

Woodcrest Montessori Education Center, Inc.

Parent's Handbook



“Montessori Makes a World of Difference”

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Table of Contents

Admission	9.
Arrival and Departures	9.
Basic Supplies Needed for School	18.
Discipline	11.
Holidays and Vacations	12.
Illness	13.
Communicable Disease	14.
Medication	14.
Vitamins, Cough Drops and Life Savers	
Medical	12
Health Records	12.
Minor Accidents and Injuries	12.
Emergency Procedures	13.
Meals	16.-18
Late Pick-Up Fee	10.
Mission Statement	1.
Preschool and Kindergarten Goals	1.
Montessori Education	2.-3.
Program Components	4.-7.
Our Beliefs	1.
Naps and Rest Periods	16.
Parent and Teacher Communication	18.
Parent's Responsibility	19.
Parent Participation	18.
Personal Belongings and Clothing	15.
Sign-In and Out Procedures	9.-10.
Special Needs Children	10.
The Classroom	7.-8.
Freedom and Discipline in the Classroom	
Repetition	
Toilet-Training	15.
Withdrawal and Dismissal	11.

Woodcrest Montessori Education Center, Inc.

Mission Statement

Woodcrest Montessori Education Center, Inc. provides a unique learning environment that allows children to experience the excitement of learning by their own choice. Where each child is nurtured and encouraged to learn and grow as a total human being.

Our Beliefs

- **We believe in respect of the child**
- **We believe in the importance of a stimulating and nurturing learning environment.**
- **We believe in fostering the individuality and diversity of each child**
- **We believe in excellence in education through hands-on learning**
- **We believe in encouraging personal responsibility, self-discipline and independence**
- **We believe that parents play a critical role in their child's education**

Preschool and Kindergarten Goals

A teacher's job in the classroom is to watch each child carefully to see where there is interest and the to guide that interest and stimulate it. Children become interested in a wide variety of areas, but they do it on their own schedule, so we accommodate ourselves to their schedules. We see that the children are introduced to and are aware of all parts of the curriculum.

Although our classroom environment seems very academically oriented, our real goals for the children are not primarily academic. Instead we hope to have them leave us with confidence in themselves; with an independence of thought and action that permits them to make decisions on their own; and with the understanding that they are responsible not only for their actions, but also for their own learning. We hope that they leave the class with increased curiosity about the world around them and a sense of their obligation to help others. We work toward these goals through indirect means, helping them acquire skills and knowledge that lead to the real goals.

Some of the tasks even young children are capable of include:

- Keeping track of one's belongings: Each child has a place to store possessions and the responsibility to do so.
- Understanding order: Each child learns to put things away in the proper place, to take turns, and to follow the intrinsic order of these materials.
- Doing things for oneself: Zipping, buttoning, etc. are skills which will come out of the necessity of taking care of oneself in the classroom setting. The children develop an interest in these skills when they see older children doing them.
- Sharing an adult: The children realize that they cannot have the undivided attention of an adult.
- Developing self-control: The children learn to observe the limits of the environment and the community because they want to belong.
- Acquiring more language skill: Children's new feelings and experiences will eventually broaden their range of expression.

Montessori Education

A Montessori Curriculum is based upon the work of Dr. Maria Montessori, a doctor and educator whose research into the ways children learn resulted in the development of the method, which bears her name. Dr. Montessori believed children possess an intrinsic desire to learn about themselves and their world through exploration and discovery. Children in the Montessori classrooms learn through the use of manipulative materials, cooperative projects and interdisciplinary approach to studying the world around them.

The curricular boundaries of traditional classrooms, which can be limiting for many young children, are not present in a Montessori school. Learning is paced individually, enabling children to succeed as their ability interests allow.

Because WMEC is a small school, each teacher develops a clear understanding of a child's strengths and weaknesses, allowing them to guide a child along a

learning path, which makes use of the child's strengths. Learning is also interdisciplinary over several years so that concepts are repeated many times in many ways, just as they are experienced in the wider world.

