
CLEMSON



MONTESSORI
SCHOOL

● INCORPORATED ●

Parent
Handbook

What is “Montessori Education”?

How did it begin?

Dr. Maria Montessori (1870-1952), who created the Montessori Method of Education, based her system of education on scientific observations of young children’s behavior. As the first woman physician to graduate from the University of Rome, Montessori became involved with education as a doctor treating children labeled as “mentally retarded.” Thanks to Montessori’s specially designed materials and singular education techniques, these children achieved success that was previously thought beyond their capacity.

In 1906 she was invited to work with a group of children from desperately poor families in the San Lorenzo slums of Rome. She spent her entire days working with these children, and called her program *Casa de Bambini*, or “A Children’s House.” It was here that Montessori developed an environment geared to the size, pace and interests of children between the ages of three and six.

Montessori’s dynamic theories included such revolutionary premises as:

- Children are to be respected as individuals who are different from adults and from one another.
- Children create themselves through purposeful activity.
- Birth through age six is a crucial period for learning. It is during this period that children have an almost effortless ability to absorb knowledge from their surroundings.

Montessori’s scientific observations of children inspired her lifelong dedication to developing educational philosophy and pedagogy for very young children through older adolescents. Her dedication extended to spreading educational reform worldwide. She traveled extensively, creating Montessori teacher education programs and classrooms around the world.

What makes a Montessori education unique?

The “Whole Child” Approach. The primary goal of a Montessori program is to help each child reach full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation. The holistic curriculum allows the child to experience the joy of learning and to develop self-esteem and independence.

The “Prepared Environment”. In order for self-directed learning to take place, the learning environment, which includes the classroom, materials, and social climate, must support the learner. The teacher provides necessary resources, including the opportunity for children to function in a safe and positive climate. Children come to trust the teacher and environment, which enables them to try new things and build self-confidence.

The Montessori Materials. Dr. Montessori’s observations of the kinds of toys which children enjoy and return to play with led her to design a number of multi-sensory sequential and

self-correcting materials which facilitate learning various skills and concepts. Our teachers follow “Montessori principles” as they structure new activities for the classroom.

The Teacher. Originally called a “Directress,” the Montessori teacher’s primary function is to facilitate learning. She is a role model, designer of the environment, resource person, demonstrator, record-keeper and observer of each child’s growth and development. She encourages, respects, and loves each child as a special, unique individual; she also provides support for parents and joins them in a partnership to nurture the development of the child.

How does it work?

Each Montessori classroom, from pre-primary through high school, operates on the principle of freedom within limits. Every program has a set of ground rules which differs from age to age, but which is always based on core Montessori beliefs of respect for each other and for the environment.

Children are free to work at their own pace, either alone or with others, with materials they have chosen. The teacher relies on his/her observations of the children to determine which new activities and materials he/she may introduce to individual children or to a group. The aim is to encourage active, self-directed learning and to strike a balance between individual mastery and small group collaboration within the whole group community.

The three-year age span in each class provides a family-like grouping where learning can take place naturally. More experienced children share what they have learned while reinforcing their own learning. Because this peer group learning is intrinsic to Montessori, there are often more conversation-language experiences in the Montessori classroom than in conventional early education settings.

Because the children work individually with the materials, there is no competition in the Montessori classroom. Each child compares his/her own work only to his/her own previous work. Children’s progress is not compared to the achievements of other students, and children are encouraged to take pride in their own successes and encourage classmates accomplishments. Dr. Montessori believed that competition in education should take place only after a child has gained confidence in the application of basic skills.

A Brief History of Clemson Montessori School

Formerly known as Alpha Montessori School, a non-profit parent cooperative, Clemson Montessori School, Inc. was founded in 1976 by a small group of parents who saw the need for a school that nurtured the whole child. The school began with 17 preschoolers and a young teacher in a single room in the basement of the First Baptist Church of Clemson. In 1982, Alpha Montessori relocated to its present location on Pendleton Road. In 1988 the school was incorporated and became a privately owned, for-profit school. Over the years the school has grown from a preschool housed in one building to a school campus of five buildings, offering Pre-Primary (age two and a half) through Elementary (sixth grade) Montessori education.

Since 1976 Clemson Montessori School has striven to address the intellectual, emotional, social, spiritual and physical needs of each individual child in accordance with the Montessori philosophy.

School Philosophy

The Child...

Clemson Montessori School follows the principles of education developed by Maria Montessori by fostering the development of individuality, self-discipline, inner strength, creativity and confidence in each child. We strive to instill a love of learning, respect for all living things, and a sense of social responsibility with regard to the understanding and respect for all peoples.

Through a guided process of exploration, discovery and problem solving, the child is provided opportunities to direct his or her own education and thus reach his/her full potential as a responsible, conscientious and contributing member of an ever-changing global community.

The Parent and Family...

Clemson Montessori School creates an active partnership between the school, the student, and the family in order to provide the best environment to serve the needs of educating the individual child. We encourage families to be active participants in their child's education by understanding the Montessori process and philosophy, and through school volunteerism. With the creation of a foundation of understanding and trust, we work together to develop the full potential of the child.

The Teachers and Staff...

The Clemson Montessori teacher is a facilitator who enhances the learning experience of the child, is a co-learner in this dynamic education process, and adapts to the needs of the individual child and the collective community. Through cooperation, honesty, and trust, we strive to be a supportive and unified team whose goal is to meet the individualized education needs of our students in accordance with the principles and philosophy of Maria Montessori

School Mission Statement

To educate the whole child using age and developmentally appropriate activities incorporating the Montessori Method and philosophy, thereby enhancing each child's social, emotional, cognitive and physical development while meeting the cultural, linguistic and nutritional needs of the child and involving parents in the community.

School Motto

“ Where education is exciting”

Pre-Primary Program

Philosophy

The Pre-Primary Program is designed for children from 2 ½ to 3 ½ years old. Children this age are in a period of rapid physical, cognitive, and emotional growth. They want to be more independent and self-sufficient, are bursting into verbalization, and are developing their large and small muscle movement. The classroom is structured to meet the specific needs of children this age, including independence, movement, language, and beginning socialization. Classroom materials and activities are specifically prepared to strengthen children's skills, allow for independence and movement, build concentration, enrich vocabulary, and encourage problem solving. Our goal is to provide new experiences in an environment that is nurturing, safe, and secure. Children have work time, during which they are free to explore the classroom environment and choose materials with which to work. Teachers observe the children during this time, offer guidance when needed, and give lessons on Montessori materials to individual children or small groups of children. Children also come together for group time, during which they sing songs, learn silly rhymes, and play games that enhance gross motor skills.

Separation

Each child will respond differently to the adventure of starting school. Some children experience more anxiety separating from parents than others. Our teachers are trained to facilitate the separation process, and, as parents themselves, our teachers remember the day when their own child experienced some separation anxiety as well. When bringing your child to school, offer encouragement and support by letting your child know you have confidence in his/her ability to go to school and have a great day. A teacher will greet you at the door of the classroom where you can offer your child hugs and kisses and a positive statement such as "Have a great day." A quick and firm goodbye lets your child know that there really is no choice about staying at school without mom or dad. Teachers will offer comfort to your child, and help him/her become engaged in activities. Transitioning from one activity to the next is often difficult for a child with separation anxiety. Teachers will help guide the child through transitions and frequently remind the child that he/she will soon be reunited with mom/dad. The time frame varies with each child as to how long it takes for the child to become confident when separating from parents. Usually the transition period lasts no longer than a week or two.

Independence

Independence is a core principle in Montessori philosophy. The Pre-Primary child is working every day to assert that he/she is an individual, independent from mom and dad. Montessori encourages independence by offering a child appropriate choices, then letting him/her choose for him/herself. The child gains responsibility and self-confidence knowing that he/she can have some control over the environment. Maria Montessori said that parents should never do for children what they are able to do for themselves, as it hinders their growth and takes away from their sense of pride and accomplishment.

