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Providence Montessori School

A History of Providence

In 1965, a group of parents established the Lexington Montessori Society. Their goal to promote the Montessori method of education in this region of the country was fulfilled in a very short time. With the help of the group of parents, Sr. Marcia Jehn , a member of the Sisters of Divine Providence from northern Kentucky, started a class at St. Peter Claver School. The following year Sr. Mary Cletus arrived to begin a second class. The school flourished and very quickly reached capacity of 100 children. Materials were purchased, the building and grounds were beautified and a parent advisory board supported the efforts of Sr. Marcia and Sr. Cletus in creating a remarkable school.

As time passed there was growing interest to expand the school to include an elementary program. During the school year of 1982-83 St. Peter Claver Church determined that they wanted to use the school building for other programs. In the spring of 1983 the parent board worked with Sr. Marcia and Sr. Cletus to begin plans for a new school. The Sisters of Divine Providence rose to support the school by backing a loan and selling a piece of the property on Texaco Road on easy terms. With the generous help and support of parents, two more extensions of property were purchased, the Sisters backed three more loans, and the school qualified for municipal bonds. Over the years, parents continued to support expansions of the school. In addition to building a residence, with a three-vehicle garage and storage loft, Providence completed its fourth addition to the building including a library, life lab, an upper elementary wing and another 6-9 class.

The new school was named Providence Montessori, in honor of the Sisters of Divine Providence, who were the school’s supporters and benefactors. The dictionary definition of ‘providence’ proves it to be a very fitting name:

- Providence: 1. Care or preparation in advance: foresight.
 2. Prudent management; economy.
 3. Guardianship, direction, watching over

Providence is proud of its history of dedicated parents, staff and benefactors. Every year brings a new group of parents and staff who carry on this tradition of excellence for the children.

The Montessori System

Note: If this is your first experience with a Montessori school, you will find that there is much that is different from traditional schools. Sources for further information are listed in the Appendix, and we encourage you to follow up on some of these- it can be a very helpful way of learning about the prepared Montessori environment and the Montessori philosophy on which your child's education is based. Observation of your child's classroom, as well as classrooms at other levels of instruction, is very helpful. (There are observation packets available in the office to guide you during this valuable experience.)

Maria Montessori was born in Italy, on August 31, 1870, and was the first woman physician to graduate in Italy. Trained as an anthropologist, not an educator, when she became interested in working with disadvantaged and special needs children, she used the research tools of observation and hypothesis testing to develop ways of educating these children. When the methods that she developed proved to be very successful, she expanded her studies into classrooms of more typical students, and found that the actual process of learning is fundamentally the same for all people regardless of background or intellectual ability. This was just one of the revolutionary concepts that Montessori introduced to education circles. Others, now familiar, include child-sized tables and chairs and putting materials on low shelves.

Montessori's system for the education of children is based on principles developed from her extended, quantified observations of the processes by which children actually learn. These principles were then refined through decades of intensive testing in the classroom.

The focus of this system is the development of materials, educational techniques and observations that support the natural development of children. The teacher in a Montessori classroom serves less as an instructor and more as a guide and facilitator. Children are encouraged to "learn how to learn", thereby gaining independence and self-confidence. Because the method is based upon developmentally appropriate activities, the child often learns by doing.

The Montessori school is designed to accommodate the normal stages of child development which occur in roughly three year intervals or phases:

- From birth to age three the child is absorbing directly from the environment, almost as a sponge. It is during this phase that many language and motor skills are acquired without formal instruction.
- During the second phase, from age three to six, the child moves to a different level, in which repetition and manipulation of the environment are critical to the development of concentration, coordination, independence, and a sense of order. The child learns the skills necessary for everyday living, sorting, grading, and classifying, all of which are the basis for the development of writing, reading, and a mathematical mind.
- When the child reaches the next phase of development, from age six to nine, the imagination becomes the key to learning. At this age there is an increasing awareness of the world, and an interest in its wonders. The classroom can now excite the child by using this increased imagination to explore the universe. During this phase the

child is presented with “the big picture”, an overview of the inter-relatedness of things. The curriculum works from the large concept to the more refined. Concepts are introduced through hands-on materials, which encourage and engage the child and assist in an understanding of concepts before they are committed to memory.

- As the child enters the next phase, from age nine to twelve, the world is an ever-expanding place. The horizons of the imagination increase and concepts may be presented and abstracted with fewer manipulative materials. The student’s hands-on activities broaden in scope and include practical application outside the classroom. Projects become more involved and diverse in nature.

Montessori classrooms are organized around these natural three-year development cycles. This allows greater flexibility in meeting each child’s individual needs and permits the child to grow and develop at their own pace within the larger classroom environment. It also means fewer social transitions for the child, as only one-third of the children in the classroom change each year. Finally, it allows each child to measure their own journey, growing from the youngest in the classroom to the oldest as they master more and more of the material and discover their own growing competence.

The Providence Montessori School Structure

Providence is operated as a not-for-profit corporation, governed by a Board of Directors. We- the parents of enrolled children- are the 'members' of the corporation, which, in effect, means that we own the school. This is only one of the many reasons that the school emphasizes both parental involvement and continuous, two-way communication between the parents and the school.

The parent-elected Board of Directors hires the Director of the school, who in turn hires the educational, administrative and support staff. The Director oversees the day-to-day operations of the school. An organizational chart is shown on the next page.

Board of Directors

The Board of Directors governs the school. It is largely formed of, and elected by, parents. The Board's composition is as follows:

Providence Montessori School Board of Directors

Position	Term	Voting	Notes
Director	Continuous tenure	No	Hired by the Board
Office Manager	Continuous tenure	No	Hired by the Director
Longest serving staff member (2)	Continuous tenure	Yes	
Parent Representatives	3 years; maximum of two consecutive terms	Yes	Elected by parents; minimum of 9, maximum of 12
Members at Large (2)	3 years; maximum of two consecutive terms	Yes	Ex-Parents; elected by the Board

Teacher representatives attend all board meetings.

The board elects the officers of the Board (President, Vice-President, Treasurer, and Secretary) to one-year terms.

There are two General Parents' Meetings each school year, which deal with the ⁶

business of the school board:

- The September General Meeting introduces parents and teachers to each other and to the Board that was elected in May. For new parents, the meeting introduces the obligations and responsibilities for Providence Montessori parents as co-owners of the school.
- The May General Meeting provides parents with a review of the past school year, projections for the future, and a financial report on the school. Board Members are elected by the parent body at this meeting, as well.

In addition, Board Meetings are held the first Tuesday of each month, and parents are welcome to attend. Copies of the by-laws of the school are available (on request) for your review. A list of the current members of the Board is in the Appendix.

Staff

The faculty includes certified Montessori teachers as well as teachers who are in the process of adding the specialized Montessori training to their credentials. There is a maximum ratio of one adult per six children in the Toddler Program (18 months to 3 years), one adult per nine children in the Primary classrooms (children from 3-6 years old) and one to thirteen for the Elementary classrooms (children from 6-9 and 9-12).

In addition to the Director, an Office Manager, and the classroom teachers, there are teachers for areas such as library, physical education, music, art, Spanish, reading resource and the extended day program.

