross motor activity will be offered. Children will not go outside during any emergency which may threaten their safety.

PARENT INVOLVEMENT

Parents are encouraged to be an integral part of their child's learning and school experience. Creative World of Montessori offers multiple opportunities for parent involvement including luncheons, conferences, and weekly newsletters highlighting upcoming events and activities. We encourage your participation in your child's program as much as possible. You are also encouraged to consult with the Principal concerning any questions or problems. We encourage your comments and suggestions which will aid us in providing for your child's individual needs. Access to the school may be limited at times due to unforeseen circumstances, safety procedures or emergency situations.

Parents are requested to call the school when their child is absent before 9:00 a.m. After the second consecutive day's absence, the administrative team will attempt to contact the parent. Punctuality and consistent attendance is crucial to your child's learning. CWM follows the Ohio Department of Education's revised code attendance policy.

Education is a partnership between parents and faculty. Parents have unique and thorough knowledge of their children. This knowledge must be utilized if the school is to function and meet the needs of the children. On the other hand, faculty members have knowledge of the program and children which needs to be shared with parents. If this knowledge is not shared, the program will be weakened. If faculty and parents are interacting regularly via meetings, conferences, newsletters, etc. to share their knowledge, then they will be prepared to work together to plan and implement a program which will be the most responsive to the children's needs.

A **"mini-conference"** is communication that may occur between a faculty member or administrator at parent at drop off and pick up times. It is the time to exchange factual information regarding the child. It helps smooth the transition from home to school and from school to home.

A **parent / teacher conference** is a scheduled meeting between the child's parents and his/her teachers to discuss the child's development and progress. It is a time to talk about any problems the child may be experiencing and elaborate on the areas in which the child has experienced success. Conferences also give the teacher a chance to learn about the child's life outside of school. Conferences are most important to the child. This allows parents and teachers to plan and work together so the child can get the most out of his school experience. No less than 2 conferences will be scheduled per academic year. These conferences may be held via the phone or a virtual platform

The faculty will send out Monday Morning Mail to keep parents informed and involved with their child's program. Contents will include information such as: school events, parent reminders, articles of interest regarding school issues, policy changes, safety suggestions, etc. We also use the MRX record keeping system to track lessons and progress.

FEES, OVERTIME CHARGES, REGISTRATION & ENROLLMENT

Creative World of Montessori offers multiple enrollment options to meet the needs of the children and families. Enrollment will be accommodated on an "as-space-is-available" basis. You will be billed the following Monday for the additional charges.

If you desire care during the holidays when the Montessori school is closed, your child must be enrolled in Inspire Center for Learning to receive full time childcare. On these days you will then be charged the full child care rate in addition to your regular Montessori tuition. During holiday breaks, you will continue to pay your regular tuition fees, in addition to any childcare used.

There is a fee for children picked up late, \$1.00 per minute for the 1st 15 minutes, \$5.00 / minute for each minute thereafter unless otherwise arranged.

The school will try to help every child adjust to the school's program and behavioral expectations. However, if a child is unable to adjust, the School does have the right to disenroll at any time.

The school's tax identification number and a statement of payments made will be made available to all parents or guardians with an account in good standing upon request.

SCHOOL ENROLLMENT AGREEMENT

This Agreement is between Creative World of Montessori School, Inc. and the parent(s) or legal guardian(s) (referred to as "Parent," which term includes the singular or plural, as applicable). All persons are jointly and severally liable for the tuition and fees set forth herein. Parent's signature and/or initials on this Agreement evidence Parent's understanding and agreement to the terms of this Agreement, as follows:

1. Enrollment: Student, if accepted, will be enrolled for all of the academic year.

If Student is accepted, Parent is aware that a final determination of classroom placement will be made by the School in accordance with the School's standard admissions or retention practices and that curriculum changes/decisions are made in the School's discretion. The Agreement is valid only for the academic year stated and does not entitle Student to any future enrollment.

2. Tuition Deposit: Parent understands that for the School to consider Student's application and to conditionally reserve a place for Student for the academic year stated above, Parent must submit the original executed Agreement, along with a \$100 Deposit, made payable to Creative World of Montessori School at the time of registering. Parent understands that the Deposit is earned by the School upon Parent's submission of the Agreement and fees to the School and the School's consideration of Student's application.

The Deposit will not be applied to tuition for the academic year covered by this Agreement.

3. Tuition: Tuition amounts for the various programs are set forth on the Tuition Schedule for the period covered by this Agreement.