Please encourage your child to do what he/she can for him/herself.

- Children this age can walk to the classroom instead of being carried
- Children can carry their own jacket/lunchbox and put them away in the classroom.
- Children can pick out their own clothing and dress themselves to come to school. (Please refer to the section on dress code) We love when a child is dressed “creatively,” as it means a child has dressed him/herself. Please offer your child clothing choices that are easy for the child to get on and off in the bathroom.

Clemson Montessori School staff will offer parent workshops throughout the year on encouraging independence and practicing Montessori at home. Please try to attend!

Bathroom Independence

Children are required to be potty trained to begin school at Clemson Montessori School. We do, however, understand that accidents happen, especially when entering a new school environment. Teachers will ask and encourage children to use the bathroom, and children may go to the restroom at any time over the course of the morning. In the event that a child has an accident, a teacher will get the child’s extra clothes and direct the child in helping to clean him/herself up and get changed. Teachers will assist as needed. A teacher will communicate to the parent that the child had a bathroom accident, either verbally or with a written note, and the dirty clothes will be in a bag in the child’s cubby.

Please provide the classroom with a new set of extra clothes the following day.

In the event that a child has many repeated bathroom accidents over several weeks and does not indicate that he/she is reliably potty trained, Clemson Montessori School may ask that the child be withdrawn from the program pending potty training.

Daily Routines

Pre-Primary arrival time is from 7:50 – 8:05. Please try to have your child in class by 8:05, as coming into the classroom while children are settled working is disruptive to the classroom and uncomfortable for the late child. Children will have independent work periods during the morning that will generally become longer as the year progresses and the children become familiar with classroom guidelines and can concentrate for longer periods of time. The children will have group times, including a line time for songs and games. They will also have snack time as a group, followed by outside playground time every day. The children also have weekly enrichment activities as a group, including music and Spanish.

The Pre-Primary students are dismissed daily at 11:55. Children going home will be dismissed from the white benches at the carport. Children staying for After School Care will be dismissed to the After School teachers for lunch.

Snack

Due to Health Department regulations, the Primary teachers will prepare snack provided by the school. A typical snack includes water (or occasionally juice) and one item each from 2 of the following food groups: grains, fruits, vegetables, and protein foods. Snack time is a regular part of each school day at Clemson Montessori. In the Pre-Primary program, children eat snack together. **Please inform your child’s teacher, in writing, if your child has any food allergies.**

Birthday Observations/Timelines

As part of our study of history and in celebration of a birthday, we do a life timeline for each child. The timeline ceremony is scheduled as close to the child's actual birthday as possible and includes laying out a time line of the child's life. Parents are asked to bring one or two loose photographs per year of their child's life to the classroom teacher. Please do not mount the pictures on a board, since the classroom teacher will assemble this specific linear timeline. Children's birthdays that fall during the summer months are celebrated either at the beginning or end of the school year. Parents will receive an invitation to attend the timeline celebration. Please do not send any food items with your child on his or her birthday. In addition to the timeline, the birthday child will lead various activities in the classroom to honor his or her special day.

Parent Teacher Communication

Our Montessori program is most successful when parents, students, and teachers communicate frequently, openly, and honestly with one another. During arrival and dismissal times, a teacher may share brief information about what your child did that day, or what the classroom did as a group. This gives you a point of reference to discuss the day with your child. Remember, it is typical for the child to answer "I don't know" when asked "What did you do at school today?" If you have information to share with the teacher at arrival or dismissal time, please put it in writing and hand-deliver it to the teacher. Our number one priority at this time is the children, and verbal communication can get lost or forgotten.

Parent-Teacher conferences are held twice a year, in the fall and in the spring. If at any other time you need to talk with your child's teachers to share or obtain more in-depth information concerning your child, please schedule an appointment with the teacher. At this age, transitions in family life can be upsetting to a child trying to master his/her environment. Please keep us informed of any changes in your child's routine. We value what you have to say and want you to share it with us. When parents and teachers work together to meet your child's needs, your child will flourish.

At Clemson Montessori School, our vehicle for official communication is the green Friday Folder. Please check your child's cubby daily, but it is especially important to do this on Fridays, as the Friday Folder will contain important information regarding upcoming school or community events, notes from teachers about your child's progress, and school newsletters. Please return the green Friday Folder the following Monday.

Primary and Peanut (Kindergarten) Program

Philosophy

The Primary and Kindergarten Program for 3-6 year-old children is based on Montessori philosophy and principles, including Dr. Montessori's belief that children are motivated from within by a natural curiosity and love for knowledge. Dr. Montessori felt that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of study, but rather to cultivate the child's own natural desire to learn. In the Montessori classroom this is achieved by allowing each child to experience the joy and satisfaction of learning by his/her own choice rather than by being forced, by offering the child a prepared environment where he/she can pursue his/her individual talents and interests and achieve success, and by the teacher's serving as an observer, a guide, and a dynamic link between the inquisitive child and the Montessori materials and lessons.

The 3-6 classroom is buzzing with independent activity. Children are allowed the freedom to select individual activities that correspond to their own sensitivities to a particular skill or interest. During this three year cycle of learning, the child can acquire the basic skills of reading and arithmetic in a natural and spontaneous way and at each individual's own readiness. Maria Montessori said that a truly educated individual continues to learn well beyond the hours and years they spend in the classroom. It is our goal to encourage a love of learning and aid the child in perfecting his/her natural tools for learning, tools which will ensure success throughout life.

The Classroom

The Montessori 3-6 classroom is a child-sized environment specially prepared with hands on, concrete, sequential, self-correcting, scientifically developed and proven materials. The classroom is organized into different areas including Practical Life, Art, Sensorial, Math, Language, Cultural, and Science. Practical Life exercises, including pouring, spooning and tonging, and buttoning, zipping, and lacing, aid the child in becoming independent in his/her daily life, and also develop skills such as order, concentration, sequencing, categorizing, and fine motor control. Sensorial exercises refine children's perceptions of size, shape, weight, smell, taste, texture, and color, and lessons evolve into geometric concepts. Math lessons are presented with concrete materials, which allow young children to work with mathematical concepts such as the decimal system, fractions, skip counting, squaring, and cubing, all of which are not presented until much later in conventional educational systems. The Montessori classroom is a language-rich environment. In addition to formal language lessons that prepare a child for reading and writing, rich, descriptive vocabulary accompanies many Montessori lessons as children this age have a sensitivity for learning correct terminology. Discussion and conversation are encouraged as a part of the everyday classroom routine. Cultural, history, and science lessons are also presented, and often guide the curriculum, depending on the children's interest in a particular subject. We encourage parents and members of our community to share their native culture, their travel experiences, or their scientific expertise to enhance our curriculum studies.

The Kindergarten (Peanut) Program

The Peanut Program is for kindergarten age children and is offered as an extension of the Primary classroom. When the Primary children are dismissed at noon, Peanuts have lunch together, play outside, and have afternoon lessons. Many days the Peanuts from each Primary classroom will join together for lessons and activities. Afternoon lessons often include more in-depth and complex cultural, science, and art studies. Afternoons are also a time when more challenging, lengthier academic lesson presentations are offered. Generally, children who will be of kindergarten age the following academic year will have some part-time Peanut afternoons as soon as they show signs of social, emotional, and academic readiness. Becoming a Peanut is special to children. They look forward to being the wise leaders of the classroom and to sharing their expertise with younger classmates, just as the classroom “elders” did when they were new students. It is during the third year of the cycle, the Peanut year, that mastery and application of academic concepts with which the child has been working comes to fruition.