School Programs

Traditionally, Montessori classes are composed of children whose ages are within a three-year span. Providence class sizes average 25 students. Toddler program class size is 14 All Day and 6 Half Day. The programs offered at Providence are as follows:

Program	Age	Hours
TODDLER	18 months – 3	Arrive: 7:45 am, Pick up 5:00 pm Half day Program 8:15-11:00 am
PRIMARY Morning	3-6 years	Arrive: 8:15 am; Pick up: 11:00
Afternoon		Arrive: 12:15 pm; Pick up: 3:00
Full day		Arrive: 7:45-8:30am; Pick up: 3:15-5:00pm

ELEMENTARY Lower Elementary Upper Elementary	6-9 years 9-12 years	Arrive: 8:15-8:30 am; Pick up 2:45-3:00pm
BEFORE SCHOOL PROGRAM	All full day students	7:45 – 8:15 am
AFTER SCHOOL PROGRAM	Afternoon primary	3:15-5:00pm
	Elementary	2:45-5:00pm

Mission Statement

We are Providence Montessori School, an authentic Montessori school accredited with the American Montessori Society.

Our mission is to...

*Provide a quality environment,
Holistic in its approach,
Which unleashes in our children their natural curiosity,
Their intrinsic desire for life long learning,
And their innate ability
To be citizens who better our world community.*

Vision Statement

Our vision will be achieved...

- *When our children reach their full potential as independent persons, with a global perspective for bettering the earth and its community.*
- *When our adults respect each other as individuals and recognize the need to strive for personal excellence.*
- *When, in the spirit of diversity, our staff and families reach the level of partnership necessary to function in a loving, non-competitive way, respect the child's perspective and comply with the Montessori principle: follow the child*
- *When we offer a model school, powerful in its influence in the community. Providence will be open to all inquiry, will take part in the instruction of all interested individuals, and will become an on-site training center for Central Kentucky.*
- *When, in theory and practice, we embrace new developments and technology compatible and commensurate with Montessori philosophy.*
- *When we are financially secure enough to fund equitable salaries, benefits, a scholarship program and maintain a sufficient endowment..*
- *And when we fully recognize the importance of the part that quality education plays in the quest for a peaceful world.*

Academic Programs

Introduction

Providence Montessori offers Toddler (ages 18 months – 3) Primary (from ages 3 – 6), and Elementary classes (lower ages 6-9) (upper ages 9-12), and is based on Dr. Montessori's findings that children learn from one another as well as from adults. Based on these findings, she developed didactic, open-ended materials and a planned environment to enable this to happen. This environment frees children to develop individually through spontaneous interaction with the environment and with their peers.

The classes typically have 25 children with 2-3 teachers in each class (depending on the age group). Toddler classes have an average of 14 children all day and 6 half day children. There are a number of factors considered in the placement of a child in a classroom:

- Maintaining a balance of ages
- Maintaining a balance by gender
- Individual needs of the child.

Curriculum

Toddler Curriculum

Dr. Montessori observed that the foundation for life-long learning and a happy, healthy child is developed in the first few years of life. When the basic physical, emotional and social needs of a young child are consistently, respectfully and joyfully met, the child learns to trust. Feeling safe and secure, the child can then begin to explore all the wonders of his or her own self and world. These experiences shape the child's impressions as he or she develops and grows.

Our beautifully designed toddler environment allows movement, encourages independence and reinforces language development. With a low teacher to child ratio (1:6) our Montessori certified teachers and assistants observe and work with the children, providing guidance as the toddlers develop self-help skills. Space is provided for movement and large motor activities as well as a quieter area for manipulatives, language activities and concentrated work. Outdoor time is spent on the toddler playground and in the surrounding gardens. The prepared toddler environment, with highly qualified care-givers, provides a loving atmosphere which fosters the total growth of the 18-to 36-month-old child.

Primary Curriculum

With what Dr. Montessori called 'the absorbent mind,' children first take in the immediate environment through all the senses. From ages 3 to 6, these impressions are sorted out. The mind and body work in unity, and it is through the body that the mind develops. Movement is necessary for learning at this age. Thus, the Primary classrooms are filled with materials for the children to manipulate.

Dr. Montessori felt that the goal of early childhood education should be to offer choices that appeal to the child's natural desire to learn. There is also an emphasis on peacemaking skills, including respectful communication, taking responsibility for maintaining a safe and nurturing atmosphere in the classroom, and developing an awareness of more global issues.

The major 'subject' areas of the Primary curriculum are outlined below. If you any have questions, please talk to your child's teacher.

Practical Life Exercises

The Practical Life exercises are one of the most familiar aspects of primary level Montessori programs. They are the beginning point in a Montessori environment because they are the foundation for complete mental and physical development. Tasks, such as pouring, sweeping, polishing, washing and so on, are done by adults to improve their environment, but children do them to develop themselves. The process, not the result or product, is the purpose of the Practical Life exercises. These exercises help to develop a sense of order, concentration, precision of movement and independence.

Mathematics

Your child will be introduced to concepts such as one-to-one correspondence, numeration, sequencing of numbers, numeral place value, and beginning arithmetic operations. Operations such as addition and multiplication are experienced concretely through the use of materials such as the Golden Beads and the Stamp Game.

Language

Your child will be prepared for reading through a multi-sensory approach that includes phonics and language experiences. Maria Montessori found that children can write before they can read, so they start learning letter formation by tracing sandpaper letters. Next, the children write using a moveable alphabet, so that they can begin expressing themselves in familiar language, which they can read. Concepts of grammar are also introduced concretely.

Geography

Using large wooden puzzle maps, children gradually learn the names of the continents and countries, along with information about these places, including the nation's flag. Your child will also learn about common land formations, such as islands and peninsulas by making models of them. Exploring the customs, food, music, and language of other countries gives children an awareness of the world around them.

History

In the Primary curriculum the focus is on the history of the earth and understanding the concept of time using concrete experiences.

Science and Nature

The plant and animal kingdoms are studied with simple classifications, and an emphasis on respect for living things. Your child's natural curiosity will be stimulated through discovery projects, experiments and explorations of our outdoor environment (including our award winning butterfly garden and bird sanctuary.)

Sensorial Materials

All the information your child takes in comes through her/his senses, and the sensorial materials are designed to help refine these senses. Maria Montessori believed that, by helping young children achieve more detailed ways of classifying the information they receive through their senses, their overall intellectual capacity was increased.

Art, Music, Movement

Art materials are readily available to your child, and are often coordinated with lessons in other areas. Singing is a daily part of school, and activities involving literature, storytelling, creative dramatics, rhythm instruments and movement are frequent.

Elementary Curriculum

At the Elementary level your child is ready for a wider and more abstract plane of activity. Having established a familiarity with their immediate environment, children grow curious about its structures, becoming interested in an understanding of the world, how it functions, and how it affects the life and behavior of humanity. The imagination is the greatest strength of children of this age.

Having discovered reason, children move towards active, conscious learning. They are interested in facts, insofar as they can relate to them. Their primary interest is the why, the when and the how. In response to these new sensitivities, the children are introduced to various scientific and cultural subjects. These subjects are not isolated- they are interrelated and integrated.

Although manipulation of materials is still a large part of the learning process, more and more the children move towards abstraction. Gradually, they internalize the concepts gained through the manipulation of materials and are finally able to manipulate ideas without sensorial aid. This is a move towards abstraction.

