

Greenspring Montessori School Family and Student Handbook



Revised March 2019

Mailing Address:

Greenspring Montessori School
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Web Address:

www.greenspringmontessori.org

Tax ID: 52-0821372

Greenspring Montessori School is approved by the Maryland State Department of Education, accredited by the American Montessori Society and Middle States Association of Colleges and Schools and is a member of the Association of Independent Maryland Schools.

Greenspring Montessori School welcomes all students and families, and does not discriminate in its hiring, admissions practices, or any other form of access on the basis of race, religion, national origin, sexual orientation, gender identity/expression, sex, or disability.

The Family & Student Handbook is not intended as a contract. The school reserves the right to change at any time any of the policies described or privileges granted.

All policies and procedures set forth in this manual pertain to
Greenspring Montessori School students.

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WELCOME FROM THE HEAD OF SCHOOL

Dear Parents,

Welcome to Greenspring Montessori School!

Strong and healthy communication is vital to the well-being of both the school community and the education of every student at Greenspring Montessori School. To that end, our hope is that the Family and Student Handbook will offer clarity and accessibility to the structures and philosophy we utilize at Greenspring, and be useful to our student and parent body.

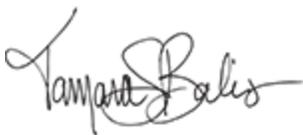
With over 260 students, over 500 parents and guardians, and over 60 staff members – with some students coming three half-days, others staying from the early morning through late afternoon five days a week, and still others staying for our After-School Activities – we have many moving parts. Effective communication is essential to making it all work.

This *Family and Student Handbook* is a part of our effort. Please familiarize yourself with its contents, and keep it on hand as a reference tool.

Please take note of our *Parent–School Partnership Agreement*. We generated this document to support strong communication between families and the school. It responds to the questions, “What can I expect of Greenspring Montessori School?” and “What can Greenspring Montessori School expect of me as a parent?” Whether this is your first year at the school or your twelfth, we encourage you to read the *Parent–School Partnership Agreement* in full.

If you do have questions, please do not hesitate to ask. If you have suggestions, we welcome them. Without a doubt, we need your support and partnership to create a rich year filled with discovery and growth.

Sincerely,

A handwritten signature in black ink that reads "Tamara Sheesley Balis". The signature is written in a cursive style with a large, decorative initial 'T'.

Tamara Sheesley Balis
Head of School

SCHOOL CONTACT INFORMATION

Greenspring Montessori School
 10807 Tony Drive
 Lutherville, MD 21093

Phone: 410-321-8555
 Fax: 410-321-8566
 Web: www.greenspringmontessori.org
 Email: inform@greenspringmontessori.org

Administration

Department	Contact Information	For matters related to...
Head of School	Tamara Balis tsbalis@greenspringmontessori.org Ext. 101	School policies and procedures Board of Trustees
Assistant Head of School	Shari Wolf swolf@greenspringmontessori.org Ext. 103	School closures and delays Summer Fun Program After-School Activities Discovery
Advancement Admissions, Development, Marketing and Communications	Shanie Nelson Director of Advancement snelson@greenspringmontessori.org Ext. 108	Inquiries and enrollment Re-enrollment Financial aid Gifts to Greenspring Montessori
	Kimberly Zervas Director of Marketing & Communications kzervas@greenspringmontessori.org Ext. 117	Press and media Look Aheads/Connection emails Website All school publications
	Liz Stuckey Enrollment Coordinator estuckey@greenspringmontessori.org Ext. 106	Inquiries Record Requests Schedule changes
	Chris Youngston-Gray Advancement Assistant cyoungstong-gray@greenspringmontessori.org Ext. 110	Room Parents Volunteer Opportunities
Business Office	Carol Morrison Accounting Manager	Financial policies