Daily Routines

Primary arrival time is from 7:50-8:05. Please try to have your child in class by 8:05, as coming into the classroom while children are settled working is disruptive to the classroom and uncomfortable for the late child. When you arrive, encourage your child’s independence by allowing him/her to walk into the classroom, carry his/her own lunchbox and/or jacket, and put them away in the appropriate places. Children will have independent work periods during the morning that will generally become longer as the year progresses and as the children internalize classroom guidelines and can concentrate independently for longer periods of time.

Spanish and Music are incorporated into the weekly schedule. Spanish is offered to small groups at a time, and just as with all Montessori lessons, children are invited and encouraged, but not forced, to participate. Music is offered to the whole group as a line time activity. Children also come together for a group line time and play outside on the playground every day.

Primary dismissal times are 12:00 and 12:05. Primary 1 students are dismissed from the white benches on the carport at 12:00. Primary 2 students are dismissed from the white benches at 12:05. Children staying for After School Care are dismissed to the After Care teachers for lunch.

Snack

Due to Health Department regulations, the Primary teachers will prepare snack provided by the school. A typical snack includes water and one item each from 2 of the following food groups: grains, fruits, vegetables, and protein foods. **Please inform your child’s teacher, in writing, if your child has any food allergies.** Snack time is a regular part of each school day at Clemson Montessori. Snack is available to children throughout the morning, and is considered a part of Practical Life and Grace and Courtesy exercises. Children are shown the process of preparing their own snack, setting their place at the table, having polite conversation with their snack mate, and cleaning up after themselves.

Birthday Observations/Timelines

As part of our study of history and in celebration of a birthday, we create a life timeline for each

child. The timeline ceremony is scheduled as close to the child's actual birthday as possible and includes laying out a time line of the child's life. Parents are asked to bring one or two loose photographs per year of your child's life to the classroom teacher. Please do not mount the pictures on a board since the classroom teacher will assemble this specific linear timeline. Children's birthdays that fall during the summer months are celebrated either at the beginning or end of the school year. Parents will receive an invitation to attend the timeline celebration. Please do not send any food items with your child on his or her birthday. In addition to the timeline, the birthday child will lead various activities in the classroom to honor his or her special day.

Parent/Teacher Communication

Our Montessori program is most successful when parents, students, and teachers communicate frequently, openly, and honestly with one another. During arrival and dismissal times, a teacher may share brief information about what your child did that day, or what the classroom did as a group. This gives you a point of reference to discuss the day with your child. Remember, it is typical for the child to answer "I don't know" when asked "What did you do at school today?" Do not be discouraged if your child does not relate many specifics about his/her school experience. The child has most likely worked with a variety of materials and specific recall can be difficult. Montessori education also places much more emphasis on the *process* rather than the product of work. Your child is internalizing his/her experiences, but may have very few papers and other products as evidence of his/her growth. Be patient and your child will gradually reveal his/her new skills and knowledge.

If you have information to share with the teacher at arrival or dismissal time, please put it in writing and hand deliver it to the teacher. Our number one priority at this time is the children, and verbal communication can get lost or forgotten.

Parent Teacher conferences are held twice a year, in the fall and in the spring. If at any other time you need to talk with your child's teachers to share or obtain more in depth information concerning your child, please schedule an appointment with the teacher. At this age, transitions in family life can be upsetting to a child. Please keep us informed of any changes in your child's routine. We value what you have to say and want you to share it with us. When parents and teachers work together to meet your child's needs, your child will flourish.

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The Elementary Program

Philosophy

The Elementary Montessori Program is guided by core Montessori principles of intrinsic motivation of the child and the child's natural desire at this age to seek an understanding of the universe and his/her place within it. The elementary age child moves from concrete learning in the preschool to more abstract learning in the elementary. Around age six, the child has an innate sense of wonder coupled with a grand imagination, and begins asking questions about the world, nature, technology, and social dynamics. The grand imagination of the child is met with stories called The Great Lessons that illustrate the history of the Earth and humans. These stories provide the basis for continued questions from the child, questions that lead him/her to study the disciplines of science, social studies, mathematics, geometry, language, literature, and the arts. The Montessori Elementary curriculum and prepared environment is relevant to the child's personal journey to seek an understanding of the natural phenomena in the world, and the child's own questions provide a basis for study. The child comes to realize interdependency between everything in existence, as well as the fact that he/she has a contribution to make to the world.

The Classroom

Like Montessori Preschool, the Elementary program is based on three year age groupings, ages 6-9 in the Junior Elementary, and ages 9-12 in the Senior Elementary. Just as in the preschool, these multi-age groupings enhance learning. The younger students are mentored by the older ones, who reinforce their own knowledge by presenting it to younger classmates. These multi-aged classrooms offer a spirit of cooperation rather than competition and provide an environment where children can grow at their own pace emotionally, socially, and intellectually.

The prepared environment in the Elementary program continues to provide children with concrete, hands-on, sequential materials. Students work with materials such as history timelines, geography charts, science experiments, grammar symbols and charts, continent and biome maps, zoology and botany cards, math materials, and research materials. As the child masters a material, he/she gains an understanding of a concept in abstraction. With mathematics, for example, lessons are presented with hands-on materials that lead to an understanding of abstract arithmetic, geometric, and algebraic concepts. The materials in all subject areas provide pathways to abstraction.

As in the Preschool, students pursue their own interests at their own pace within a structured framework. The practice and mastery of basic skills is an integral part of the day, and is a natural extension of an interdisciplinary curriculum. Guidelines are presented letting children know that work must be completed, and children practice the invaluable skill of time management as they structure how, when, with what materials, and with whom they work. Teachers offer support and encouragement, and create an environment where members of the classroom community celebrate each other's successes and learn from disappointment and failure. Students become able to ask questions, prioritize, structure their time, research independently, and present information, all of which are skills that enable a lifelong pursuit of knowledge.

Snack

Nutritious Snack Guidelines

Students in the Jr. and Sr. Elementary classrooms are responsible for planning and purchasing a nutritious snack to share with their classmates. The energy and nutrient needs of children and “tweens” are high. Meals alone do not provide enough nutrition to support their growing needs. Healthy snacks provide the additional calories and nutrients needed for growth and development that are not obtained during meals. Parents will be asked to provide healthy snacks approximately once a month for their child’s class. Each classroom develops a calendar assigning snack days to students. By law our staff must oversee the preparation of the snack items being served. Please bring the items in original packages and leave fruits and vegetables uncut. In addition to the snack, please include enough cups, plates, napkins, and utensils for each child and teacher in the class.

The following pages list some nutritious snack ideas with suggested serving sizes for your child’s classroom. For packaged foods, look for selections that are low in sugar and fat and high in fiber. The closer to nature a food is, the healthier a choice it will be. Foods containing artificial sweetener are not recommended. The following suggested quantities apply to the Junior Elementary classroom. Portions may need to be adjusted depending on the combination of items and the class size. **Double the portion sizes for the Senior Elementary Classroom.** Snack time can be a great low-pressure time to get children to try new foods. So, if there is a special family food or an unusual fruit or vegetable that you think might be a novelty for the children, try it! For additional suggestions, ask your child’s classroom teacher.

Healthy Snacks for Children

Fruits and Vegetables - A variety of fresh fruits and vegetables provide not only nutrients, but color and texture. Frozen fruit, applesauce, fruit cups or canned fruit (in juice or light syrup), dried fruit, fruit salad, and homemade smoothies are healthy options as well. Many children enjoy dip for vegetables. A mildly seasoned dip may be made using low-fat yogurt or low-fat sour cream as a base. Low-fat salad dressings are another dip option. A spread such as peanut butter, hummus, or bean dip (see Protein Foods list) may accompany a vegetable choice.