Our Montessori Elementary program seeks to provide an intellectual and environmental atmosphere that will obtain maximum academic results, while permitting each child a reasonable opportunity to grow in accordance with her/his individual personality. Children, who grow up in an atmosphere of reasonable freedom, learning to discipline themselves, should be capable of the type of responsible, creative behavior expected of citizens in a free society.

The major subject areas of the Elementary Curriculum are outlined below. If you have questions, please talk to your child's teacher.

Language

Language is an integral part of the entire curriculum. At the lower elementary level, the children learn to read and write with a variety of Montessori-based and other phonetic and whole-language materials. Once these skills are mastered, your child will read quality literature, mythology, and poetry at an individualized pace. Writing is incorporated into such areas as journals, creative writing, and research in other curriculum areas. The study of the specific points of spelling and grammar are treated separately.

Mathematics

The Montessori method of manipulation of concrete and symbolic materials that have built-in error controls develops sound arithmetic skills, and leads the children from the concrete to the abstract. At the lower elementary level, your child will learn to perform the four math operations (add, subtract, multiply and divide) and memorize basic math facts. In the upper elementary level, your child will apply that knowledge in working with fractions, decimals, squares, square roots, cubes and cube roots. Critical thinking skills are developed, and your child may do work in algebra in the last year.

Geometry

At the lower elementary level, your child will work with two- and three-dimensional construction of geometric forms, and will be introduced to geometric nomenclature. Upper elementary children will learn the application of formulas to calculate area and volume of two- and three-dimensional figures. Drawing on previous work, they will explore more advanced concepts and terminology of geometry.

History and Geography

The history curriculum follows the development of the universe, through to the development of life on earth, the development of humankind, early civilizations and recorded history, including US history and government. Geography, and the ways in which the physical nature and configurations of the earth have contributed to history, is an integral part of the curriculum.

Elementary aged children are interested and ready to learn about their world and time beyond their experience of the present. The materials used lead your child to studies of the development of the solar system, the physical formations of the earth, biomes and weather. History instruction includes the development of humankind and the development of world cultures and civilizations from the beginning to the present. Emphasis is placed on human diversity, the cultural differences of other places and times, and the struggle of humans in the development of civilization.

Science

Biology is structured to ensure that your child understands classification and can organize and relate the facts of biology. There is an emphasis on an ecological view of life, and a feeling of responsibility for the environment. Practical applications include participation in a variety of recycling programs, from can collection through composting. The physical science curriculum focuses on experimentation in the areas of chemistry, physics, astronomy and meteorology. In the later years, the curriculum focuses on the study of the human animal and its body systems.

Physical Education

Every class is provided with physical education:

Primary: the emphasis at this level is on:

- Body awareness
- Coordination
- Balance
- Developmental Exercises

Secondary: the emphasis at this level is on:

- Team games- Soccer, basketball, kickball, etc.
- Individual games- Tag games, rope jumping, hopscotch, etc.
- Structured PE with instructor

Field Trips

The teachers in each classroom arrange the field trips for the class. A blanket permission slip for all field trips during the school year is required at the start of school. You will be notified in advance of more involved field trips (such as overnights). All children are to be properly restrained in vehicles, according to state law, during transportation to and from the field trip.

Student Evaluation

Student evaluations are given at conference time.

- Primary children are evaluated on the basis of observation, anecdotal notes and checklists covering all areas of instruction.
- Elementary children are evaluated on the basis of observation, extensive checklists, the child's work, and mastery tests designed by the teachers.

Conferences

Formal conference days are indicated on the school calendar. Shortly before 15

the conference day scheduled for your child's class you will be asked to schedule an appointment for the conference (this is done to make it as convenient as possible for you to attend).

Conferences are also held throughout the year, at the request of either the parent or the child's teacher. If you would like to discuss your child with her/his teacher, please schedule a time with the teacher in advance and record the time in the office.

Observations

You are encouraged to observe your child's class. This can be especially helpful with the smaller children, who may have a difficult time describing their classroom activities. Classrooms II & III have observation rooms, which makes observing easy. Observation packets are available in the office to guide you during this valuable experience. In all cases, please make arrangements in advance by calling the school office.

Homework

At Providence, homework in the traditional sense is not assigned. At-home completion of in-class assignments or special assignments may be given at the discretion of the teacher. Work packets are sent home at the upper elementary level and are to be returned on a designated day the following week. It is our philosophy that a Montessori classroom asks a great deal of the child during the regular school day, and as such, extra "take home" work is assigned only as necessary.

Testing

Standardized tests are used at the 4th, 5th and 6th grade elementary levels. The purpose of these tests is to give the children the experience of the testing that they will encounter in a traditional education when they leave Providence. We do not consider standardized tests to be a true measure of the children's abilities.

Parent Partnership

Your Role as a Parent

You have two roles as a parent at Providence Montessori: as your child's parent and as a co-owner of the school.

As a Montessori school, we support the integration of all aspects of your child's development: personal, social and academic growth. This growth occurs most readily when there is a partnership between school and home, teachers and parents.

At the same time, as co-owners of the school you have an opportunity to shape and contribute to your child's learning environment in a way that many parents do not. The Providence Montessori School that you see is the result of more than 35 years of hard work from parents, teachers, staff and students, dedicated to the principles of Montessori education.

Therefore, we ask you to participate in the following activities, so that we can continue to maintain the mutually supportive link between your family and your school:

- *Attend the parent information meetings:*
 - The new parent orientation meeting (if you are a new parent);
 - The fall & spring general parent meetings (remember also that parents are always welcome at the monthly Board meetings);
 - Parent education nights.
 - Join the Parent Education Committee

- *Be involved in your child's school experience*
 - Attend the parent conference;
 - Observe your child's classroom;
 - Participate in classroom activities (see below).

- *Support school activities*
 - Attend family activities, (e.g. fall pizza party, spring picnics, the Breakfast Café, Earth Day, etc.);
 - Participate in projects (such as building & grounds, fundraising);
 - Contribute to the Annual Giving Campaign and other fundraisers.

It is important to remember that Providence doesn't try to direct what form your involvement takes, but simply asks that you do your part in supporting your school.

The Board of Directors

The structure of the Board of Directors is outlined above, and the members are listed in the Appendix. Remember that the voting members of the Board are all fellow parents: talk to members of the Board about any questions, concerns, or ideas that you may have.

You are encouraged to participate in Committee work (see below) and to consider joining the Board at some time during the time your child is at Providence. The Committees are always in need of new members- those who can commit to ongoing work and those who can respond to help with specific school events and activities.

The major committees are described below. If you have questions, or are interested in working with a particular committee, please contact the committee heads directly.

Building & Grounds: Coordinates yard work and general building maintenance

Executive: Composed of the officers of the Board of Directors

Finance: Develops and oversees the school budget.

Fundraising: Develops and runs fundraising projects

Human Resources: Develops and reviews personnel policy

Public Relations &
Parent Education: Coordinates programs and information to educate parents about the school and the Montessori philosophy of education.

Marketing: Develops a marketing plan for school and oversees marketing projects.

Classroom Participation

There are many ways in which you can support the teachers and classroom work. Some examples include:

- Give a presentation to the class on your work, hobby, places that you have been, special interests, or cultural traditions
- Teach an art or skill, either in a one-time visit, or in a series of workshops
- Drive on a field trip, using appropriate child restraints
- Prepare materials for use in the classroom

Please talk to your child's teacher about the way(s) in which you would like to participate.