In a Montessori classroom the child's natural curiosity is stimulated by the carefully prepared environment containing a variety of educational materials, which acquaint the child with a wide range of subject areas. The teacher in the Montessori classroom is a facilitator and a guide. The planes of development as developed by Maria Montessori were created by the observations of children's tendencies in a prepared environment. Four planes evolved to describe and define the psychological and social development of children. The first plane is infancy, ages 0-6 and the second is childhood, ages 6-12. Each of the planes is different for each child but they reflect the natural tendencies evident for the age range.

A child in the first plane is self-absorbent and egocentric. Each child is absorbing its surroundings and sensorial exploring the environment. It is also a sensitive period for symbol and language acquisition. Because of the child's egocentric thinking, they are able to work and play side by side with little interaction with their peers.

A child in the first plane of development also has a sense of order, paying close attention to details. The manipulation of the environment requires movement and repetition. The child's reasoning is in the literal sense based on concrete ideas. They can only imagine what they have seen or experienced. As the child becomes more confident with their understanding of the world, they begin to have the need to search beyond their immediate realm. This leads to the second plane of development.

A child in the second plane develops the need for social interaction. The model and practice relationships with peers and the interaction become a major part of their world. There is also an emerging sense of fairness and moral correctness.

A child in the second plane also becomes more imaginative and creative. They interact with their environment with purpose as they are developing a cultural awareness of the world around them. Each child begins to think more abstractly. They come into their sense of humor, as they discover that not all things are based on literal sense.

The planes of development are the two stages by which a child makes sense of

the world around him. These planes should be used to help construct the

curriculum so the environment of the two age groups is set with respect to their differences. If this is done correctly then both the social and psychological development is fostered and nurtured.

Dr. Maria Montessori believed that another person educates no human being. He or she must do it herself or it will never be done; therefore, the goal of a primary Montessori classroom should not be to fill the child with textbook facts, but rather to cultivate his/her own natural desire to learn. Our objective is to first allow the children to experience the excitement of learning by their own choice rather than being forced and second by helping the child to cultivate their own natural desire to learn.

The Montessori classroom is a living room for children. Classroom directors present lessons to each child when he/she is ready to have them. Children choose their self-correcting materials from open shelves and work independently or in small groups. Over a period of time, the children develop into a "normalized community," working with high concentration and few interruptions.

The program includes the following components:

Practical Life

Children learn how to function successfully in their own environment. They acquire independence, both physically and mentally. Coordination, balance and muscular control and order are by-products of the materials and philosophy employed. Children learn work habits, concentration, perseverance and respect for others.

Specific practical life activities include:

- Care of self, including washing hands, grooming, sewing, buttoning and tying.
- Care of inside environment, including dusting, sweeping, polishing, furniture washing, mopping, folding and flower arranging.
- Food preparation, including setting a table, preparing fruit and vegetables and pouring.
- Care of outside environment, including swapping, pulling weeds and collecting leaves.

- Grace and courtesy skills, including greetings, shaking hands, excusing oneself, introductions and saying please and thank-you.

Sensorial

The main objective of the sensorial area is to refine and develop the five senses. The classification, contrasting and comparison of color, shape, smell, feel, temperature, weights, and textures are explored. All of this broadens the child's ability to proceed to a higher level of activity.

Specific sensorial activities include:

- Language and work involving solid cylinders, Pink Tower, Broad Stair, Red Rods, Color Tablets and Geometric Solids.
- Exercises involving the geometric cabinet (circles, rectangles, irregular figures, triangles and polygons), constructive triangles, superimposed geometric figures, Binomial Cube, Knobless Cylinders (graduation and comparison), stereognostic senses (rough and smooth boards and fabrics), discrimination exercises (mystery bag, smelling bottles, etc) and square of Pythagoras.

Language

All pre-reading and pre-writing skills are emphasized in a sensorial manner. Vocabulary, drama and diction are an integral part of our curriculum. When a child is ready to read and write, we use various readers writing techniques.