Fruit suggestions and portion sizes

Apples, bananas, peaches, pears, oranges etc.	½ fruit per child
Melon, grapes, berries, mixed fruit	3 oz cup serving
Raisins	1 small box each
Dried fruits (apricots, prunes, etc.)	2-3 pieces each
Unsweetened applesauce	3 oz cup serving
*Canned fruit (packed in juice, light syrup)	3 oz cup serving

**1 15-16 oz can of fruit will provide about 6 portions.*

Fresh vegetable suggestions

Carrots	Cucumbers	Celery
Bell Peppers	Cherry Tomatoes	
Broccoli	Cauliflower	
Zucchini/Squash	Jicama	
Parsnips	Snow pea pods	

A typical portion size for most vegetables is 3-4" pieces for each child.

Protein - Generally, snacks are not the major source of protein in a child's diet. However, several high protein foods can add variety to snack choices and are enjoyed by children. Those from the dairy group provide calcium for growing bones as well.

Protein Food suggestions and portion sizes

Hard cheese	1 oz per child (roughly a 1" cube")
Cottage Cheese	3 oz cup serving
*Yogurt	Individual package or bulk (3 oz per child)
Natural Peanut Butter (as a spread for grain, fruit or vegetable)	2 tablespoons (1 oz) per child
Hummus/ Bean Dip	2 tablespoons (1 oz) per child

Sliced/cubed lean deli meats 1 oz per child
(Avoid highly seasoned or fatty meats such as pastrami, salami, bologna, frankfurters, etc.)

Nuts and Trail Mix - Since nuts are high in calories, it is best to serve small portions (1 tablespoon per child) and to serve them along with another snack, such as fruit or in grain products. **Some children are highly allergic to some nuts, so check with your classroom teacher before bringing nuts.**

***Choosing healthy yogurt can be tricky. While the packaging may be very appealing, you have to check the label to be sure you are not "trixed" into getting a load of empty calories. Compare the sugar (gms) to the calcium (%). If the calcium is higher than the sugar, you have made a healthy to moderately healthy choice.**

Grains - Choosing mostly whole grains (whole wheat or other whole grain should be the first ingredient listed) will provide more fiber, vitamins, and minerals to your child's diet than refined grains. Be sure to read nutrition labels to pick options that are low in sugars, saturated fat, and trans fat (hydrogenated oils).

Grain product suggestions and portion sizes

Breads	½ slice each
English muffins	½ muffin each
Bagels	½ bagel each
Pita bread	½ large round each
Corn/flour tortillas	½ large or 1 small each

Rice cakes	1 each
Cornbread	1 (2-3") square
Quick breads or muffins	1 small muffin or slice (½" thickness)
Crackers	½ oz serving each (4 crackers)
Pretzels	3 oz cup serving
Cereals	3 oz cup serving. These may be mixed with other cereals and/or pretzels. Only choose those with less than 9 grams of sugar per serving.

Providing a spread or dip with grain products is optional. Ideas about spreads and dips are given with the Vegetable and Protein Foods lists.

Healthy Beverages

- o **Water should be the main drink served to kids at snack times.** Water satisfies thirst without adding calories or sugars (and it is low-cost!).
- o **Seltzer or Sparkling Water** – Look for calorie-free varieties; flavored or unflavored.
- o **Low-Fat and Fat-Free Milk** – Milk is a terrific source of calcium and vitamin D. Fat-free (skim) or low-fat (1%) are the healthiest options. Soy and rice “milks” (fortified with calcium and vitamin D) also are healthy options.
- o **Fruit Juice** – Choose only 100% fruit juice. The American Academy of Pediatrics recommends no more than 12 ounces per day (1½ cups) for 7-18 year olds. Avoid juice drinks and drinks with sugar or high fructose corn syrup in the ingredient list (Gatorade, Hi-C, Sunny-D, etc.).

Amount needed: 2 (46-64 fl oz) bottles (Applies to both the Jr. and Sr. Elementary classrooms)

Birthday Observations

Elementary students and staff celebrate birthdays monthly. Parents of the birthday children are invited to this celebration. You will receive information regarding birthday celebrations from your child’s teachers at the beginning of the year. Please note our policy on birthday invitations in the School Policy and Procedure section of the handbook.

Share and Care Pizza Lunch

Clemson Montessori School hosts a monthly Share and Care pizza lunch. The idea behind these monthly events materialized after the 9/11 tragedy. Staff members asked ourselves how we could better educate our students about community service and voluntarily helping those in need in our local community and around the world. As Montessori teachers, we understand that DOING IS LEARNING. We researched and learned about the needs our one of our local organizations that helps those in need—Clemson Community Care. Monetary profits from each Share and Care pizza lunch are set aside to help meet the many needs of Clemson Community Care.

In addition, the school collects food donations for CCC. The Senior Elementary students rotate turns working a few hours a week at CCC stocking shelves, sweeping floors, pulling weeds, preparing mailings, etc...

Junior Elementary students help with the design of the pizza lunch invitation, count pizza lunch money, prepare veggie trays, and help clean up after pizza lunch.

Pizza lunch order forms are sent home at least a week before the lunch. Order forms and money are due by 3pm the day before the lunch. You will receive a pizza lunch schedule at the

AFTER SCHOOL CARE

All childcare students must attend the Clemson Montessori academic program. Childcare is offered before school from 7:30-7:50, after the preschool program beginning at 12:00, and after the kindergarten and elementary program beginning at 3:00. After School is a relaxed environment where games, activities, and outdoor time are offered.

Sign-In and Sign-Out Procedure for Contracted and Drop-In Childcare Students

Signing your child in and out of Clemson Montessori School is required by the State of South Carolina (DSS) for children in childcare. Your child will be signed in by his/her teacher. You are responsible for signing your child out when you pick up. The sign-in/out sheets are located on the shelf inside the childcare room.

Morning Childcare: 7:30- 7:50

Bring your child to the main primary building 1. He/she will be escorted to his/her classroom at 7:50.

Early Afternoon Childcare: 12:00- 3:00

The children have lunch at 12 noon. We ask that children bring their own food in a lunch box clearly labeled with the child's name. Please send healthy, nutritional food that your child likes. Candy, Kool-Aid, or soft drinks are not acceptable lunch options and will be sent home at the end of the day with a note. While we encourage children to eat, we do not force them. Any food the child does not eat will be sent home at the end of the day. Please include napkins and silverware if your child will need it. Refrigeration is not available for foods that need to be kept cool, so please include an ice pack if needed. We are unable to heat food; therefore, hot food should be sent in a thermos. You may send a toothbrush and toothpaste in the lunch box for your child to use at school. Do not send medication in your child's lunch box. (See Health and Safety for more specific information about medicine at school).

At 1:00, napping children get ready for rest time. Although there are some young children who do not nap, we feel that quiet rest time is essential in each young child's day. Each child who naps will be asked to bring a small blanket and fitted crib sheet to use over a vinyl sleep mat. If your child prefers a pillow or stuffed animal to rest with, this may also be brought. Because of limited storage space, we cannot accommodate sleeping bags or large pillows. Please label all objects with your child's name. The bedding will be sent home every Friday to be laundered and should be returned on the next school day. If you need to pick up your child for an appointment scheduled during naptime, please try to pick up by 1:00 p.m. or after 2:30 p.m. This is necessary so that the children's rest time will not be interrupted. If it is necessary to pick up during rest time, please advise the childcare staff in advance.

At 1:00 extended day children begin a second work period in the Primary II Montessori classroom.

If your child is dismissed at 3:00, you may pick him/her up in childcare or on the playground. Please enter and leave through the gates. You must sign your child out on the sign out sheet located just inside the childcare door. Always make sure one of the childcare staff knows you are leaving with your child.