School Events

The following is a brief summary of the events that are normally a part of the school year at Providence. The school calendar distributed during the summer will have exact dates.

August

- Housecleaning & Yard Work (parent participation is expected)
- New Parent Orientation Night
- Orientation begins for new Toddler and Primary children
- Elementary classes begin

Fundraising activity: Innisbrook Wrap and Food Gifts

September

- Classes begin for returning Primary children
- Fall general parent meeting
- FAAB Bash (carnival on school grounds)
- Pine Mountain overnight camping trip (this is for upper elementary students and the dated varies from year to year)

Fundraising activities: Individual student pictures

October

- Conferences: Elementary and 3 year olds
- Open House/"Grandparents" Day: Sunday afternoon at Providence (Tentative)

Fundraising activity: (fall apparel -sweats, caps, etc. with the Providence logo- is offered for sale.

November

- Thanksgiving holiday

December

- Winter break

Fundraising activity: Annual Giving Fund drive, the biggest financial drive of the year, solicits year-end tax-deductible contributions.

January

February

- Conferences for Elementary and 5 year olds.
- Contracts due for following year

Fundraising activity: Breakfast Café- Haley Hall turns into a café for breakfast (7:30-9:00), with lots of baked goodies and breakfast items on sale. This is a great opportunity for moms and dads to have a special breakfast with their children.

March

- Conferences for 4 year olds

Fundraising activity: (To be announced)

April

- Spring Break
- The Vine Affair (auction)
- Earth Day and on-campus school picnic
- Classroom group pictures

Fundraising activity: T-shirts, etc. with the school logo are offered for sale.
Earth day goods for sale

May

- Visitation Day to Elementary for children completing Primary
- Camping Trip for lower Elementary
- Spring general parents meeting
- In-house graduation for 3rd year Primary and 3rd year Lower Elementary
- Graduation for 3rd year Upper Elementary
- School Picnic- Masterson Station Park

Fundraising

Fundraising is an important source of funds for Providence and brings many valuable 'extras' for our children. The Fundraising policy is detailed in the Financial section. There are many types of fundraisers, including:

- Sales, such as Kroger grocery certificates, gift wrap, and logo wear (caps, t-shirts, etc. with Providence logo on them), and bake sales
- Aluminum can recycling.
- Special resources, such as library books (see the Birthday section), the Butterfly garden, etc.

In recent years, fund raising has provided the school with:

- New carpeting
- New playground equipment and recycled rubber mulch
- Professional development for staff
- Student enrichment programs (i.e. Lexington Children Theater Productions, guest artists)
- New copy machine

These purchases were needed, whether or not fundraising provided the funds.

Remember, there are two parts to fund-raising: the funds and the raising. You can help the school through helping with the raising and /or a donation or purchase.

Annual Giving Fund

Participating in the Annual Fund campaign conveys a statement of parent support and commitment to Providence Montessori. We recognize that the ability to give differs among families, however as all families benefit, all families are asked to contribute, as they are able. Even a small contribution is appreciated, as we strive for 100% participation. Remember, these contributions are tax deductible.

General Information

By topic, in alphabetical order

Admission & Enrollment

Admissions begin in the fall for the coming year. Applications for siblings and program change requests for enrolled students must be filed before at the start of the year or they will lose their preferential status and be put on the waiting list. Especially in Toddler and Primary, the places fill up quickly, so don't delay.

Contracts are sent to parents in February, and must be signed and returned (with a deposit; see Financial section for details) by the deadline given (usually the middle of February).

Providence welcomes and considers all applicants without regard to race, religion, or ethnic or national background. The school abides by the Americans With Disabilities Act of 1990,

Arrival & Dismissal

	<u>Arrival</u>	<u>Dismissal</u>
Toddler classes	7:45-8:30	5:00
Primary classes (AM):	8:15-8:30	11:00
Primary classes (PM)	12:15-12:30	3:00
Primary classes (Full day)	7:45-8:30	3:15-5:00
Elementary classes	8:15-8:30	2:45-3:00
Before school program	7:45-8:15	
After school program		
Primary (PM)	3:15-5:00	
Elementary	2:45-5:00	

Please note that the school expects punctuality. It is part of the general sense of order that we create and maintain in the classroom. It is also very important for the teachers, who still have work to do once the children have left for the day. Late fees will be charged. The family may be asked to find another afterschool program if there are chronic late pickups.

We feel that it is important that all children use the appropriate seat belt or child seat according to weight and age, in compliance with state laws.

Orientation

There is an orientation for the toddler program, primary and lower elementary students. During orientation the new students have an opportunity to work through separation issues and to acclimate to their classroom.

Attendance & Tardiness

Prompt, regular attendance supports your child's development of responsible, disciplined work habits. It is also important for your child's learning process and for the smooth functioning of the class as a whole. Each classroom takes role each day.

Please notify the school as soon as possible if your child will be absent from school (a child in the same carpool or a sibling may report the absence to the teacher).

If your child will be leaving school during school hours (e.g., for a doctor's appointment), please notify her/his teacher in advance. Your child must be collected directly from the classroom: children will not be released to a sibling or sent to the front of the school to wait (see also the section on School Security, below).

Please do not take your child directly from the playground (unless pre-arrangements have been made; even so, be sure to notify the teacher on duty): wait for the children to assemble in the waiting area.

Records

Current student records are maintained in the main office. Past student records are stored in the loft.

Guidelines Regarding Treatment of Children

The Providence Montessori School provides a nurturing, enriching, and safe environment allowing children the best possible environment to learn, grow, and develop. Behaviors, which do not support the school environment will not be tolerated. All staff members accept, support and agree to the following guidelines:

1. Physical punishment is considered abusive and never appropriate as a disciplinary technique.
2. All staff members will use clear and appropriate language when addressing children.
3. No staff member shall inappropriately touch or cause anyone else to inappropriately touch another child in a manner that would be considered "molestation."
4. All staff shall watch for children engaging in inappropriate physical contact with another child that would be considered "molestation."
5. If observations or allegations of misconduct or molestation are known, the staff member is required to report it immediately according to the laws of the State of Kentucky.

Harassment Policy

Harassment / Discrimination is intimidation by threats of or actual physical violence; the creation by whatever means, of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual.

Prohibitive Conduct – conduct and/or actions prohibited under this policy include, but not limited to:

- 1) Name calling, stories, jokes, pictures or objects that are offensive to one's gender, race, color, religion, national origin, or disability.
- 2) Unwanted touching, sexual name calling, sexual jokes and spreading sexual rumors.
- 3) Impeding the work of a staff member by questioning the ability to do the work based on the gender, race, color, religion, national origin, or disability of the employee.