	cmorrison@greenspringmontessori.org Ext. 112	
	Krista DeWitt Business Associate kdewitt@greenspringmontessori.org Ext. 111	Tuition payment and billing FACTS
Education	Betsy Wimbrow Director of Education bwimbrow@greenspringmontessori.org Ext. 104	Classroom/child concerns Philosophy and curriculum Student support Parent education Staff professional development
	Lee Lanou Director of Children’s House Director of Training llanou@greenspringmontessori.org Ext. 102	Maryland Center for Montessori Studies Classroom/child concerns in Children’s House
	Bonnie Allen Director of Student Support ballen@greenspringmontessori.org Ext. 119	Classroom support Student support Assessments and screenings
Main Office	Tammy Ondrusek tondrusek@greenspringmontessori.org Ext. 100	School calendar Registrations and sign ups Pick-up authorization Attendance
School Nurse	Melissa Wasson mwasson@greenspringmontessori.org Ext. 105	Student health concerns Medical forms Medication administration SchoolDoc
Facilities Department	Dave Schmitt Director of Facilities Management dschmitt@greenspringmontessori.org Ext. 113	Safety & security Building maintenance Campus grounds Traffic/carline

Faculty

Level	Contact Information	For matters related to...
Toddler Guides	Michelle Donohue Sugar Maples Classroom mdonohue@greenspringmontessori.org	Curriculum Student progress Transition to the next level Classroom events Attendance issues Montessori in the home Toileting
	Allie Alexander Sugarberries Classroom aalexander@greenspringmontessori.org	
	Kim McCaslin Scarlet Oaks Classroom kmccaslin@greenspringmontessori.org	
	Danuta Wilson Cherry Blossoms Classroom dwilson@greenspringmontessori.org	
	Allison Kevan Honeylocusts Classroom akevan@greenspringmontessori.org	
	Beth Callahan Sweetbay Magnolias Classroom bcallahan@greenspringmontessori.org	
Children's House Guides	Lydia Farmer Dogwoods Classroom lfarmer@greenspringmontessori.org	Curriculum Student progress Transition to the next level Classroom events Attendance issues Montessori in the home
	Emily Shattuck Willows Classroom eshattuck@greenspringmontessori.org	
	Jamie Bartels Tulip Poplars Classroom jbartels@greenspringmontessori.org	
	Shannon Brown	

	Sassafras Classroom sbrown@greenspringmontessori.org	
	Marketa Traband River Birches Classroom mtraband@greenspringmontessori.org	
Elementary Guides	Sarah Prunier Law Redbuds Classroom sprunierlaw@greenspringmontessori.org	Curriculum Student progress Transition to the next level Classroom events Attendance issues Montessori in the home
	JR Devallon Mulberries Classroom jdevallon@greenspringmontessori.org	
	Brad Choate Ginkoes Classroom bchoate@greenspringmontessori.org	
Adolescent Community Guides	Elliot Dickson edickson@greenspringmontessori.org	Curriculum Student progress Transition to the next level Classroom events Attendance issues Montessori in the home
	Anne-Marie Robinson-Siemen arobinsonsiemen@greenspringmontessori.org	
	Jim Thomas, Humanities Guide jthomas@greenspringmontessori.org	
	Tami Askenas, Math Guide jthomas@greenspringmontessori.org	
Enrichment Guides	Laura Kellam lkellam@greenspringmontessori.org	Art Enrichment
	Joelle Arnhold jarnhold@greenspringmontessori.org	Music Enrichment Violin Club
	Liz Hamilton lhamilton@greenspringmontessori.org	Physical Education After-School Sports

	Marcela Daley mdaley@greenspringmontessori.org	Spanish Enrichment Guide/ Dual Language Coordinator
	Sandra Decombel sdecombel@greenspringmontessori.org	Toddler Spanish Enrichment Guide
	Sherry White swhite@greenspringmontessori.org	Library Art Club Discovery Director of Summer Fun

MISSION, PHILOSOPHY, HISTORY, AND GOVERNANCE

Our Mission

Igniting purpose and voice in a fully engaged learning community.