Late Afternoon Childcare: 3:00 - 5:30

Early afternoon childcare students who remain for late afternoon childcare are joined by elementary childcare students at 3:00. Elementary children will be crossed to the primary building for childcare. There is flexibility in the afternoon schedule in order to meet the children's needs. This time is also spent doing planned activities such as art, drama, games, exercise, singing, dressing up, etc. We also spend time outside. A nutritious snack is provided during this time. Latest pickup time is 5:30 p.m. *There is a charge for late pick up.* It is imperative that you sign your child out at the end of the school day.

Drop-in Childcare

If enrollment allows, we offer drop-in childcare based on space available for each time slot. Drop-in child care can be reserved by signing up in the office. Drop-in childcare is purchased in blocks at a flat rate. Please sign up at least a day in advance unless it is an emergency. You will be billed for drop-in childcare monthly with your tuition bill. If you cancel your reservation 24 hours in advance, you will not be charged. However, if you do not cancel in advance, you will be charged even if you do not use your time slot. **Drop-in childcare is not available on Teacher In-Service days or vacation days when school is closed but childcare is open.** These days are available to contracted childcare students only. If you have questions regarding this service, please contact the office.

School Policies and Procedures

Admissions Procedure

Please call the office and make an appointment to visit the school. During your visit you will tour the school and observe the Montessori classrooms in action. We will provide you with an application packet, including literature about Clemson Montessori school, fee information, and an admissions application.

If you are interested in enrolling your child, return the admissions application to the office. If there is space available, your child will be offered an Enrollment Contract; otherwise, he or she will be placed on a waiting list. Enrollment is on a first come basis with no discrimination made between applicants on the basis of ancestry, color, handicap, native origin, race, religion or gender. Priority enrollment status may be given to siblings of existing or previous students.

If your child has been in school elsewhere, please have official records sent to our school. An official request for school records form is available in our office.

Students are officially enrolled when an Enrollment Contracts is received in the office and when all registration forms, fees, transcripts, and completed health forms are reviewed and accepted by the administration.

All children are accepted on a conditional basis. Parent(s) may be asked to withdraw their child if the school determines that the program is not meeting the child's needs, or that the child's presence is having an adverse effect on the program. Tuition due will be calculated on a daily prorated basis over the school year.

Enrollment contracts, health records listing any allergies or illnesses of which the school should be aware, immunization forms, and emergency information forms including two emergency contact numbers (in addition to parents' contact numbers), the child's doctor's name and number, and health insurance information are maintained in the office. **This information must be kept current.** Representatives of the State of South Carolina Department of Social Services Community Care Licensing and Department of Health have the right to review all records of children enrolled in the school.

Attendance Policy

Consistent attendance is a key factor in your child practicing lessons with Montessori materials thus making academic progress. The consistent routine of the school day and continued peer interactions are also a key elements to your child's social and emotional development. Clemson Montessori School, Inc. recognizes that absences will occur due to illness and personal reasons. In the event of excessive absences that interfere with your child's progress, the school will request a parent /teacher/administrator conference to determine a course of action.

Office Records

Enrollment contracts, health records listing any allergies or illnesses of which the school should be aware, immunization forms, and emergency information forms including two emergency contact numbers (in addition to parents' contact numbers), the child's doctor's name and number, and health insurance information are maintained in the office. **This information must be kept current.** Representatives of the State of South Carolina Department of Social Services Community Care Licensing and Department of Health have the right to review all records of children enrolled in the school.

Parents Right to Review Student Records

Clemson Montessori gives parents the opportunity to inspect and review educational records, in the presence of the director. This may be done within 45 days of receipt of a written request. If, upon review, parents find that the record is inaccurate and misleading, they may request changes or corrections. No changes may be made to any student's records without authorization from the director.

Tuition

- Tuition is based on an annual amount and divided into 10 equal monthly payments. Tuition can be paid in full by July 5th to receive a 5% discount, or it can be paid in monthly installments.
- When 2 children in the same family are enrolled in the school, there is a 15% discount for the lower tuition amount. When 3 children in the same family are enrolled in the school, there is a 25% discount for the lowest tuition. If either child leaves the school for any reason during the year, the discount is forfeited.
- The contract deposit (1/2 of 1 month's tuition) is due upon enrolling your child in Clemson Montessori School and is **NON-REFUNDABLE**. For current students, the contract fee is due in the spring preceding the upcoming school year. For new students, the contract fee is due upon enrollment following the application process. The contract fee will be applied to the child's final month of the school year.
- The first month's tuition installment is due at summer registration, by August 1st.
- Parents are responsible for paying the tuition on time. Tuition payments are due as indicated on the admission contract (due on the 5th of each month) and will be considered late if not received on or before the 12th day of the month. There will be an automatic late charge of \$25.00 if tuition is not paid by the 12th of each month. If an account becomes more than thirty days late, the child may not be admitted to school, all accounts will remain due, and reinstatement will be allowed only after payment of all amounts due to date, and only on a space available basis.
- Please make checks payable to **Clemson Montessori School**, and place them in the drop box in the office. If your check is returned for any reason, there will be a \$30.00 fee.
- Contracted Childcare changes can be made up until August 31st for the 1st half of the school year. Childcare can be added (depending upon available space), changed or dropped by December 15th for the second half of the school year.
- The school recognizes it is occasionally necessary for a parent to withdraw a student. However, school obligations are necessarily fixed and are not reduced by the dismissal or withdrawal of a student. Consequently, deposits, application fees and material fees will not be refundable or credited toward any tuition due in the event of dismissal or withdrawal. In such an event, tuition due will be calculated on a daily prorated basis, and any excess already paid will

be refunded, except that amount paid as an enrollment fee. The enrollment fee is NON-REFUNDABLE. Parents wishing to withdraw their child shall notify the school in writing at least two weeks in advance of the date of withdrawal or shall be considered to owe tuition for one entire month beyond the month of the student's last attendance.

Clemson Montessori School, Inc. retains the right to dismiss any student at any time for reasons which it considers in the best interest of the child, the school or the other students.

Arrival and Dismissal

Arrival time for each classroom is between 7:50 and 8:05 am. Children miss important activities if they arrive later than 8:05 am. Children arriving earlier than 7:50 interfere with the teachers' ability to prepare the classroom properly.

Dismissal times are as follows:

Pre-Primary	11:55
Primary 1	12:00
Primary 2	12:05
Elementary	2:45
Early afternoon childcare	3:00
Late Afternoon childcare	5:30

Please do not pick your child up early from the program unless it is for an emergency or for a doctor or dentist appointment so as not to disrupt the program. If you find it necessary to take your child early, please notify the staff in advance.

There is a 10 minute window for pick-up time (with the exception of 5:30 pick up). If after 10 minutes beyond your child's designated pick up time you have not arrived, your child may be taken to after school care and you may be charged the drop-in child care fee. We certainly understand that delays will at times occur. If you are running late, please notify the office so that we may make your child and his/her teachers aware of the situation. We appreciate your help in picking your child up in a timely manner.

Occasionally you may wish to arrange for someone else to pick up your child from school. We ask your cooperation in insuring a smooth pick-up of your child when this occurs.

Please:

1. Notify the staff in writing as well as verbally that a different person will be picking up your child. Pick-up permission forms are available in each classroom.
2. Prepare your child ahead of time, if at all possible, by letting them know that someone else will be picking them up.
3. Have the authorized person prepared to show a picture I.D.
4. Blanket pick-up permission slips can be used only for those people (other than parents) who will be picking up children on a regular basis i.e. a babysitter, etc. Please designate on what days this will take place.

Preschool Parking Directions

In order to make our parking lot safer and more convenient, please observe the traffic pattern.

Traffic Pattern - Primary

In order to keep the flow of traffic as smooth as possible in our small Primary parking lot, please follow the guidelines as outlined. The traffic pattern and parking lot have been designed for parents to park their cars and walk to the door with their children. For obvious safety reasons, we do not expect any child to be dropped off in front of the carport or parking lot and walk into the school unaccompanied.