- Enrichment of vocabulary and concepts involving questioning games, conversation, naming materials, story telling, classified cards and poetry.
- Sandpaper letters and moveable alphabet
- Phonetic objects and reading boxes
- Key phonograms used in making words, sentences and stories
- Reading comprehension
- Chalkboard, pencil and paper, capitals, creative writing, puzzles and environment labels.
- Function of words, including article, adjective, noun, logical adjective, and conjunction, preposition, verb, adverb, and logical adverb and word studies.

Mathematics

The primary purpose is to lay a sound number and geometry foundation that a child may build on throughout his/her education. We are interested in numbers, quantities and the decimal system. We teach the basic operations of addition, multiplication, subtraction and place value. We also that fractions and measurements. Specific mathematics activities include the following:

- Numbers one to ten
- Tens and teens
- Decimal System
- Concrete and abstract work 100-1000 etc.
- Memory work on addition, subtraction, division and multiplication
- Fractions including replacement exercises

Science

We study living and on-living things, plants and their parts, animals and their parts, life cycles, metamorphosis and the physical sciences. Seasons and temperature are also part of this study. Specific science activities include:

- Living things, including plants, animals, vertebrates and invertebrates
- Non-living things, including natural and man-made.
- Botany cards, language and extensions
- Zoology, including vertebrates, general characteristics of birds, fish, reptiles and amphibians and invertebrates
- Parts of mammals, birds, fish, reptiles, amphibians and arthropods
- Science involving atmosphere, gravity, floating/sinking, magnetism, shadows, magnifying glasses, sound and the Solar System.

Social Studies

- Geography, history, calendar, time holidays, maps and cultures make up part of this section of the curriculum.
- Geology
- Geography including a sandpaper globe, painted globe, map of the world (continents and oceans), maps of the continents and USA, continent folders, needs of man, land and water forms (island/lake, cape/bay, gulf/peninsula
- Time, including days of the week, months of the year, calendar and clock

Art

The child must develop skills before being able to create pictures. The child is also introduced to all forms of art expression. This introduction includes studies of pictures by famous artists. Specific activities include:

- Developmental skills including cutting, use of brushes, gluing, drawing and coloring
- Exposure to the works of famous artists
- Time to experiment, mixing colors and freedom to express themselves.

Music

Our children way of learning music is playful, exploratory, tactile and inquisitive. Our emphasis on both imitation and improvisation celebrates these musical tendencies, while also building the foundation for future development. Classrooms support and enhance musical goals by incorporating music into the curriculum: Playing classics, jazz, and ethnic music during class time; teaching songs, finger plays, rhymes and poems; learning about famous musicians past and present and permitting special times for free dancing and songs during celebrations.

Physical Education

Outside activities are important for a child's physical development, socialization, and recreation. Children spend time outside each day by class. Outside activities include digging, climbing, ball games and races.

Children need to be well enough to participate in these activities because all the staff for the classes supervises these activities, and no one is available to remain with a child inside. Children unable to participate in these activities should remain at home for the day.

The Classroom

The Social Environment

One of the many misconceptions about a Montessori classroom is that social relations are not of primary importance to the teacher, and that the class is not a very sociable environment. Actually, a good Montessori classroom is a

very friendly place where children talk to one another quietly, freely and group/regroup at will. A traditional classroom, in which the teacher directs the whole show, has a very limited opportunity for the children's spontaneous social interaction.

Freedom and Discipline in the Classroom

Good discipline in the sense that it is usually understood, is not a problem for us in the classroom. We have two basic rules:

- **No one may hurt or abuse people or things.**
- **No one may disturb or interfere with another's work.**

We work hard to be consistent and evenhanded in our enforcement of these rules. A child who is out of control and breaks one of these rules is asked to take a few minutes to quiet down until he/she feels under control and ready to abide by the rules.

Helping children develop inner discipline is a much more difficult task. Those children who are very self-disciplined and can exercise responsibility for themselves have a tremendous amount of freedom in the classroom. They choose what they want to do, when they want to do it, and how. Teachers are merely friendly sources of information for choice in the classroom. As children develop increasingly greater control over themselves, they have an increasingly greater degree of freedom in the class. How much external control we impose thus varies from individual to individual and changes as the child changes. Please refer to the discipline policy for further specification.