Our Philosophy

The Montessori philosophy influences policy, guides administrative practices, directs activities of Greenspring Montessori School (“Greenspring” or “the School”), Maryland Center for Montessori Studies, and all MSCM outreach programs.

Core Themes

The Educational Partnership

Honest, open communication forms the basis of the educational partnership among guides, students and parents. Members of the Greenspring community believe that it is the responsibility of each individual to be respectful and caring of each other and of the world in which we live.

The Montessori Curriculum

The Montessori curriculum fosters inquiry and exploration. Guides are committed to the Montessori principles and serve as role models in a multi-disciplinary curriculum. Our Montessori environment requires initiative and purpose, problem-solving skills, and the personal integrity to work to one’s fullest capacity.

The Prepared Environment

Each child is given the freedom and guidance to learn directly from a thoughtfully prepared environment. The responsibility to make choices instills in students self-discipline, independence, and joy in the learning process.

The Collaborative Learning Community

In Greenspring Montessori School’s multi-age classrooms, students are encouraged to develop, share, and acknowledge individual strengths and skills. Learning is a collaborative process in which students inspire, motivate, teach, and, most importantly, respect each other.

The Potential of Each Individual

Students are supported and guided on an intellectual, emotional, physical, and spiritual level as they strive toward fulfilling their potential. By respecting a child’s unique voice, purpose, and learning style, Guides foster self-confidence and a willingness to take risks.

History

Starting with thirty students, two new teachers and borrowed equipment from other Montessori schools, The Montessori Children's House began in a single classroom at Har Sinai Congregation on Park Heights Avenue in Baltimore in 1962. Having learned about the teaching method of Dr. Maria Montessori, these enthusiastic parents decided to form their own preschool program. The program was more than successful during its summer debut, and the group was well on its way to developing a year-long program.

The group later changed the name to The Montessori Society of Central Maryland (MSCM) and The Montessori School. They purchased a small building on Liberty Heights Avenue that opened as a school for primary students later in the year. Enrollment blossomed over the next ten years to over one hundred students and the program expanded to include Lower Elementary, and later an Upper Elementary program.

Soon the Society decided to open several satellite classrooms. Towson Children's House was opened in 1973 to accommodate the school's growing number of toddlers. Several years later a satellite classroom in Ellicott City was added as a means to branch out into northwest Howard County, a growing area for families with children.

In 1977, MSCM purchased the Emerson Dairy Farm, which included several neglected farm buildings situated on seven acres of property at the corner of Falls and Greenspring Valley Roads in Baltimore County. Over the course of forty years, the old barns and sheds that once housed prized dairy cattle in the 1940's have been transformed into classrooms and unique learning environments for more than two hundred fifty students. In addition to being a permanent site for the school to flourish, Emerson Farm has provided many of the aesthetic qualities that Maria Montessori recognized as being central to the development of each child.

In September of 2005, MSCM expanded the program to add a Middle School. In September 2007, construction was completed on the Student Activity Center. This building houses the gym, an Elementary classroom, Art Room, Music Room, and administrative offices.

In August 2013, we officially changed our name to Greenspring Montessori School. Soon after that, Greenspring Montessori began planning for an extensive capital project to restore and expand the beloved, yet aging buildings of Emerson Farm. In 2017, the Multipurpose Building underwent a renovation and expansion, and was soon renamed the Toddler and Children's House Village East.

School Governance

Board of Trustees

Greenspring is incorporated under the laws of the State of Maryland and is a 501(c)(3) organization. Greenspring is governed by the Board of Trustees (the “Board”). The Board of Trustees acts in accordance with the provisions of Maryland corporation law and Greenspring’s articles of incorporation and corporate bylaws.

The Board is composed of 12 to 14 Trustees, with the Head of School serving as an *ex officio* non-voting member of the Board. The composition of the Board of Trustees is a mix of alumni parents, community members, and current parents.. Each Trustee is elected for a three-year term, and a Trustee may serve up to four terms. Candidates for Board service are evaluated and selected by the Board’s Committee on Trustees, and candidates are presented for Board approval each spring.