- Enter the gravel driveway on the side toward the gray office building. Pull far enough ahead so that a car can go behind you.
- Do not park under tree parallel to concrete drive - this impedes perpendicular parking & traffic flow.
- Do not park in the gray office building (next door) parking lot.
- Car engines must be turned off while parked in our lots when the driver is out of the car.
- Exit by the paved driveway, the one nearest the school.
- Please leave a swing lane open at the end near the school carport so that those parked in the rear may leave without waiting for someone else to leave.
- If you need to stay at the school longer than it takes to drop off your child, please pull in behind the teacher parking area to allow for continuous flow of traffic!
 - Please hold the hand of your child when escorting him/her to and from the building.
 - Children should not be allowed to run freely in the parking lot or in the grass area in front of the preschool

If you have any questions regarding the drop-off/pick-up procedure, please stop by the office and we will answer any additional questions that you may have. For the safety of our children, it is imperative that this procedure be strictly followed.

Health and Safety

Well-Being and Nutrition Philosophy

As part of the "Cosmic Education," Maria Montessori believed that a healthy mind, body, and spirit are essential elements for success on the universal path of progress and development. A human being with these three things has a better chance of making a positive contribution to the world than one who does not take care of his physical, mental, and emotional development. The Montessori teacher can play a key role by helping the children discover that good health is a pleasure they can enjoy from childhood into old age.

In her book, The Montessori Method, Dr. Montessori emphasized the importance of nutrition (refection) and physical activity (gymnastics) to the cosmic curriculum. At Clemson Montessori School, nutrition and physical activity are integral components of the exercises of practical life. Through hands-on activities and self-exploration, children will learn how food and exercise affect their growth and development. You can support our efforts and aid your child's development by:

Making sure your child eats a healthy breakfast before arriving at school.

We know that getting yourself and your children out the door in the morning can be hectic, so here are some “brainy breakfast on the go” ideas to help give yourselves a positive start to the day:

- A smoothie made from frozen berries, low-fat yogurt, and a little O.J. (add wheat germ or flax for a nutritional boost)
- Banana/peanut butter roll-ups – spread whole grain tortillas with peanut or almond nut butter, add banana slices and roll up
- Breakfast parfait: layer low-fat yogurt, whole grain cereal of choice, berries (frozen fine) in a large paper cup. Throw in a plastic spoon and go.
- Throw a packet of microwavable cereal (oatmeal, Kashi) in a paper cup. Cook as directed. Top with wheat germ, cinnamon, chopped dried apricots, walnuts, or other nuts. Throw in your plastic spoon and go.
- Place a handful of mixed nuts or nuts of choice in zip lock. Grab a piece of fruit.
- Spread 100% whole grain bagel, English muffin, or crackers with peanut or other nut butter. Substitute a reduced fat cheese stick for the nut butter. Grab a fruit.

Limiting indoor activities such as T.V./video/computer time and encouraging outdoor physical activity after school.

Packing a healthy lunch – see lunch guidelines below

Lunch Guidelines

Lunch is a quiet, social time when positive behavior and polite conversation are encouraged. It is a time for the children to relax and savor the tastes and smells of the food they are eating. Please follow the guidelines below when packing your child's lunch. Encourage your child to be an active participant in the preparation of his or her own lunch.

Pack a balanced, nutritious lunch for your child. Please include any necessary eating utensils, a napkin, and a drink. Use the packing tips at the end of this section for healthy lunchbox suggestions. Fast foods and Lunchables are strongly discouraged. Include an icepack with your child's lunch as refrigeration is not available. Pack heated foods in a thermos as we are unable to heat up lunches. Soft drinks, candy, and gum are not allowed because of their poor nutritive quality.

Self-regulation is an important part of your child’s development. Children will be encouraged, but not forced, to eat the foods in their lunchbox. Anything not eaten will be returned home.

We try to teach children to reduce, reuse, and recycle whenever possible. Please try to pack your child’s lunch in reusable containers. Cloth napkins are also welcomed.

In order to encourage independence, we ask that containers and packages be child friendly.

If your child comes to school without a lunch, a parent will be contacted. You will have the option to drop it off at the office or to have the school provide lunch for a small fee.

Lunchbox Packing Tips – Choosing one food from each of the food groups below will ensure that your child is getting a balanced and nutritious lunch each day. The following tips are provided to help make planning lunchtime meals a little easier.

<p style="text-align: center;"><u>FRUITS</u></p> <p>Fresh whole, sliced, cubed Frozen* Dried*: Raisins, Craisins, etc. Canned* ^ Applesauce* ^ Fruit smoothies</p> <p>*No added sugar (avoid artificial sweeteners) ^Pre or self-packaged</p>	<p style="text-align: center;"><u>VEGETABLES</u></p> <p>Raw (dip optional): peppers, tomatoes, cukes, carrots, etc. Salad mix Frozen peas (snap, shelled) Celery (PB optional) Vegetable Soup Vegetable Juice</p>	<p style="text-align: center;"><u>DAIRY</u></p> <p>Skim/1% milk Cheese sticks LF Cottage Cheese Fruit Yogurt (✓ label or self-made) Yogurt dip (for fruit) Fruit Smoothies/milkshakes Cheese Quesadilla (LF cheese)</p>
<p style="text-align: center;"><u>GRAINS</u></p> <p>Sandwiches/Wraps using a variety of whole grain breads (pita, tortilla, bagels rolls, etc.) Bean Dip Whole Wheat Pasta Whole Wheat English Muffins (for mini-pizza) Rice Cakes, WW crackers Baked Snack Chips Corn, peas Cereal Mix</p>	<p style="text-align: center;"><u>PROTEIN</u></p> <p>Lean Deli Meats Natural Peanut Butter Hummus Tuna/Chicken Salad Hard Boiled Eggs LF Hotdogs LF Cheese Nuts Dinner Leftovers Bean Dip/ Whole Grain Chips Soy Products</p>	<p style="text-align: center;"><u>OTHER</u></p> <p>Water Flavored water (splash of lemon, lime, cranberry) Seltzer (plain or flavored) Milk cubes Herbal Teas (no caffeine)</p>

Immunizations

Parent's Guide to Immunization Requirements (for children entering school or childcare in South Carolina)

The South Carolina School Immunization Law requires that children be up-to-date on their immunizations (shots) to attend school or childcare. Most children need booster shots before starting kindergarten. You can find current SC immunization requirements at www.scdhec.gov.

All children enrolled in our school must have a DSS Form 2900, Statement of Health, and a SC DHEC Immunization Form 1148 on file in the office. All DHEC forms must be obtained and completed by your child's physician or health department. We must have all medical forms on file in the office within 30 days of the first day of school. The law requires that we suspend any child whose records are not in file within this 30-day period. The child can be reinstated only when the required medical forms are submitted to the school. This is necessary to be in compliance with the Department of Health Services with the State of South Carolina.

Representatives of the State of South Carolina Department of Social Services (DSS) Licensing and the Department of Health and Environmental Control (DHEC) have the right to review all records.

Exemptions

The law allows parents/guardians to elect exemptions to immunization requirements based on their personal beliefs. An exemption certificate can be obtained at a local health department, and must be on file with the school within the 30-day time period.

Illnesses

With your cooperation, we can establish a healthier environment for all the children if, when your child is sick, he/she is cared for at home.

If a child has a bad cold with a runny nose or cough and comes to school, the chances of a large number of children contracting the cold are obviously greatly increased. The children move freely throughout the environment as well as share and handle many materials. Germs have the potential to spread quickly.