Discipline Policy

- The basic rule shall be that we all respect and care for each other and for all the things we need to use
- Staff will help children to find the right words to express their feelings to others so that they can learn to settle their differences themselves.
- Physical punishment is considered abusive and never appropriate as a disciplinary technique.
- Children who are offensive to others or who show by their behavior that they need more **external control** are placed under the direct supervision of a teacher. The teacher then sets **appropriate limits** for the child, i.e. workspace, room, or choice of work, and stays with the child, providing follow-through to determine when the child is ready to resume normal activity.
- No other forms of discipline are permitted, i.e. no cruel, harsh, or unusual punishments, nor placing children in locked room, nor subjecting them to profane language or verbal abuse, for any reason. No discipline technique shall be delegated to any other child.
- *Generally, the goal for all of us is that we become self-disciplined in so far as each of us is able.*

Confidentiality

Because of Providence Montessori School's family-oriented atmosphere, the boundaries between personal and professional issues might seem unclear. Staff members must

be “vigilant” about communications with other staff members as well as with parents. Confidentiality must be respected, and personal issues should remain private. Only when there is a “need to know” situation regarding a member of the Providence community, should personal information be shared. The same vigilance should be practiced regarding student information.

Celebrations

Birthdays

Your child’s birthday will be acknowledged in class on the school day nearest to their birthday. It is common, but by no means necessary, for the child to bring in a treat for the class. If you wish to send a treat, please remember the following guidelines:

- The treat should be simple and (somewhat!) nutritious.
- Avoid colored Popsicles, chocolate covered ice cream sticks, etc.
- For primary classes, no cakes or cupcakes (giant cookies or ice cream cups work well)

If you wish, your child may select a book to give to the library as a birthday gift. To do so, send in a check for the amount you choose (\$10 or higher). Your child will go to the library and select (from a special group of books) one to ‘give’ to the library. A bookplate will be put in the front of the book, with your child’s name and the date, and your child will be sent a thank-you note for the gift.

Holidays

Providence Montessori is fortunate to have children of diverse racial, religious, and cultural backgrounds. The rituals and special foods associated with each group’s celebration of holidays provide valuable learning experiences for the children. You are encouraged to arrange a holiday celebration with your child’s teachers.

Clothing

- Your child should wear comfortable and appropriate clothing to school. Children of all ages often work on the floor, and they are outside almost every day. Little children should be provided with clothing that they can put on and take off by themselves. Please try to avoid clothing that restricts movement or that could be distracting to the other children.
- Clothes must be labeled! Please label your child’s coats, sweaters, sweat and t-

shirts, gloves, scarves, hats and boots. Boots are essential for rainy or snowy days, but they should not be worn during school time. If your child's regular shoes do not fit inside their boots, send them in a bag.

- Lost & Found items are put in box at the front desk at the main entrance of the school. Items are held for one month and then donated to charity.

Communications

General communications about school events, policies and procedures and specific communications about each child's growth and progress are an important part of the relationship between the school and parents.

Written communications, such as announcements, fliers, order forms and notes are sent to parents via e-mail. Please be sure you inform the office of any changes to your email. Occasionally we send hard copy notes home via 'kid mail'.

Returning messages and forms can be done by 'kid mail', or by bringing them into the office. You may send messages to school via e-mail, as well. Our e-mail address is provmontessori@aol.com.

Emergencies

The emergency form must be filled out each year, and registered at the school office. It is your responsibility to notify the school of any changes. ***Remember: having the correct information can be crucial in an emergency.***

Field Trips

Field trips are arranged by the teachers in each classroom. A blanket permission slip for all field trips during the school year is required at the start of school. More involved field trips (such as overnights) require individual permission forms.

Parental involvement in planning and implementing field trips is very important. Please talk to your child's teacher if:

- You have access to something which you think might make a good field trip;
- You have particular knowledge of something that will be part of, or relate to, a field trip;
- You can help with driving.

Field trip drivers are responsible for providing working seat belts and seating away from air bags for student passengers.

Food

Snack: The Toddler, Primary and Lower Elementary children take turns bringing a snack for the entire class on a given day (the school provides water and milk in the Toddler and Primary classes). You will be given a snack schedule, with your child's day marked. On the last school day before your child's turn, a snack bag will be sent home, which serves both as a reminder that the next school day is snack day, and as a carry bag for sending in the snack.

Your child's teacher will send home guidelines on preparing snacks and the appropriate quantities for that classroom. In general, any combination of : fresh fruits and vegetables, easy to eat starches (crackers, pretzels), and simple proteins (peanut butter, cheese) are appropriate and welcome snacks. Use your imagination! In the event that a child has allergies this information must be shared (written list) with the classroom teachers and appropriate arrangements will be made to assure the child is not exposed to food on the list.

The school policy on snacks was developed with the following objectives:

- To keep our children as healthy as possible;
- To teach children about healthy eating through modeling;
- To reduce the chances of our children developing chronic diseases (among 7-12 year old American children, 22% have high blood pressure and 30% have elevated cholesterol levels);
- To help our children grow at a healthful rate (25% of 7-12 year olds have too much body fat).

Lunch: Full day children bring their own lunches; milk is available at cost. There is a microwave oven available to Elementary students for brief warming of lunches.

Some tips for lunches:

- Please avoid soft drinks (among other things, they can explode in the cubbies). Milk or juice are better choices;
- The 'lunchable' type pre-made lunches are not recommended- they are generally high in fat, and usually are not nutritionally balanced, and the children tend to throw away a lot of the food;
- Popcorn or pretzels (or a homemade trail mix of dry cereal, peanuts, popcorn, pretzels, raisins, sunflower seeds, etc.), are healthier than potato chips or other fried snacks;
- Include some fruit (try frozen grapes for a change);
- Small containers of dip can make vegetable sticks more interesting;

Health

Toddler Toilet Learning

Children in the toddler program use cloth diapers which are provided by school. Once toddlers show interest in toilet learning the teachers begin the process in cooperation with the parents using the toilet learning policy which the teachers provide for the parents.

Allergies

It is VITALLY IMPORTANT that you notify the school of any allergies that your child has. This information is part of your child's permanent record, and must be kept current.

Contagious Diseases & Parasites

Please advise your child's teachers of diseases (beyond colds & 'flu) and parasites (e.g., lice, pinworms), so that we can watch for symptoms and alert parents of other children. We stress hand washing as disease prevention, and find that reinforcement at home is helpful.

Recommendations for the handling of blood and body fluids in schools

Blood or other body fluids from any child or adult may harbor a number of organisms besides HTLV-III that are potentially infectious to others. In order to insure proper cleaning and disinfecting when handling spilled blood and body fluids, the following practices should be followed:

Surfaces soiled with blood, urine, feces, vomitus, etc., should be thoroughly washed with soap and water, then disinfected with a 10% solution of household bleach and cool water (1 part bleach to 9 parts water). This solution should be freshly prepared for each use. A product called "Sorb-It" will be used on carpeted areas. It is OSHA approved for disinfecting. Personnel cleaning the spill should wear gloves and wash hands thoroughly when finished.

Disposable towels should be used whenever possible.

Mops should be thoroughly rinsed in the disinfectant solution.

For an injury that results in bleeding, nosebleeds, menstrual accidents, etc., the person assisting the child should wear gloves whenever possible. Direct contact with blood is potentially infectious, especially when there are breaks in the skin, as in chapping or eczema. Proper hand washing (soap and running water for 15 seconds) significantly reduces the risk of infection from contact with all potentially infectious body fluids.