The Board is responsible for establishing and reviewing the philosophy, objectives and policies of the School, and for overseeing the effective implementation of the policies that it develops. The Board holds the School’s well-being in trust, and provides continuity of purpose to the School community.

The Board selects and evaluates the Head of School. The Head is responsible for implementing the policies established and/or approved by the Board. The Head of School assists the Board in formulating the School’s mission and strategic plan. The Head of School works with the Board’s Finance Committee to prepare the annual budget, and is responsible for carrying out the operating plan and annual budget as approved by the Board. The Head of School reports to the Board on School matters, and is accountable for effective management of the School.

The Head of School also serves as the educational leader of the institution. The Head of School has complete responsibility for the selection, evaluation and dismissal of faculty and staff, and for enrolling and dismissing students. The Head of School articulates the mission of the School to its constituencies, and is responsible for the professional quality and behavior of the faculty and staff.

2018-19 Board of Trustees

Vicki Almond

Tamara S. Balis

Mark Berman (Vice Chair)

Lori Baylin (Secretary)

Charles Borek

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Jennie Burke

Josh Corbin

Kristy Council

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Garrick Good

Terri Kellogg

Meena Khan

Stephanie Lansey-Delgado

Elizabeth Pickus

Deborah Vahlkamp (Finance Chair)

Welcoming Statement

We welcome students, families, and staff members of all races, religions, national origins, sexual orientations, gender identity/expressions, sexes, and disabilities.

Non-Discrimination Policy

Greenspring Montessori School welcomes all students and families, and does not discriminate in its hiring, admissions practices, or any other form of access on the basis of race, religion, national origin, sexual orientation, gender identity/expression, sex, or disability.

SCHOOL/PARENT PARTNERSHIP AGREEMENT

Greenspring Montessori School is a community committed to aiding the full development of the child through the Montessori method. Our students thrive when their homes and school operate in harmony and alignment with each other. To best serve the child, these environments must share educational values and expectations.

To facilitate this process, this School/Parent Partnership Agreement aims to:

- Offer clarity as to what the school and parents can and should expect from one another
- Pave the way for a strong partnership based on these shared expectations guided by a unified vision

See the School/Parent Partnership Agreement below:

What does the school expect from parents?

Q: What is the most basic expectation the school has of parents?

A: To understand and trust the Montessori model of education, so that we can support one another in the care and nurturance of the child.

- Devote real and sincere effort to learning Montessori principles, and to bring these concepts into the home environment and your parenting. Principles include:
 - Allow your child to overcome challenges without your interference or assistance. This builds self-esteem, a sense of purpose, and the determination to master life skills.
 - Allow even the youngest child to engage in real life activities, building independence, confidence and skills, and ensure that older children contribute to home life by participating in household tasks.
 - Use positive discipline techniques with your child.
- Attend all regularly scheduled Parent/Guide Conferences and required or strongly encouraged parent education events.
- Familiarize yourself annually with our *Family and Student Handbook*, your classroom's expectations, and the role of the active and supportive parent in our community.

Q: How can parents positively support the school community?

A: Demonstrate respect for all adults and children in our community, the school, and the school's programs and policies.

- Model respect for your child. Speak of the school and every member of the Greenspring community in positive terms.

- Always work to resolve misunderstandings and conflicts respectfully and graciously. This should start with the person with whom there is conflict, and if resolution is not accomplished, speaking with the appropriate person (i.e. a member of the administration who is directly responsible for the individual or the situation.)
- Engage in our culture of giving. Sharing your time, talent, and resources all support the School community in providing the best education possible for our students.

Q: What are my responsibilities regarding communication between home and school?

A: Maintain respectful, direct, and active communication with the school.

- Communicate in a timely manner about all significant events in your child’s life.
- Share observations and concerns about your child or classroom experience directly with the child’s Lead Guide. This allows the guides to be responsive to your and the child’s needs in a timely manner.
- Read all school generated communications in a timely fashion. This includes the Look Ahead, Connection, letters, and more that are sent home or distributed electronically.
- Communicate questions and concerns promptly and directly. Bring classroom concerns directly to the child’s Lead Guide. School concerns can be brought to the administrative team. If you are unsure who to contact, please reference the General Contact Information section on page 8 of this handbook or contact our Main Office.