If your child has had any symptoms of illness during the night, such as nausea, vomiting, diarrhea, or fever, please keep him/her home until the child's temperature has returned to normal and he/she is symptom free for 24 hours. If your child is on antibiotics he/she must be on them for 24 hours before returning to school. If your child is not well enough to cope with the day's activities, including outdoor play, he/she needs to be at home.

A complete school exclusion list can be found at www.scdhec.gov.

It is particularly important that you inform the school if your child has contacted any communicable diseases so we may pass that information on to the other parents. Children may not attend school while contagious. Some conditions require a doctor's note before a child can return to school. DHEC exclusion lists are attached for your information.

Please note: If we feel that your child is really not feeling well, we will call you to pick him/her up. If a child becomes ill at school, he/she will be isolated and you or an authorized person listed on the emergency form will be notified immediately in order to pick up the child. It is

imperative that we are always able to contact someone listed on your child's Emergency Information Form. Please notify us immediately in writing if there are any changes in your contact information during the year.

Medicine

To assure safety for each child, medicine may be administered at school only on written instructions from you or the child's physician. By law, we cannot administer any prescription medicine unless it is in its original container. Prescription medicine must be brought in its original container with your child's name on it. Please do not send the medication in the child's lunch box - non-prescription medications included.

Procedure for medication

Completely fill out the form "Permission to administer medication" including the time the last dose was given, which can be obtained in the classroom or office.

Write the time the next dose is due – "as needed" is not sufficient information.

Give this form directly to the lead teacher or childcare staff person along with the medication.

Accidents

In case of a **Minor Accident**:

A staff member will tend to a child. Appropriate first aid will be administered when needed (soap and water and antibiotic such as Neosporin and/or an ice pack), and the injury will be reported to the person who picks up the child in writing and/or verbally.

In case of a **Serious Accident**:

A staff member will notify the parent or person responsible for the child.

A staff member will notify the physician listed on the Emergency Form and follow his/her recommendation.

For serious injuries the Director and/or Administrative Assistant will call 911. (Parents will be expected to assume responsibility for any expenses incurred.)

If the child needs to go to the hospital and the parents cannot be reached, he/she will be transported to Oconee Memorial Hospital, Hwy 123 Seneca, SC.

A staff member will accompany the child to the hospital and take his/her file folder with them in case emergency care is needed. Proper authorization and insurance information must be on file with the office.

All CMS staff members are current on Basic Life Support and Blood Borne Pathogens certification requirements.

Discipline Policy

We at Clemson Montessori School recognize the dignity and worth of every human being within the School. We want the children to develop a positive self-image and respect for themselves, others and the environment. We believe that by treating the children with fairness and respect, they will react in kind.

Adults in the classroom model a positive, caring attitude at all times. When problems arise with one or more children, the adult will encourage the child or children to talk about it and find solutions peacefully. If one child hurts another, the first child will be momentarily removed from the situation, while the adults check to see that the hurt child is all right. Then the adult will return to the first child and discuss the problem(s) and look for a more appropriate solution. We find that young children do not have the words to express their feelings, and this frustration is what leads to conflict. We often act as a role-model for a child to help show them how to express their feelings verbally.

The goal of discipline is to help children change their behavior from negative to positive. "Time-out" and assertive discipline is used to redirect their activity in order to help them with this process.

Time-out means sitting by themselves in the room with the other children, either on a chair or on the line, for a prescribed period of time. This is essentially time out and thinking time for the child. When the prescribed period of time has elapsed, the child is asked to explain why he/she has been asked to sit out. If he/she does not understand why he/she has been asked to have a time out, the student and the teacher discuss the problem. This procedure is followed both inside and outside on the playground. If there is a serious problem, the parents are asked to meet with the staff. We work together to reach a solution.

If a child repeatedly does not respond to discipline used at school, the parent will be contacted and asked to come in for a conference. Parents and teachers will devise a consistent discipline plan for use at home and in school. It will then be evaluated if the school is an appropriate placement for the child.

Intentional aggressive physical behavior towards peers or staff, which includes behaviors such as kicking, fighting, biting, pinching, poking, hitting, beating, shoving, spitting, tripping, scratching, disrespectful or profane language, disruptive noises, and taking the school's and/or other's belongings, will result in one of the following:

1. Child's immediate removal from the environment.
2. Teacher's documentation of repeated behaviors. These will be reported to parents and discussed.
3. Parents may be asked to take child home for the remainder of the day.
4. A conference of parents, teachers and administrator may be requested.
5. Dismissal of the child from the School may occur after a full review of the discipline process.

The philosophy of the School is based on love and respect. We believe that the adults must be models of the behavior they wish to elicit from the children and others, and must show respect for the child and others at all times. Therefore, any abuse of the child, and/or others, verbal, psychological, or physical is prohibited. It is the policy of our staff never to use or threaten to use any physical punishment. Physical and/or verbal abuse is never permitted.

Clothing

Pre-Primary and Primary

All clothing (jackets, sweaters, shirts, etc.) should be labeled, on the inside label, with your child's name. Children's names should not appear on the outside of their clothing or accessories. Children need to be dressed comfortably for school in clothing that can be managed in the bathroom. We do not go with or take care of children in the bathroom once they become familiar with the procedure. Accidents will happen, and there are a number of projects we do regularly which may leave clothes stained. Although we help children protect their clothing, this is by no means assured. Clothes that are too good to risk stains should not be worn to school.

Soft-soled shoes are more practical for walking indoors and climbing out-of-doors. Boots should not be worn in the classroom. If you do send your child in boots, please send a pair of shoes to wear inside. Sandals and flip-flops are a problem on the playground. These types of footwear are not safe and can be the cause of twisted ankles or worse.

During the first week of school, for all primary children, please send an extra set of clothing in a shoebox clearly marked with his/her name (2 sets if your child is also in childcare) to be left at school. Include underwear, socks, long and short pants, and long and short sleeve shirts. This is especially critical for the very young children. Please change the summer clothing to winter clothing for the colder months. Please label all articles of clothing in the box with your child's name!

Elementary

Elementary students are requested to follow a dress code appropriate for their age and to represent themselves and Clemson Montessori School appropriately.

Guidelines

Ragged or torn clothing is not appropriate.

Shorts are to be of a modest length (sitting cross-legged on the floor should not expose underwear)

Tops that expose midriffs are not appropriate.

Tank tops, halter tops, low-cut, or revealing blouses, shirts, pants or shorts are not appropriate.

Pants and shorts are to be worn at waist level.

Clothing that is offensive, such as t-shirts with inappropriate logos, is prohibited.

Students should wear tennis or running shoes daily. This is important for safety with outdoor activities and PE.

Additional Considerations

Toys and Possessions

Toys and objects valued highly by children must be left at home because they are easily misplaced or damaged in the school setting. Toys, money, jewelry, gum and candy should be enjoyed at home, not at school.

Mysterious Objects

Many of our materials consist of small attractive objects that are appealing to children. At school we have pocket-sized items from blocks to rocks. Many of these items find their way home in the pockets of the school children, primary and elementary. Please help your child to return them. We do not want the child to feel he/she has done anything wrong but only that the equipment is needed at the school by all the children and must be returned.

Lost and Found

Misplaced items that are not clearly labeled with a child's name will be placed in the Lost and Found, downstairs in the main Primary building. Once a month, all Lost and Found items will be removed and donated to charity.

Birthday Party Invitations

We must request that invitations not be distributed at school unless every child in the class is invited. Children notice when invitations are put into cubbies and they certainly know when they do not receive one. In the past, this has caused hurt feelings to the children who are not invited.

If you are not going to invite every child in his/her class, please mail out your invitations using the roster that you will be given at the beginning of the school year. Please do not ask teachers to be responsible for distribution, as this puts them in a very awkward position.