- Plan A (One-Payment Plan)
- Plan B (Two-Payment Plan)
- Plan C (Three-Payment Plan)

4. Tuition Obligation: Parent understands that Student is being enrolled for the entire School Year or period covered by this Agreement. Parent further understands that the overhead expenses of the School do not diminish with the departure of some students during the course of the school year and agrees that it is impossible for the School to determine at the time of Parent's execution of this Enrollment Agreement the damage and loss to the School that would occur due to the later cancellation/withdrawal of some of the students who have enrolled, remote/distance learning due to requirements by the State, or other unforeseen circumstances. Therefore, once this Agreement has been submitted to the School with the Deposit set forth in Paragraph 2, Parent becomes liable for the entire year's tuition and fees as liquidated damages (and not a penalty) even if the Student is withdrawn, absent, or is involuntarily separated from School UNLESS the Parent terminates this Agreement in strict accordance with the termination procedures set forth in Paragraph 5 below (or the School rejects, in its sole discretion, Student's application and unilaterally terminates this Agreement). If Student is withdrawn, absent, or involuntarily separated, for any reason, including without limitation, change of residence, health, withdrawal, or expulsion, after the termination dates set forth in Paragraph 5, there will be no refund or reduction of fees or tuition, and any unpaid balance may, at the School's election, become immediately due and payable.

5. Termination Procedures: Parent may terminate this Agreement by submitting a WRITTEN Termination Notice to the Office by the dates indicated below. The Termination Notice must (a) be dated, (b) state the Student's name, (c) provide a reason for the termination of the Agreement; and (d) be RECEIVED by the Registrar. Parents are responsible for the full school year payment however it will be taken in account of students moving out of State or out of a 20-mile radius of one of our Montessori schools.

6. Incidentals: Parent agrees to pay the School for incidental fees, such as interest, Extended Day charges, and Supply fee.

Annual Application Fee (Non-refundable)	\$100.00 per child
Supply Fee (annual fee due September 1 st)	\$100.00 per child
Late Payment (After the 5 th of the month)	\$50.00 (See section 10 below)
Declined Payment Fee	\$35.00
Winter break/Spring break Camp	\$140 (9:00 am-2:00 pm) \$155 (Camp hours plus before or after care) \$175 (Camp hours plus before and after care)
Snow Day Rate or One Day	\$20.00 (Child care rate when CWM is closed)

7. School Rules: Student's enrollment at the School is subject to the general statements, rules, regulations, conditions, and financial terms contained in the School's Parent and Student Handbook and other published documents, which may be amended from time to time. Parent acknowledges that Parent and Student must abide by such School rules and guidelines.

8. Support: Student's enrollment at the School is subject to Parent support of the standards of the School in its philosophy, methods, objectives, and policies, including moral, academic, behavioral, dress, conduct, and disciplinary standards; to assume the responsibility for parental monitoring of Student's education, being an encourager, and keeping in regular contact with Student's teachers; and to attend mandatory meetings called by the School. Parent also agrees to support, to the best of Parent's ability, the School's entire program through time, attendance at parent meetings, and participation in various School activities.

9. Termination of Student's Attendance: The School has the right to suspend or terminate the attendance of any student for reasons set forth in the Parent and Student Handbook (or other published document), for reasons that the School Administration considers detrimental to the School community, student, or to other students of the School, or

for the Parent's failure to pay all or any part of the Parent's financial obligations for Student's attendance (including any amounts charged on Student's account with the School).

10. Payment and Late Fees: Parent understands and agrees that a Late Charge of \$50.00 will be added for any delinquent payment (which is defined as a payment not received within 5 days after the due date). In the event of default (default being 30 days past due), Parent also agrees to pay all costs of collection, including collection agency fees, attorneys' fees, court costs, and interest of 1.5% per month. Further, as to any account more than 90 days in arrears, the School reserves the right to accelerate the total unpaid balance of tuition and fees due under this Enrollment Agreement. When accounts are in arrears, the account may be referred to the School's collection agent and/or counsel for satisfaction.

11. Default of Payment: All accounts must be current before records and transcripts can be released or transferred to other schools. Student will not be allowed to continue to attend classes or participate in other School activities unless tuition and fees are paid by stated deadlines (or until Parent makes other written arrangements acceptable to the School).

12. Photos and Images: The Parent agrees to allow the Student's name, photograph, voice, image, and information to be used by the School for use in the School's publications, promotion materials, social networks, and website, without compensation and without prior notice. Parent releases and holds the School harmless from any liability stemming from the use of the Student's name, photograph, voice, image, or information.

13. School Directory: Parent authorizes the School to place family information, including name(s), home address(es), email address(es), and telephone numbers of Parent, Student, and other children in attendance at the School, in a directory of students to be available to School families. Parent acknowledges that this directory and the information therein is not to be used for commercial use and is not to be distributed to any person other than another School family.