What can parents expect from the school?

Q: What can I expect from the school academically?

A: We are first, and foremost, a Montessori school, with a deep commitment to best practices of Montessori education.

- Our focus is always on the formation of your whole child. By nurturing curiosity and initiative, the child develops strong work habits, a clear sense of purpose, and the will to learn and grow.
- We recognize your child as a unique individual. Therefore, our Montessori Guides create lesson plans based on meeting each student’s specific needs.
- We support students’ self-construction as thinkers who persevere. We accomplish this through a deeper exploration and internalization of concepts rather than the memorization of facts.
- Students are given real choice in the name of liberty—freedom with responsibility.
- The opportunity to practice responsible independence gives rise to self-formation and the emergence of character. Through this work, the Montessori child develops a healthy respect for self, others, and the environment.
- All students are encouraged to take on works and projects that feel out of their reach and require them to stretch. Though they may fail occasionally, they must not shy away from

big and challenging work. Simply engaging in the struggle forges perseverance and patience as well as self-knowledge and self-esteem.

Q: What can I expect in terms of communication from the school?

A: We will always communicate as partners, working hard to provide open, timely, and respectful information and insight about your child and the school community.

- All communications will be approached from a place of partnership in the best interests of our students.
- We will work diligently to communicate the beauty, nuance, and growth that transpire each day in the life of your child. Absent a daily diet of worksheets and grades to mark progress, we must rely on parent/guide communication to transmit evidence of growth gained through direct exploration with ideas, materials, research, the natural world, and creative means.
- We will offer numerous opportunities to support your own ongoing Montessori education, including workshops focused on the structure, curriculum, and activity in the Montessori environment.
- We will listen when you speak and respond with respect, communicating in a timely, professional, and confidential manner.
- We will contact you directly in the event of special concerns about your child.
- Should you have difficulty resolving any issue, our administrative staff will facilitate efforts to reach a solution.
- We will inform you consistently about school-wide events through Look Ahead and Connection emails, Transparent Classroom, as well as our website, blog, and social media.

Q: What can I expect of the school environment?

A: We strive to ensure an environment that is physically and emotionally safe and supportive, as well as aesthetically beautiful.

- We provide materials and activities in each classroom that directly correspond to the developmental characteristics of your child. The materials are challenging and inspiring and the learning environments are well tended to and inviting.
- We maintain buildings and grounds that are physically safe, secure, and well maintained. We are actively engaged in enhancing and updating our facilities and grounds.
- Adults, students, and environments form the whole of our Montessori community and culture. All play a vital role in your child's experience. We strive to make the learning environment supportive and safe for every child in every way.

Q: What can I expect from the school staff?

A: We focus on the needs and well-being of the individual child in harmony with the life and well-being of the community. We make mission-driven decisions, focused on good stewardship and responsible management. We offer an open door to your questions or concerns.

- You can always expect the Greenspring staff to be professional and courteous, providing mutually respectful communication with all our constituents. We strive to be a model of the grace and courtesy that guides Montessori curriculum and culture.
- We work to balance the individual needs of the child with the needs of the classroom or school community as a whole.
- We look forward to a working partnership with you to provide both an outstanding educational experience and warm, welcoming community for both you and your child.

STAFF AND FACULTY

Montessori Lead Guide Credentials

Part of what makes Greenspring unique is our high standards for our program and our guides. All classrooms have a trained Montessori Lead Guide. This means that all classrooms from Children's House through the Adolescent Community have a Lead Guide with a minimum of a BA or BS degree, while many also have Master's Degrees. Our Lead Guides have also attended a fully accredited Montessori training program. Generally, this training takes one to three years to complete, and many programs offer a Master's Degree for the work, given the intensity and depth of the Montessori certification requirements.