Sharing

“Sharing” time is an important circle time activity, which develops language skills and self-confidence. We welcome educational items or something related to a special trip or nature interest of the child. Sharing will begin after the first month of school. Books, tapes, artwork, and other educational items are excellent choices for sharing. We do not welcome weapons, war, or Barbie type toys.

Library Policy

Clemson Montessori School maintains a library for the use of all our students. The main collection is housed in the Library/MTTI building. Smaller collections are in the Primary building, the Jr. Elementary building, and the Sr. Elementary building. We expect our students to treat the books with the same respect that they would treat other classroom materials.

Primary/Childcare: The children may use any books in their classrooms, but these books must remain at school. If books accidentally come home, please return them as soon as possible.

Jr. Elementary: The books in this building do not go home. The Jr. Elementary students pay regular visits to the main library and are allowed to check out one or two books at a time. They may take one book home to read. Books taken home must come back to school on that child's next library day.

Sr. Elementary: The Sr. Elementary students also visit the library frequently and often have one or more books checked out. They are encouraged to have a book for reading, as well as any books they may need for research or other assignments. We do request, however, that they take only one or two home at a time. If many students are studying the same topic, the number of books on the subject may be limited. Students are encouraged to share the resources.

Lost or Damaged Books: Lost and severely damaged books are the responsibility of the child who checked out the book. Our policy is that the child will pay Clemson Montessori for the book and we will replace it with the same or a similar title.

Payment for lost and damaged books:

Paperbacks	Ordinary/Picture/Mass Market	\$8.00—\$10.00
	Large/Oversize/etc.	\$10.00—\$15.00
Hardcover	Quality	\$15.00 Up
	Most Fiction	\$12.00 - \$25.00
	Most Non-Fiction	\$15.00 – \$40.00

Occasionally an expensive book will be more than the above stated amounts.

School Closing Procedure

It is occasionally necessary to close the school due to inclement weather and hazardous road conditions. We make this decision after consulting staff as well as other school districts. However, our closing will be independent of other school systems in the area.

If, during the school day, road conditions begin to deteriorate to the point where driving could become hazardous, it is good practice to come to school and pick up your child/children as quickly as possible.

School Closings will be broadcast as follows:

Television:	WLOS-	Channel 13
	WYFF-	Channel 4
	WSPA-	Channel 7

We will notify parents via email of a school closing, post the closing on our website, and record school closings on our answering machine.

Emergency and Disaster Plans

Shortly after school begins, we will have fire and tornado practice drills. This can, at first, be upsetting to young children. We will talk to the children before the first practice drill to prepare them for our expectations and the loud noise they will hear. Fire drill practice is state-mandated to occur once every six weeks.

In Case of FIRE

The signal to leave the building is a continuous blast by the alarm for several minutes.

1. The Pre-Primary, Primary, & Childcare will follow the teacher out of the classroom to the tree near the gray office building next door.
2. The Senior Elementary will follow the teacher out of the classroom to the shed at the rear of the soccer field.
3. Junior Elementary will follow the teacher out of the classroom to the fence near the water tower.
4. The director or designated teacher will check all rooms and then follow the classes out, and teachers will check the roll sheet, accounting for every person.
5. The signal to return is given by the director or designated teacher.
6. When safety has been established, the class returns.

In Case of a TORNADO

We have a weather alert system in place in every classroom. This system warns of approaching bad weather in Pickens and surrounding counties. The Primary children will be moved to the basement of the main building. Elementary students will be moved to the basement of the Senior Elementary.

In the event of an Emergency Evacuation our school has been assigned the following:

The purpose of this plan is to outline the steps and to identify resources necessary to ensure a timely response for evacuation of schools located within the ten-mile Emergency Planning Zone (EPZ) for Oconee Nuclear Site (ONS).

Clemson Montessori School

Evacuation Route: Hwy 123
(Calhoun Memorial Hwy) North to
Easley, left into West End Elementary School.

Population: 105
Planning Zone: C-2
Telephone: 654-4483
Director: Natalie McSharry
School Pick-up Point: WestEnd Elementary

Please read and become familiar with the procedure as outlined in the enclosed white and green “Emergency Planning Information Summary” flier.

Opportunities to Become Involved

OBSERVATIONS (PRESCHOOL & ELEMENTARY)

Observations are an essential component in the Montessori Method, and parents are welcome in our classrooms once the classrooms have settled. A morning spent observing your child or observing in another classroom is the best way to understand the Montessori philosophy. Visits to the classroom are prescheduled with the director.

Observation Guidelines

Welcome to our Montessori Classroom. We are happy you are taking your time to visit. The children are our primary responsibility and the staff is not generally available to talk with visitors during the observation time. You are encouraged to take notes and write down questions that can be addressed at a later time when we are not working with the children. Please follow these guidelines while observing the children in the Montessori environment:

Sit quietly in the chair provided (or on the floor). The “greeter” in the room will show you the location of the chair. You may observe from different areas of the room. Please move quietly.

As you observe the children’s work, do not interrupt them or ask them questions. If a child comes to you to ask a question or initiate a conversation, you may respond, but please end the conversation politely by telling the child you are here to watch him/her work.

You will notice the “quiet voices” of people in the room. Please speak softly as well.

Observing in a Montessori classroom is a very exciting experience. With each child pursuing his/her own level of curriculum, it may be difficult for new visitors to sort out the variety of activities and materials. Observing for at least 30 minutes during uninterrupted work time usually allows one to see a full work cycle. Here are a few observation tips:

First: Take a quick look around the room and notice...

- The level of activity and diversity of activities
- The busy, yet peaceful and purposeful environment
- The individual activity of the children
- The range of ages of the children
- The type of equipment and materials
- The cooperative interaction of the children

Second: Focus your attention on one of the teachers and notice...

- The composure and respect
- The introduction of a lesson, or assisting with a lesson
- The teacher as an observer

Third: focus your attention on one child, and notice...

- The concentration on work
- The respect for teachers, other children, and the equipment
- The independence and initiative
- The enthusiasm and joy in their work
- The children taking care of the classroom and putting materials away
- The children helping one another

After your observation, please share what you observed with the teacher. You will provide valuable insight from which we can all benefit.

Material Making – Ask classroom teachers what their material making needs may be.

Parent Volunteers Classrooms always need people to help. Parents can come listen to students read or work on math facts with the older students. Taking students outside to work on the gardens is a real treat for us all. If you sew or draw, we need parents to help make costumes and sets at winter program time. Talk with your child’s

teachers about how you can contribute.

Lunch Helpers

We need parent volunteers for lunch duty once a week.

Job requirements—Willingness and love for children!

Classroom Substitutes

This is a unique opportunity to see the daily functioning of a Montessori classroom. Teachers sometimes become ill, attend seminars, or observe at another school. We need substitutes (no educational background needed) to fill these occasional vacancies. Please talk to the director if you desire to help by substituting in a classroom. Substituting is a paid position.

Helper Guidelines

Please observe the Montessori philosophy. Use a quiet voice while in the classroom.

Have a calm demeanor.

Use our teachers as your model.

Be sure to check with the classroom teacher if you are unsure of what to do.

Children who are focused on their work should be allowed to complete the work without interruption!

Comply with our Playground Rules. (both preschool and elementary)

If you have any questions, suggestions, and ideas or if you would like to volunteer to help, we would appreciate your input.

Fundraising Opportunities

These will be sent to you and explained under separate cover.

Fundraising opportunities include:

SCRIP

Bi-Lo A+ for Schools

Box Tops for Education (General Mills & Betty Crocker)

Campbell's Labels for Education

Ingles Tools for Schools

Donations

We welcome donations of many things. If you have or know of anyone who has items to donate, please check with the staff before you dispose of it. Verification of donations for tax purposes will be provided upon request.

PTO

Everyone is a member of our PTO! PTO info will be provided from the PTO at the start of school and throughout the year.