Repetition

Lessons introduce children to materials, how to handle them and what to do with them, but repetition on the part of the child is the key to coordination and integrated development. We want the children to repeat work because the materials are redesigned to lead the child deeper into understanding. An exercise that has no deeper value than to be done once and finished is not worthy of space on our shelves. You can help your child by emphasizing the value of practicing and by encouraging repetition. You can show respect for the work your child does again and again. Very seldom does a child repeat for the wrong reasons; should this happen, we will definitely step in, but generally, you should rejoice to find your child repeating work.

Developing Responsibility

Children occasionally decide to break classroom items. Replacing them is an opportunity to help a child learn the consequences of his actions and taking responsibility rather than punishment. In such a case the classroom director will send home a note asking the parent to replace the broken item. Taking your child to the store and taking great care to find just the right replacement can help your child understand the consequences of his actions.

Admission

Our school welcomes any child age 2 years through kindergarten, regardless of race or belief, who exhibits readiness for the Montessori program and whose parents are willing and able to follow school policies and provide a continuity of experience at home for that child.

Other Admissions Requirements

When space is unavailable at the time of application, children may be placed on a waiting list. A registration fee is required to guarantee a child's place on the list.

Arrival and Departures

Our school is open Monday through Friday, 6:30 a.m. to 6:00 p.m. Please maintain prompt arrivals and departures. We find that a quick method of separation decreases anxiety for both parents and children. However, sometime as a child (or parent) may suffer separation anxiety. A calm, pleasant, and prompt exit on the part of the parent leaving the child in the care of a reassuring staff member will be the most helpful.

Academics begin at 8:30 a.m. It is important to have your child at school before this time. Later arrivals cause disruption in the classroom.

Sign-In and Out Procedures

A Sign-in book is located in our front entrance area. Upon arrival to school, **an adult 18 or older must sign in each child.** The person signing must use their full name and arrival time.

No child may be picked up if not previously authorized by the parent/guardian.

A driver's license is required for any person that has been authorized, but not recognized by staff members.

We abide by all Legal court orders. It is imperative that the school files have all court orders regarding parental custody. Both parents will have the right to pick up their child from school unless there is a court order saying different.

No child will be released to anyone if the driver seems incapacitated or a situation seems unsafe for the child.

Late Pick-Up Fee

School closes promptly at 6:00 p.m. An a late fee of \$25 will be charged for each 15 minutes or part thereof for children not picked-up at closing time. This fee is payable directly to the teacher in charge and-due at the time of your arrival. After three late pick-ups, a Late fee of \$30.00 will be charged for each 15 minutes or part thereof.

Special Needs Children

In the event that a student appears to have a learning disability or different learning needs, or to have recurring emotional, medical, behavioral, or disciplinary problems, the school will contact the child's family to communicate concerns in a timely, sensitive and thoughtful manner. Children with mild physical, mental or educational difficulties are considered for admission when their needs may be met within the context of the program. Initial and/or periodic assessment by qualified professionals may be required. Whether continuation in WMEC or transition to an alternative program is in the best interest of the child and/or school classroom environment will intimately be the decision of WMEC. While the school works to respond to each child's academic, behavioral, and emotional needs, it may lack the staff and expertise to develop appropriate learning strategies for children with special learning needs or disabilities. All parents, including special needs parents, should be aware that a child might be able to function in one environment and at a particular phase of development. This does not presume that WMEC will be able to offer the structure, assistance, and supervision necessary for the optimal growth of the child in the next class.