Montessori Assistant Credentials

Greenspring Montessori School requires that all classroom assistants complete a Montessori Assistant certification course from the Association Montessori Internationale (AMI). This program allows for them to grasp a deeper understanding of Montessori philosophy and how to best support the Lead Guide and every child in the classroom.

Professional Days

There are one full days and three half days we close for staff professional development. Guides, assistants, and administrators use these days to attend workshops and conferences, observe other Montessori schools, meet with one another, and prepare the learning environment. Professional development days are marked on the school calendar. Each staff member is also granted other professional days to attend meetings, seminars and workshops, and to observe other Montessori classrooms.

In addition, faculty are present on campus for at least seven days prior to the opening of school in the fall, and for two days after school dismisses for the summer. They use this time to prepare the environment, create materials, and build horizontal and vertical alignment within our school community.

Faculty Changes

Some faculty changes are inevitable every year. Changes in faculty for the coming year are formally announced in an email to parents in the late spring of each year. If there are any mid-year faculty changes, parents in the affected classrooms will receive an email with more information on the transition process.

SCHOOL PROGRAMS

Classroom Sizes, Hours, and Policies

The standards below are used in most of our classrooms. Some classrooms do, however, have additional guides or assistants as needed.

Before and After-School Care is available for all programs from 7:15-8:30am and 2:45-5:45pm (5:30pm for Toddlers) for an additional charge. To learn more about this, please go to the section on Before and After-School Care.

Young Toddler Classrooms

Class Structure: (ages 18 months to 2 years)

- One qualified Montessori guide per class
- Two assistants per class
- Faculty and staff/student ratio approximately 1 to 3
- Class size: 9 students
- Every effort is made to balance genders and create cultural and racial diversity
- Toilet training is not required

Program Hours

Morning Half-Day Program

Monday-Friday, 8:30-11:45am

Full-Day Program

Monday-Friday, 8:30am-2:45pm

Older Toddler Classrooms

Class Structure: (ages 2 - 3 years)

- One qualified Montessori guide per class
- One assistant per class (can be two depending on the needs of the group)
- Faculty and staff/student ratio approximately 1 to 7.5
- Class size: 15 students
- Every effort is made to balance genders and create cultural and racial diversity
- Toilet training is not required

Program Hours

Morning Half-Day Program

Monday-Friday, 8:30-11:45am

Full-Day Program

Monday-Friday, 8:30-2:45pm

Mixed-Age Toddler Classrooms

Class Structure: (ages 18 months to 2 years)

- One qualified Montessori guide per class
- Two assistants per class
- Faculty and staff/student ratio approximately 1 to 4
- Class size: 12 students
- Every effort is made to balance genders and create cultural and racial diversity
- Toilet training is not required

Program Hours

Morning Half-Day Program

Monday-Friday, 8:30-11:45am

Full-Day Program

Monday-Friday, 8:30am-2:45pm

Children's House Classrooms

Class Structure (ages 2 years, 9 months - 6 years)

- One qualified Montessori guide per class
- One assistant per class
- Faculty and staff/student ratio approximately 1 to 12.5
- Toileting Independence required
- Every effort is made to ensure ages of children are evenly distributed from 3 to 6 years
- Every effort is made to balance genders and create cultural and racial diversity

Program Hours

Morning Half-Day Program (Ages 2 years, 9 months - 6 years)

Monday-Friday, 8:30am-12:00pm

Full-Day Program (Ages 2 years, 9 months - 6 years)*

Monday-Friday, 8:30am-2:45pm

*Children who will turn five by September 1 are required to stay the full day.