Human Immunodeficiency Virus (HIV)- Children

The following guideline is written to protect both children and faculty from HIV or any other disease transmitted through direct contact with blood and other body fluids. It is prudent to treat all blood and body fluids with caution regardless of the apparent health of a person. Based on current evidence, casual person-to-person contact as would occur among school children and staff poses no risk in the transmission of HIV. Children with HIV should be allowed to attend school in a regular classroom setting provided:

The health status of the child, as determined by his/her physician, allows participation in regular school activities.

The child behaves acceptably, i.e. does not bite other individuals or exhibit other violent behaviors. Although very unlikely, significant human bites may inoculate trace amounts of blood directly into the bloodstream.

The child does not have open sores or skin eruptions that cannot be covered.

Individual evaluation of each case of HIV will be made. School officials, the private physician and the staff person will consult public health officials to assist in this process.

When a child with HIV is admitted to the school, informed personnel will be kept to the minimum necessary to assure proper care of the child, and to observe the child for behavior and/or medical problems that could heighten the potential for HIV transmission. Additionally, all staff will be advised of and trained in the Health Department's guidelines for safe handling of blood and body fluids. Finally, the school should consider how best to demonstrate its continuing concern for students, and staff members with HIV who must be excluded from the school.

Refer to Recommendations for the handling of blood and body fluids in schools.

First Aid

First Aid training is provided for staff. At least one staff member trained in first aid is on campus during school hours.

Illness

We follow the National Health & Safety Performance Standards, which state that your child should be kept home for at least 24 hours *after* the last occurrence of a temperature of 101⁰F (without medication such as Tylenol or Motrin), diarrhea, or vomiting.

If your child has communicable diseases or conditions, such as:

Diarrhea	Impetigo	Shigellosis
Vomiting	Strep throat	MRSA
Conjunctivitis (pink eye)	Scabies	
Mouth sores	Skin rashes	

s/he should be kept at home for 24 hours after the first dose of antibiotics, or until your doctor has given a written statement that your child may return to school.

Immunizations

According to the Kentucky School Immunization Law, we must have a valid Commonwealth of Kentucky immunization certificate. This certificate is available from your child's doctor, usually at no cost. We must also have a tuberculin skin test certificate on file prior to your child's attendance at Providence.

PLEASE NOTE: These certificates must be on file by the first day of school in order for us to comply with state regulations.

Exceptions:

- If, in the written opinion of your child's physician testing or immunization would be injurious to your child's health;
- If you have certificate of religious exemption.

Medications

By law, teachers may only dispense medication to your child upon the written request of the prescribing physician. This includes common or over-the-counter drugs, such as aspirin or cough syrup.

- *Prescription* medications must be in the original prescription container. The prescription number and directions serve as a written statement from your physician, and we can only give the exact amount prescribed. A note, signed and dated by you, must accompany the medication each day that it is to be given.
- *Over the counter* medication must be in the original container with label, directions, and expiration date legible. A signed, dated note from you must accompany the medication each day that it is to be given.

Please note that if the above policy is not followed, we cannot and will not administer the medication. Also, please be sure that the medication is with your child at pick-up time.

Past Illnesses or Injuries

Sometimes these are not obvious to the teachers, but may still have an effect on your child's performance. Please let you child's teachers know- in writing- if there are any such conditions that they should be aware of.

Professional Help

Professional help for behavioral or psychological disorders can be arranged through the school. Testing for learning disabilities can also be arranged.

Tobacco

We are a tobacco-free campus.

Visual, Hearing & Speech Screenings

Visual and auditory screenings are provided for primary children each year. These are only screenings, so if appropriate it will be recommended that you arrange for further testing. Speech and language screenings are arranged on an individual basis. If you believe that this is appropriate for your child, please make arrangements with the teacher.

Unusual Stress

For various reasons, a child can go through periods of high stress, which can affect their performance and behavior. Please let your child's teacher know if there are circumstances that might have your child under stress.

Lost & Found

Lost and found items are put in box at the front desk at the main entrance of the school. Items are held for one month and then donated to the Salvation Army.

School Safety

Anyone entering the school **MUST** enter through the front doors and check in at the office.

Children are not allowed to leave the school with anybody not known to the school unless specific, preferably written, arrangements are made in advance.

Similarly, if someone other than the usual person will be picking up your child- even if the person is known to the school- you must send a signed, dated note specifying who will be picking your child up.

Our property is entirely enclosed by a 6' fence, with 3 gates. The front gate is open during school hours; the other two gates are always locked.

The school has a comprehensive fire alarm system that automatically calls the fire department when the alarm sounds. Fire drills are held throughout the year. Every classroom has a door to the outside of the building. These doors are locked from the outside but are unlocked from the inside. The school also has a security system which is enables when the building is not in use.

The building also has two large areas (the art/lunch room and Haley Hall), which have no glass to the outside. The rooms are used in case of tornadoes or other severe weather where enclosed areas are the safest places to be.

Weapons Policy

In accordance with the philosophy of peace at Providence Montessori all students, parents, staff, and any other visitors are prohibited from carrying, bringing, using, possessing, or distributing any weapon or dangerous device or substance on the school premises including any and all school buildings, school grounds, or at any school sponsored activity.

All students, parents, staff and other visitors are prohibited from using any article or item designed for another purpose as a weapon. Such use will constitute a violation of this policy.

Weapons include any device, instrument, article, or substance readily capable of causing serious physical injury.

Any and all toy weapons including, but not limited to, fake firearms, fake knives, fake swords, or other items meant to mimic or imitate a weapon in form, function or other way are also prohibited from the school premises including all school buildings, school grounds, and any school sponsored activity.

Any member of the Providence Community who is aware of the presence of a weapon on the school premises is required to notify Administration immediately so proper action can be taken.

Any member of the Providence Community, including students, staff, parents or other visitors, who violates this policy, may at the discretion of the Board of Directors not be permitted to return to the school premises.

Exceptions

Items with a legitimate educational purpose, that are used only for educational purposes, that may be construed as a weapon or as having the form or function of a weapon, may be permitted under appropriate educational conditions at the discretion of the Administrator.

Licensed peace officers, military personnel or members of other specific professions or holding positions requiring them to carry a weapon (such as police), who hold appropriate license to do so, will be excepted from this policy.

Snow Days

- Any closings due to extreme weather will be announced on local television channels 18, 27 and 36, and on radio channel FM 96.9. *If you do not see or hear our name, we will have school.*
- If there is no school in the morning, there is no school in the afternoon.
- We do not announce a delay. When school is open, we are here at the regular time. However, we understand that you may arrive late.
- Providence is not dependent on what the public school system or any other school does. In the event of poor weather conditions, it is of course your right to decide

whether or not to send your child to school. If school is in session when the bad weather moves in you may come and pick your child up. It is helpful to call ahead so we can have your child ready. In the event of severe weather occurring when school is session you may receive a call from school to pick up your child.

Traffic

****All children must be seat-belted or appropriately restrained according to state laws****

- Please obey all traffic rules in the neighborhood around the school, especially stop signs and speed limits. Remember that this is a residential neighborhood, and we want to be good neighbors. Our neighbors can- and have- complained both to the school and to the police when parents have not respected the law.
- As a courtesy to our neighbors, please be careful not to block their driveways as you are waiting to pick up your child.
- Be extremely cautious near the public school bus. Remember that it is illegal and unsafe to pass a school bus when the 'stop arm' is out. The school bus driver can take your license plate number and you will be summoned or given a ticket.
- Be sure to stop at the end of the school driveway. The stop sign hangs on the fence and can be forgotten.
- NEVER leave your car in the circle- even to run in for 'just a minute'.
- When you are pulling in to drop off or pick up your child, please pull all the way around the circle to the flagpole.
- Be sure that children get into and out of the car only from the sidewalk, and that they do not cross the driveway.
- If you need more time to sort things out, please pull over into the parking lot, so that the cars behind you are not held up.