Discipline

At Woodcrest Montessori Education Center, Inc., people have the right to work in a non-threatening, safe, pleasant environment. The children are free to work and to choose activities so long as that freedom does not infringe upon the rights of others and does no harm to themselves, others or the environment. Children are expected to conduct themselves responsibly. Adults help children develop strategies to control their own behavior, to settle disagreements without physical or verbal abuse and to respect others. Those children whose behavior is unacceptable are asked to remove themselves from the activities until they choose to accept the rules. The children are considered responsible for their actions and staff members are always available to assist them in achieving self-control. In an extreme or persistent case of inappropriate behavior, parents are notified. Staff members, parents and children work together to achieve acceptable levels of behavior and performance. Referral services for counseling and other means of assistance are available upon request. Obviously, corporal punishment is not used at WMEC. The school reserves the right to dismiss students who fail to show reasonable improvement in problem behaviors identified through staff, parent, and/or professional counseling.

Withdrawal and Dismissal

From students' first day at school, both they and their parents agree to support all rules of the school as outlined in the Parent Handbook and/or in other communication to families while the student is enrolled at WMEC. If the school is unable to respond to a child's academic, social and or emotional needs, it reserves the right to require a change of environment to ensure the student's success and well being. If, in the judgment of the child's classroom director and the school director, it is not the best interest of a child or the school for the child to continue attending the school, withdrawal from the school may be the only alternative. If a situation arises, some or all of the following procedures will be used:

- The classroom director will request a conference with the parent of the child.
- If the situation continues, the school will request a full professional evaluation of the child within a specific time period.

- In the case of a behavioral or disciplinary problem, the parents may be asked to keep the child at home for a period of time to be left to the discretion of the director.
- If in the judgment of the classroom director, the school director and the child cannot be accommodated within the realm of the school and its philosophy, the parents will be asked to withdraw the child from the school.
If a parent withdraws their child from WMEC a two week written notice is required

The unused portion of paid tuition will not be refunded.

Holidays and Vacations

WMEC is closed on all major holidays and Winter Break. Specific dates are noted in school lobby. There are no discounts for tuition for school holidays and breaks.

If a parent or guardian removes a child from school for vacation or other reason, all tuition must be paid. There is no discounted tuition for any vacation time, including summer.

Medical

Health Records

State requirements are subject to change each year. All health records and forms must be updated and complete at the time of the student's entry. These records and forms are kept in the child's personal files and must be updated annually or at any time there is a change. Any allergies must be noted, to ensure your child's safety at school.

Minor Accidents or Injuries

If your child should receive a small injury (scrapes or scratches which requires a Band-Aid), an accident report will be issued. A parent will receive a copy and the school will keep another copy. For any other injuries the parent will be notified by phone.

Emergency Procedures

In case of emergency, the parents or other authorized person will be contacted for instructions. If no emergency instructions can be obtained, the child will be transported by ambulance or authorized private vehicle to the closest hospital and the instructions and recommendations of the attending physician will be followed.

Illness

Each child will be observed daily for signs of illness.

Children who are contagious must stay at home. All parents of children will be notified of communicable diseases.

Please call if your child misses two or more consecutive days due to illness. If you are unsure if your child should come or not, please call.

If a child should become ill during the day, you will be notified immediately and will be expected to pick up the child as soon as possible. In such event, we will attempt to isolate your child from the other children until you arrive. All children are to be picked up within 30 minutes.

Parents are responsible for finding substitute care in case of the child's illness. The following symptoms are cause for children to be excluded from school.

1. Fever of 100 F or higher. Child must be fever free for 24 hours before returning to school.
2. Vomiting within a 24-hour period.
3. Diarrhea within a 24 hour period.
4. Body rash not associated with heat or allergic reactions, especially with fever or itching.
5. Eye discharge or pinkeye. Children will be re-admitted after:
 - a. A medical diagnosis to rule out bacterial infection or
 - b. 24 hours after beginning of antibiotic treatment
6. Fatigue that prevents participation in regular activities.

7. Unusual appearance/behavior to include pale, lack of appetite, difficult to wake, confused or prolonged crying.
8. Sore throat, especially if associated with fever or swollen glands in the neck.
9. Symptoms of any childhood communicable diseases (i.e.: chicken pox, measles, and mumps).
10. Green nasal discharge
11. Ear discharge or excessive ear rubbing or pulling
12. Children who have lice may not return to school until the are louse and nit egg free.