Elementary Classrooms

Class Structure (ages 6-12)

- One qualified Montessori guide per class
- One assistant per class
- Faculty/student ratio approximately 1 to 13
- Every effort is made to balance genders and create cultural and racial diversity
- A three-year age span is maintained

Program Hours

Lower Elementary Program

Monday- Friday, 8:15am - 3:00pm

Upper Elementary Program

Monday- Friday, 8:15am - 3:15pm

Adolescent Community Classroom

Class Structure (ages 12-15)

- Two full-time and one part-time Montessori guides
- Guide/student ratio approximately 1 to 10
- A three-year age span is maintained, with the option of a third, 9th grade year

Program Hours

Monday- Friday, 8:15am-3:25pm

Before and After-School Care is available from 7:15-8:30am and 3:30-5:45pm for **no additional charge** for Adolescent students.

Dual Language Classrooms

Greenspring Montessori School currently offers Spanish Dual Language Montessori classrooms at the Older Toddler, Children's House, and Lower Elementary levels.

Dual-language is a form of education in which students are taught literacy and content in two languages. A dual-language program supports children who have already had significant exposure to the target language in continuing their proficiency. A Dual Language Program can also offer exposure to a target language to children with little or no previous experience in this language.

General Guidelines:

- Following the Montessori pedagogy is always our first commitment. However, we have found that dual-language and Montessori are a natural fit, and generally work very well together.
- There will be one fluent Spanish speaking adult in each Dual Language Classroom. This person will speak predominantly in the target language (Spanish).
- A Spanish Support Guide who visits the Children's House and Elementary Dual Language classrooms every day also provides explicit individual and small group instruction in Spanish.
- Guides and assistants realize that their students will not understand everything they say in Spanish, so they use a variety of methods to communicate including body language, context clues, gestures, exaggerated facial expressions, expressive intonation, visual aides, and objects to communicate their meaning in Spanish.

- Children are free to speak in the language in which they feel comfortable.

What does the Dual Language look like for the Toddler Community?

Children aged two-years-old spend the morning in a classroom with both English and Spanish being spoken. One adult speaks primarily in Spanish. Stories and songs are shared in both languages.

What does the Dual Language English/Spanish Program look like for the Children's House?

Children aged three to six-years-old spend the day in a classroom with both English and Spanish being spoken. Because our children receive individualized lessons, children will be able to receive the lesson they are ready for in both Spanish and English throughout the day. The fluent Spanish-speaking adult speaks almost solely in Spanish. Stories and songs are shared in both languages.

Research shows that mastery of reading in one language is strongly recommended before beginning work on reading in a second language. Children learn to read in English first. After the child is proficient in reading and writing English, the child is introduced to reading and writing in Spanish. Since Spanish is a phonetic language it is easier to learn after the difficult task of mastering many of the phonograms and puzzle words of English.

What does the Dual Language look like for the Lower Elementary Community?

Children ages six to nine-years-old spend the day in a classroom with both English and Spanish being spoken. Because our children receive individualized lessons, children will be able to receive the lesson they are ready for in both Spanish and English throughout the day. Stories and songs are shared in both languages. The fluent Spanish-speaking adult speaks almost solely in Spanish. Stories and songs are shared in both languages.

Some of the children in the classroom are new to the Dual Language Program, while others have been in a Spanish speaking community for several years. The child is met with Spanish as s/he is ready, and provided with lessons as developmentally appropriate.

How long does my child need to be in a Dual Language Community to be proficient in the target language?

Although every child is different, research shows that true proficiency comes out of at least three years in a Dual-Language Community.

We are planning on attending a different school next year, but I want my child to have Spanish. Can I enroll my child for a year in the Dual Language Community?

We strongly recommend a three-year commitment to a Dual Language Community in order to see the benefits. Coming into a classroom with a foreign language can be challenging and at times stressful for a child. We do our very best to support their transition being as smooth and easy as possible, but they have to work hard to develop a new part of their brain! If they leave after a year – or even two for some children – all this work can often be in vain. Your child will not yet be close to proficient, and will not have enough of a foundation in Spanish to maintain it. We strongly recommend committing to three full years (or more!) to make all your child's

effort and development reap its full rewards, and have the most chance of “sticking” in a new, non-dual-language environment.

What happens after we leave Greenspring? How can I support my child in maintaining the Spanish language?