Transportation

The basic means of transportation to and from school is carpools. You are encouraged to make carpool arrangements from the class rosters that are distributed in early June. Be sure to also check the up-dated roster that you will receive at the beginning of school in the fall.

If your child is in a carpool, please notify the teacher *in writing* if there are any changes from the usual procedure (e.g., if the child is to ride in a different carpool). It is your responsibility to notify carpool drivers of any changes.

Finances

Contracts

Current families receive contracts for re-enrollment early in the new year. For new families, contracts are sent out as the child is accepted.

The signed contract represents a legal obligation to pay the full amount of the year's tuition. That obligation is not affected by the withdrawal of the child from the school unless one of the following occurs:

- The child is medically no longer able to attend
- If in the judgment of the finance committee, with the recommendation of the Director, it is determined that the child should no longer attend the school.

Tuition Payment

A non-refundable deposit is required on signing the enrollment contract; the deposit becomes part of the tuition when the child starts classes.

Providence uses SMART Tuition Management Services. Tuition is the main source of income for our school. SMART gives Providence the financial stability needed to provide effective management of tuition collection. Each family enrolls in SMART for a fee of \$38. Payments are arranged through SMART and can be spread out over 12 months or tuition can be paid in full. The first payment is due June 30th for primary and elementary, the first payment for the toddler program is August 30th.. Brochures are available in the office.

Other Payments

The Before School Program is provided on a drop-in basis, at the rate of \$3 / day, which is either prepaid with tuition or paid at the time.

Payments for the After School Program are due as indicated on the fee schedule sent out during the summer.

Fundraising

Fundraising is an integral part of Providence Montessori School. There are many reasons that we support fund raising:

- It allows the school to have many 'extras' that contribute to the quality of your child's educational experience;
- The school benefits from the many and varied talents of the parents;
- With a dedicated and common goal in mind, projects can bring parents and staff together in a strong working relationship;
- Contributions to the school are tax-deductible (tuition is not);
- People other than parents can contribute to the overall financial solvency of our school;
- It can be a medium for advertising.

However, we also recognize that some parents, because of their own work schedule and family pressures may not be able to offer much of their time, and that family budgets cannot always accommodate all of our fund raising activities. Therefore, the school policy on fundraising is as follows:

- Parents are asked to consider carefully how, and how much, they will be able to contribute in time and/or money, and then to follow through with that commitment.
- A wide variety of projects is offered to reflect the interests and preferences of all parents- another way of encouraging 100% parent participation. These projects are introduced briefly in the Parent Participation section, and explained more fully throughout the year in the Newsletter, parent meetings, committee meetings and other school communications.
- Parents are solicited each December for the Annual Giving Fund. Current tuition covers current-operating expenses only, so the buildings, materials, training and experienced teachers that we enjoy are largely a gift of the families who preceded us. This is your opportunity to help in the continuing process that is Providence Montessori School.

Appendices

In this section you will find the following information:

Board of Directors list
Affiliations & Membership section
Code of Ethics statement
Problem Resolution Procedure Policy
Grievances procedures
Guides to further information on Montessori education
Emergency/Fire/Weather Plan
Chaperone Form

Providence Montessori School

Staff

Classroom I (3-6)

Joan Young
Christie Greer
Diane Spencer

Classroom II (3-6)

Maria Trotter
Holly Crovo
Kerry DiDiego
Aimee Monarch

Classroom III (3-6)

Gretchen Klaus
Heather Campbell
Viviana Martinez
Janet Shedd

Classroom IV (6-9)

Lee Torabi
Emily Balsam

Classroom V (6-9)

Chris Zachritz
Debra Schirm

Classroom VI (6-9)

Amy Richardson
Mary Barry

Toddler Program

Siobain Reilly
Carolyn Chaffin
Victoria Garcia

Administration

Kathy Regan, director
Joellen Kuhn, admissions director
Marialyce Gradek, bus. manager
JoAnn Huntzinger, adm. support

Specialty Teachers

Kim Sherr, Academic support
Sue Martin, Art
Linda McCarter, Library

Maria Franzini, Music
Tina Bryant, P.E.
Inma Santa-Pau, Spanish

Teacher Education Center

Cathy Moloney

Elem. Afterschool Program

Andrew Plant

Primary Afterschool Program

Ginny Schwering
Gabrielle Hernandez

Classroom VII (9-12)

Betty Snider
Diane Irvin

Classroom VIII (9-12)

Frances Hunter
Suzanne Franklin

Board of Directors

2008-2009

Sally Baker (1 st 7/08-6/11) <i>Lower Elem. Staff Rep</i>	426 Henry Clay Blvd. Lexington, KY 40502	266-7625 552-5615 (c)	sbaker@aaep.org
Emily Balsam <i>Lower Elem. Staff Rep</i>	284 Boiling Springs Lexington, KY 40511	252-1245	eabalsam@gmail.com
Sylvia Boggs <i>At Large (1st year 7-07)</i>	113 Westgate Drive Lexington, KY	253-0432 (h) 230-3703 (c)	sylviaboggs@msn.com
Ray Diggins (1 st 7/08-6/11) <i>Building . & Grounds Liaison</i>	4721 Scenicview Road Lexington, KY 41514	296-2944 227-3164	raydiggins@aol.com rayd@cw-ky.com
Marialyce Gradek <i>Business Manager</i>	3640 Burning Tree Lane Lexington, KY 40509	263-3115 361-1569 (c)	m.gradek@insightbb.com
Susan Hammonds (1 st 7/06-6/09) <i>Marketing Liaison</i>	6037 Riva Ridge Versailles, KY 40383	873-1670 (h) 619-0131 (c)	shammonds@ker.com
Sister Cletus Hehman <i>Co-Founder/Lifetime Member</i>	2000 St. Anne Drive Melbourne, KY 41059	859-781-0712 x. 26	
Chris Hellmann (1 st 7/07-6/10) <i>Vice-President</i>	310 Hampton Court Lexington, KY 40508	396-8396	chrishellmann@alltel.net
Linda McCarter (7/06) lmccarter123@hotmail.com <i>Voting Staff Member</i>	438 Culpepper Road Lexington, KY 40502	523-3330	
Charley Merritt (1 st 7/06-6/09) charles.merritt@insightbb.com <i>Human Resources Liaison</i>	560 Wellington Gardens Lexington, KY 40503	983-4919 (c)	
Jennifer Pederson (1 st 7/08-6/11) jenpederson@insightbb.com <i>Fundraising Liaison</i>	3410 Brandon Drive	263-7548	
Larry Pemble (1 st 7/07-6/10) <i>Treasurer</i>	499 Hunter Cemetery Road Sadieville, KY 40370	859-351-6811	lpemble@chindex.com
Erica Radhakrishnan (1 st 7/07-6/10) Parent Education	320 Princess Arch Lane Lexington, KY 40511	252-9731 (h)	ear1230@yahoo.com
Kathy Regan Director	408 Rivers Trace Richmond, KY 40475	396-7075 (c)	kjregan@juno.com 255-7330 (w)
Richard Schein (1 st 7/06-6/09) <i>President</i>	P. O. Box 4522 Midway, KY 40347	846-4633 (h) 361-6138 (c) 257-2119 (w)	schein@uky.edu
David Shannon (5 th year 7/06-7/07) <i>Secretary</i> <i>At Large</i>	2055 Old Lexington Rd Danville, KY 40422	859-238-7422 (h) 233-8185 (w)	dshannon@transy.edu