14. School/Family Cooperation: A positive and constructive relationship between the School and Family Member (defined as Parent, Student, or other person associated with Student) is essential to the School's educational purpose and responsibilities to its students. If any Family Member engages in behavior, communications, or interactions on or off campus, that is disruptive, intimidating, overly aggressive, or reflects a loss of confidence in or disagreement with the School's policies, methods of instruction or discipline, or otherwise interferes with the School's safety procedures, responsibilities, or accomplishment of its educational purpose or program, the School reserves the right to dismiss the Family or Family Member from the community. The School may also place restrictions on a Family Member's involvement or activity at School for other reasons that the School deems appropriate. Any determination under this Paragraph shall be in the School's sole discretion. There will be no refund of tuition where such dismissal occurs, and any unpaid balance is payable in full according to the terms of this Agreement. The School also reserves the right to withdraw an offer of enrollment or re-enrollment at any time and to void an executed Enrollment Agreement.

15. Consent to Onsite Medical Care: The Parent hereby authorizes the School to supply medical care as needed for Student (including administration of allergy medications, Epi-Pens, etc. according to the Student's prescription from a licensed practitioner) or other minor medical care or emergency as determined to be appropriate by the School faculty. Parent hereby releases and holds the School harmless from any liability which might arise from the provision of such medical care.

16. New Student Transcripts: If Student is transferring from another school, it is the Parent's responsibility to ensure that the transferring school promptly provides the School with an official transcript.

17. Student's Satisfactory Completion of Current School Year: This Agreement is further conditioned upon the Student successfully completing the current school year in good standing, both academically and behaviorally. If, after completion of the current school year, the School determines in its sole discretion that Student has not met this requirement, the School has the right to unilaterally cancel this Agreement. Any applicable refund will be issued according to the Tuition Refund Plan.

18. Release of Student Records: Parent consents and holds the School harmless for the release of Student's records and information upon request by an educational institution or law enforcement agency. Parent also releases and holds the School harmless from any liability stemming from the use, disclosure, or release of Student's records or information.

19. Promotional Materials/Statements: The School continually strives to ensure the accuracy of all written materials, including, but not limited to, promotional information, catalogs, brochures, handbooks, and advertising. In an effort to do so, however, information included in the materials (including class sizes, student-to-teacher ratios, School accreditation, teacher qualification, specialization, and length of service, etc.) may change as programs grow and as faculty changes. Prior to relying on any written materials in making your decision to enroll Student in the School, please verify the accuracy of information with the Main Office. Please also understand that even if the information was accurate at the time that you enrolled the Student, the information may change prior to commencement of classes or during attendance at the School. Please also note that only the Principal (or his/her designee) has the authority to make commitments regarding the nature of the program, specific arrangements for Student, or other changes from the School's regular curriculum.

20. Understanding of Terms: Please read this Agreement carefully. By signing below, Parent acknowledges that Parent understands the terms of this Agreement, Parent's obligation to pay the full year's tuition even if the Student is withdrawn or dismissed, the Parent's option to terminate, and all other obligations set forth herein. If Parent has questions about the terms, Parent is encouraged to seek advice of counsel or to seek clarification from the Principal and then the Corporate Office.

21. Force Majeure: The School's duties and obligations under this Agreement shall be suspended immediately without notice during all periods that the School is closed because of force majeure events including, but not limited to, any fire, act of God, hurricane, war, governmental action, act of terrorism, epidemic, pandemic, or any other event beyond the School's control. If such an event occurs, the School's duties and obligations in this Agreement will be postponed until such time as the School, in its sole discretion, may safely reopen. In the event that the School cannot reopen due to an event under this clause, the School is under no obligation to refund any portion of the tuition paid. The school will provide remote/distance learning through online platform and teacher support when at all possible.

22. Reimbursement for Domestic Legal Issues: Parent understands and agrees that the School's primary purpose is to provide educational opportunities to the students within its institution. Parent also understands that it is disruptive to the School for a Parent to involve the School (or any of its employees) in domestic legal disputes between the Parents and that the School often must pay for legal fees and costs associated with such issues. Therefore, the Parent agrees to promptly reimburse the School for all expenditures incurred by the School as a result of Parent's domestic legal disputes, including, but not limited to: Parental disagreements about Student's education or placement; divorce proceedings; custody proceedings; and/or modifications of custody proceedings. Cost incurred may involve reasonable attorneys' fees/costs to prepare for and/or attend depositions, trials, or hearings; communication with Parent or Parent's counsel, guardian ad litem or attorneys ad litem; respond to subpoenas; draft letters or motions; and perform research. Costs include the cost of copying documents, providing records, engaging substitute teachers or temporary employees, computerized research, and travel expense. Parent agrees to reimburse the School for such fees/costs within thirty (30) days of School billing Parent for such expenses. Any dispute between the Parents regarding which Parent may owe which portion of the bill should be resolved between the Parents so that the bills for reimbursement to the School can be paid on a timely basis. Parent's failure to pay such fees/costs promptly will result of dismissal of the family from the School.