Parents or other previously authorized person will be called to pick up the sick child immediately. No child can be released to a person other than a parent/guardian without permission.

In the case of communicable diseases and injuries which are limiting, a doctor's admittance is required for your child to return back to school.

* There is no deduction of tuition for children who remain home due to illness.

Communicable Disease

The school office should be notified as soon as possible for contraction of any communicable disease so that notices of possible exposure may be posted. A child who has had a fever within the past twenty-four hours should not expose others to the illness.

Medication

With written permission and directions, updated on a weekly basis, staff will administer prescription medication to children who require it. All medication must be clearly labeled with the child's name, dosage and be in its original container. A medication form (found by the sign-in book) must be filled out by the parent/guardian. The medicine may not be expired and the dosage on the bottle must match the information filled out on the medicine request form. The medicine and medicine request form must be handed to a staff member.

No person under 18 may administer medication to a child on school property.

Vitamins, Cough Drops, Life Savers and Chapstick

Do not send these items to school with children for the following reasons:

- State law prohibits our dispensing such items without a doctor's prescription.

- When small children are in a social group, these objects can easily be lodged in the throat or inhaled into the lung.
- Parents are often unaware of small things tucked away in children's pockets. Staff cannot be sure of the identity of such items or if the parent is knowledgeable of their possession.

Personal Belongings and Clothing

Children should wear comfortable clothing appropriate for both indoor and outdoor activities. In the interest of safety open-toed sandals and boots may not be worn to school. To foster independence, parents are encouraged to purchase clothing that the child can easily manipulate. Children unable to tie their own shoes, should wear Velcro, or similar closing shoes. Young children Toddler and Primary children must keep a complete change of clothing on hand at school for spills and other emergencies. These clothes, as well as those worn to school, should be labeled. Extra clothes should be placed in a labeled Zip-Lock bag. WMEC is not responsible for any lost clothing.

Students may bring books, science specimens and other items of educational interest to the class. Since Montessori materials are designed to attract children to specific lessons at the most appropriate age, toys brought from home would be a distraction in the classroom. We will safeguard toys inadvertently brought to school until the end of the school day.

It is not unusual for parents occasionally to find tiny cubes, puzzle pieces, beads, or other items in pockets, cuffs, or backpacks. These items should be returned to the school promptly, as they are components of Montessori materials. Every effort is made to provide equipment and maintain an environment that is always ready for learning.

Toilet- Training

A toilet-trained child is defined as a child who wears underwear to school and has no accidents throughout the day. *To be considered toilet-trained for tuition purposes, the child must be accident free for 30 days.* The staff at WMEC is dedicated to work with each child, when child readiness is realized, and their parents to work toward a toilet-trained goal. Teacher and parent communication is very important to achieve this goal.

Naps and Rest Periods

All children rest on mats furnished by the school. After being settled on their mats, children who have not fallen asleep within a reasonable amount of time may put their mats away and begin their afternoon work. Children are encouraged to bring clearly labeled crib sheet, small child's pillow and a small blanket. All rest items should be stored in a pillowcase. A small favorite "snuggle buddy" is allowed if the item is small enough to fit inside child's cubbie.

Meals

Breakfast

Breakfast may be brought to school by the parent before 7:30a.m. Please bring all items including forks, spoons and bowls. Nutrition is very important, please bring easy to eat healthy food items. Sugary foods such as donuts will not be allowed

Snacks

Two snacks are prepared by staff and at times the children. Nutritious snacks of vegetables, fruit, cheese, peanut butter, whole grain breads, crackers and juice are provided.

Lunch

The focus of lunchtime should be a nutritious, well-balanced meal. All sugar-based sweets should be avoided. Please do not send candy. Nutritional aspects aside, candy in the lunch bag promotes any number of unpleasant situations during a time of day in which we strive for increased calm. If you want to send a special treat, children enjoy a picture or short note. Any uneaten foods will be sent home in the lunch bag so that you are aware of which foods are eaten and in what quantity. Please reduce amounts if a lot of food comes home uneaten.