Betty Snider bettysnider@windstream.net <i>Upper elem. Staff Rep.</i> <i>Voting Staff Member</i>	107 Cherrywood Dr. Nicholasville, KY 40356	223-2954 (h) 255-7330 (w) 221-8994 (c)
Joan Young joanyoungm1@hotmail.com <i>Primary Staff Rep.</i>	292 Meadow Valley Road Lexington, KY 40511	255-8685 (h) 255-7330 (w)

Accreditations & Memberships

American Montessori Society (AMS)

North American Montessori Teachers Association (NAMTA)

Accredited by Kentucky Non-Public Schools Commission

Code of Ethics of the American Montessori System

As American Montessori Society members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and the children we serve. We will do whatever is within our talents and capacity to protect the rights of each child to have the freedom and opportunity to develop his full potential.

PRINCIPLE I: Commitment to the Student

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin.
3. Shall protect the health and safety of students.
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gains.
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II: Commitment to the Public

The Montessori educator shares in the responsibility for development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the educator:

1. Shall support his professional society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish his private views from the official position of the Society.
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III: Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons. In fulfilling these goals the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession.
2. Shall represent his own professional qualification with clarity and true intent.
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional positions and legal qualifications.
4. Shall use honest and effective methods of administering his duties, use of time, and conduct of business.

ALL AMS Montessori teachers, members and AMS Schools Affiliates are expected to uphold and abide by this Code of Ethics.

Problem Resolution Procedure Policy

Providence Montessori School is committed to providing the best possible educational environment. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response.

Providence Montessori School strives to ensure fair and honest treatment of all members of our school community. Parents and staff are encouraged to offer positive and constructive criticism.

If a parent or staff member has a concern with issues related to general school concerns, classroom issues, policies, or practices, they can express their concern through the problem resolution procedure. No one will be penalized, formally or informally, for voicing a complaint with in a reasonable, manner, or for using the problem resolution procedure.

If a situation occurs when a community member believes that a condition or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. They may discontinue the procedure at any step.

1. The community member presents the problem to the school director as soon as possible after it occurs.
2. The director should seek to fully understand the situation and work with the community member to try to resolve the problem or concern to everyone's satisfaction.
3. The school director should also inform the community member about the problem resolution procedure and that there is an Ombudsman who is available⁴¹

to talk with them if they are unable to reach a resolution together. The school director should provide a copy of the problem resolution procedure and the name and number of the Ombudsman.

4. The Director will let the Ombudsman know (just as a heads up) to expect to hear from the individual and give the name and number.
5. At both the Director and the Ombudsman levels, the issues of concern will be thoroughly reviewed, relevant parties contacted and needed information gathered to determine the best resolution for all parties.
6. This process should take no more than 30 days to resolve. If a problem cannot be resolved within 30 days, the issue will be brought before the Board in closed session.
7. A record summarizing the initial reported problem, actions taken and resolution will be kept in a confidential file of each reported problem.
8. A summary of the number of reported problems will be reported every six months to the Board. Also reported will be the length of time it took to resolve the problem, whether the problem required on-going efforts, or other relevant issues.

Grievance Procedures

Level One: Any person expressing a complaint relating to school matters is encouraged to discuss the problem with the individual allegedly responsible. This should occur within three working days.

Level Two: If such a discussion does not resolve the matter, the complaint should be addressed to the Director. If the complaint is deemed to be of a more serious matter, it should be presented in writing. A copy should be sent to each person involved.

Level Three: If the complainant is not satisfied with the resolution of the complaint by the administrator, he or she may appeal the decision in writing to the Board within ten working days. A copy should be sent to each person involved.

The Board will conduct an investigation with all parties involved and will respond to the complainant within twenty working days. Their decision will be final and binding.

Level Four: If the complainant is not satisfied with the Board's response to the situation, and the complainant deems the matter to be of a very serious nature, s/he may wish to contact an agency, such as the State Department of Health, Education and Welfare, the Equal Employment Opportunity Commission, the State Bureau of Labor, or the US Office of Education in Washington, D.C.

If the complainant chooses to contact an outside agency while the

complaint process is being implemented, the school will terminate the internal complaint procedure.

Further Information

Books

The following books are highly recommended and can be purchased at the school:

Nurturing the Spirit in Non-Sectarian Classrooms, by Aline Wolf
Together with Montessori, Cam Gordon
At Home with Montessori, by Patricia Oriti
The Montessori Way, by Tim Seldin and Paul Epstein

Other books that you may find interesting are:

Maria Montessori: A Biography, Rita Kramer

Books by Maria Montessori:

The Absorbent Mind
A Child in the Family
The Discovery of the Child
From Childhood to Adolescence
Education for Human Development: Understanding Montessori

These are all available from the American Montessori Society, a non-profit educational organization:

American Montessori Society
150 Fifth Avenue
NY, NY 10011
Phone: (212) 358 1250
Fax: (212) 358 1256

Or, you can order them locally through Joseph-Beth, or on-line from www.Amazon.com

Internet

Providence Montessori has a webpage which has pictures of events, the school calendar, tuition information, etc. There are several websites with information about Montessori including www.amshq which is the American Montessori Society our school affiliate. You may also find information at www.montessori.org, which is the on-line branch of

Tomorrow's Child, a publication of the Montessori Foundation, which is also available through the office. The site also has links to other Montessori sites. Many of these are for teachers and researchers, but you will find lots of general information and some specifically for parents.

Field Trip Chaperone Guidelines

Please sign the chaperone guidelines form if you will be driving and/or participating as a chaperone on your child(s) field trips. We are asking for this form to be signed to ensure the safety of your child(ren) and all children at Providence. Please follow all the guidelines.

1. Chaperone must be at least 21 years old.
2. **Students shall not ride in the front seat of a vehicle without the permission of the parent or legal guardian.**
3. There must be a seatbelt/car seat (as per state regulations) available for each student in the car. Seatbelts must be worn any time the vehicle is in motion.
4. Chaperone must have a valid driver's license and proof of vehicle insurance.
5. Chaperone will follow designated route and will not make any additional stops except for emergencies.
6. At the conclusion of the trip chaperones should accompany student/group to the classroom and remain there until the teacher arrives.
7. Each chaperone agrees not to exceed the designated speed limit.
8. Each chaperone agrees not to smoke in the presence of the students.
9. Each chaperone agrees not to carry firearms or consume alcohol or be under the influence of any other intoxicants while on a field trip.

As a parent/chaperone, I agree to follow all the guidelines stated above.

Mother's / Guardian's signature

Date

Father's / Guardian's signature

Date

This form will be on file in your child's room. If you have changes to your licensing or insurance status or are unable to abide by the guidelines it is your responsibility not to participate as a chaperone driver.