23. Parent's Commitment to Truthfulness in the Admissions and Enrollment Process: The School is relying on the completeness and truthfulness of the information provided by the Parent in the admissions and enrollment process. If the School finds out after the Student has been admitted and enrolled that the Parent was not truthful in the admissions and enrollment process on any issue that the School, in its sole discretion, finds to be important, the School has the absolute right to terminate this Agreement. There will be no refund of tuition where such termination occurs and any unpaid balance is payable in full according to the terms of this Agreement.

ENROLLMENT AND HEALTH RECORDS

Before a child may be enrolled all required paperwork, including birth certificate and all health and enrollment forms, will need to be completed in full and a current medical statement signed by your child's physician be on file at the school.

DRESS AND BEHAVIOR

Children should be dressed in comfortable, washable clothes. We try to keep the children reasonably clean, but they do get involved in paint, sand, water, etc. Sometimes they do get messy. For this reason, an extra change of clothing (all labeled with your child's name) should always be kept on hand.

Proper attire is to be worn at school by all students to foster an environment conducive to learning. All clothing must be sufficient to conceal any and all undergarments. No skin will show between of shirt/blouse and top of pants or skirts at any time. Articles of clothing or accessories which show or allude to by slogan, picture or drawing, any inflammatory, suggestive, offensive or obscene behavior or alcoholic, drugs, or tobacco products will not be allowed.

For the children's safety they should wear rubber soled, closed-toed shoes.

ELECTRONIC MEDIA

We take pictures and videos of our children as part of our program. These pictures/video may be displayed in the building or in other Creative World materials including but not limited to marketing or advertising literature and our social media sites.

BRING YOUR OWN TECHNOLOGY

To support our students with their learning process, CWCC, Inc. has made temporary adjustments to the policies and practices surrounding personal and/or school-issued electronic devices used by school-age students at our programs. Students will be able to bring in their personal or school-issued devices to complete the school assignments and educational lessons.

Students and parents/guardians participating in Bring Your Own Technology, BYOT, must adhere to all guidelines regarding technology and understand that all other conduct expectations apply to technology. Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects. Devices may only be used in conjunction with educational exercises.

Lost, Stolen, or Damaged Devices:

Each user is responsible for his/her own device and should use it responsibly and appropriately. CWCC, Inc. takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.

Internet Access

CWCC, Inc. will offer internet service to students, but it will be dependent upon the wireless capacity at each building. As the schedule, activities, and wireless internet allows students will be able to work on school assignments and educational lessons

Students and Parents/Guardians acknowledge that:

- The school's network filters will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited.
- CWCC, Inc. assumes no responsibility for completeness of work, including, but not limited to: disruptions in internet service, changes in the daily schedule, or the student's work habits.

- Personal electronic devices are the sole responsibility of the student owner. CWCC, Inc. assumes no responsibility for these personal devices if they are lost, loaned, broken or stolen.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Devices must be in silent mode while at school, unless otherwise allowed by a teacher.
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons during school hours or during school activities, unless otherwise allowed by a teacher.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at school.
- Cellphones are not permitted and are not part of the BYOT agreement.

Additional rules regarding the use of personal devices may be added to at the discretion of CWCC Inc.

CLASSROOM OBSERVATION GUIDELINES

When classroom observation is available you may call the school Principal and request a scheduled thirty-minute observation of your child's classroom. Observations may not be available throughout the school year depending upon various circumstances. When observing, see the whole, catch the mood; then, concentrate your attention on one child or a group of children.

Here are some simple guidelines:

1. Please be seated in the location designated by the teacher and remain there during your observation.
2. Responding to a child who speaks directly to you would be natural; however, should a child engage you in a conversation, a suggestion that he return to his work would be sufficient. We will not expect you to call attention to yourself in any manner.
3. Observation time is only for one half hour.

We suggest that you note the following points during your observation:

A Child:

- degree of independence and self-confidence
- succession of different activities
- movement (control and coordination)
- spontaneity and enthusiasm
- time between activities (socialization, wandering, daydreaming, watching others work, etc.)

A Small Group of Children:

- formation (child-initiated, teacher-initiated)
- activity (learning experience and/or socialization)
- structure (pattern of leadership and response)
- conclusion of group activity (how? why?)

Materials:

- how is it chosen (self-initiated, teacher-initiated, peer-initiated)
- how is it used (duration and frequency, adaptability)

Environment:

- how is it chosen (self-initiated, teacher-initiated, peer-initiated)
- use of color and form to provide harmony and stimulation
- child's recognition of logical arrangement of materials

Teacher

- awareness of class dynamics; potential disorder
- sensitivity to individual children
- demonstrates materials
- initiates work
- maintains classroom boundaries

If you have any questions regarding individual reactions, specific materials, or the teacher's actions, you may contact the teacher or administrator after class time.