Social graces and independence at lunch are an integral part of the Montessori day. Please supply children with containers that they are able to open and close. All foods should be pre-prepared and easy for the child to eat. Children become very frustrated if they spill food or drink on themselves.

Your child's lunch box should include an ice pack or thermos for hot and cold food items. All forks and spoons should be included. All self-contained lunch boxes should be small enough to fit in your child's cubbie. No opened food or drink containers may be left in the cubbie.

The refrigerator is for school use only. Lunches may not be stored in the refrigerator. There are no food warm-ups, please make appropriate arrangements if your child's food should be warmed. A thermos is a great option. The thermos should remain in your child's lunchbox.

The lunch you pack should include:

1. A protein-rich food (suggestions only):

- A sandwich- peanut butter, cheese, tuna, egg salad, etc.
- Cheese- cubes or slices
- Nuts-peanuts, cashews, almonds, etc., alone, or with raisins, sunflower seeds, etc.
- Peanut Butter- in celery sticks, or stuffed into an apple
- Cottage Cheese or cheese or cheese spread-n celery sticks or cucumber boats
- Tuna Salad or egg salad in celery sticks, cucumber boats, or wrapped in a lettuce leaf
- Chicken-wings or drumsticks
- Turkey or other meat, in cubes, slices or chunks
- Meatloaf slice
- Hard cooked eggs (shelled)
- Yogurt

2. A Vegetable (suggestions only):

*Carrot sticks * Zucchini Slices * Celery Sticks * Chinese pea pods * Olives
*Pickles * Cherry Tomatoes * Mushrooms * Tomato Wedges * Green Pepper Strips
*Salad * Cut vegetables w/ Ranch Dressing

3. A Fruit (suggestions only):

Fruit can be fresh, canned or dried depending on the fruit, and season.

*Apple-halved and cored * Applesauce *Peaches * Apricots * Pears
*Orange-peeled/quartered * Banana * Mandarin Oranges * Tangerine
*Seedless grapes * Blueberries * Pineapple * Nectarine * Melons * Raisins

Something Special(suggestions only):

*Popped pop-corn *Graham Crackers * Fig Newtons * Granola Bar
Pretzels Pudding

Please remember that there are no sodas or sugar drinks allowed. For safety reasons, glass containers are not allowed.

Basic Supplies Needed for School

Every child needs:

- A complete change of temperature appropriate clothing, labeled with their name, enclosed in a Zip-Lock bag.
- Earth Quake emergency kit
- Crib Sheet, small blanket and child-sized pillow for nap
- A labeled self-contained lunch-box

*** Because space is limited, back-packs are discouraged*

Parent and Teacher Communication

Please remember that teachers have responsibility to supervise children before and after school, to ensure proper behavior and safety. The playground is not an appropriate time to discuss situations concerning your child. During class time, your child's teacher has many responsibilities and is responsible for many children. If you would like to speak to your child's teacher you may call the school between 12:30 and 2:00. Or we ask that parents feel free to make an appointment to discuss any specific needs or concerns they might have. Open communication between teacher and parent is very important to WMEC.

Parent Participation

Parent involvement in Woodcrest Montessori Education Center, Inc. is welcome. Over the school year, parents have an opportunity to volunteer in many ways regarding special classroom activities. Look for sign-up sheets that will be posted in our front lobby.

Parent's Responsibilities

It is the parents responsibility to: Pay tuition by the 5th of the month; pay all fees and deposits; keep ill children home; follow the contractual preschool/child care schedule; communicate concerns with teachers and/or administration; maintain extra clothing and clean bedding; keep the school informed of changes in emergency contacts; give a 14 day notice for withdrawal.

Parents must agree to abide by the communication guidelines: respectful positive attitudes, refrain from inappropriate language, and respect for teacher schedules.

It is the parent's responsibility to understand and support the Montessori Method.

It is understood that parents will abide by a smoke free environment and will not dispose of trash, including cigarette butts, in the school parking lot.

It is understood that all policies are subject to change without prior notice.