Any language must be used to be maintained. If your child moves into a school community without access to Spanish, we strongly recommend finding Spanish classes or a Spanish Club to allow your child to maintain their knowledge of the language.

What is the cost of the Dual Language Community?

Each community is a bit different. In all the Dual Language Communities the parent pays the regular tuition for that level, plus an additional Dual Language fee. The fees are as follows:

Toddler - \$350

Children’s House - \$400

Lower Elementary - \$400

The extra fee helps offset the cost of the recruitment, hiring, training, and developing the guides and assistants serving the communities. At the Children’s House and Lower Elementary levels there are also additional materials required. Both classrooms require Language books and materials for reading and writing to be offered in both English and Spanish. The Lower Elementary also requires cultural materials in Spanish, as well.

Is the Dual Language Program a good fit for my child?

Learning a new language offers incredible rewards, and also poses challenges! Children coming into a classroom with an adult speaking fully in Spanish can find this worrisome initially. It can take longer for children to become acclimated to the environment. If you are embarking on the Dual Language journey, please know that it can take some time to settle in. Yet, the payoff is tremendous!

Enrichment Classes

Greenspring offers a number of Enrichment classes to enhance and broaden the child’s experience.

Toddlers

- Art & Music are integrated into the classroom
- Spanish enrichment guide visits non dual language Older Toddler classrooms once a week
- Children sometimes visit the library in small groups

Children's House

- Art and Music are integrated into the classroom
- Spanish Enrichment Guide visits the non dual language classrooms twice a week
- Librarian visits each classroom once a week
- Physical Education class once a week
- Third-Year Literature Circles once a week
- Third-Year students enjoy a few field trips together each year

Lower Elementary

- Art once a week
- Music once a week
- Physical Education once a week
- Spanish Enrichment twice a week
- Open Art Studio (schedule varies)
- Open Music Studio (schedule varies)

Upper Elementary

- Art once a week
- Music once a week
- Physical Education once a week
- Spanish Enrichment twice a week
- 6th Year Literature Seminar once a week
- Open Art Studio (schedule varies)
- Open Music Studio (schedule varies)

Adolescent Community

- Creative Expression Choice Arts once a week (students choose to participate in 6-week sessions throughout the year)
- Physical Expression once a week
- Spanish twice a week

Discovery: Before- and After-School Care

In accordance with the Maryland State Department Office of Childcare, the Discovery Program is available before and after regular school hours throughout the school year for children enrolled in the Toddler through Adolescent Programs. Designed to complement the child's regular classroom hours, the program provides planned activities and continues in the Montessori tradition, following the same school rules.

Before and After-School Care is available for all programs from 7:15-8:30am and 2:45-5:45pm (5:30pm for Toddlers). There is an additional charge for this program, except for students in our Adolescent Community.

Since Discovery is a licensed day care program, enrollment is limited with priority given to those requesting five-day a week spaces. Parents are urged to be prompt when dropping off or picking up their children from the program. When dropping off, parents must walk their children into the classroom where they will be received by a staff member and the parents will sign in.

There is a \$1 charge for each minute a child is dropped off early or picked up late beyond his or her scheduled time - up until Discovery closes for Toddlers at 5:30pm and for all other levels at 5:45pm. Families who are continually late will be billed accordingly and may be asked to withdrawal from the Extended Hours Program.

Our Discovery Program closes at 5:30pm for Toddlers and 5:45pm for all other students. If you pick your child up after this time, there is a \$2 per minute charge. After 10 minutes after the time the program ends (5:40pm for toddlers and 5:55pm for all other students), there is a \$5 per minute charge. If parents repeatedly fail to pick up their children by 5:30pm or 5:45pm (depending on their level) and cannot commit to the parameters of the Discovery Program, they will be asked to withdraw from the program.

Care is available on an occasional "as-needed" basis for those who call ahead to make arrangements, if space is available. There will be a **\$8.00** fee for every half-hour or portion thereof.

Parents must sign out when taking their child home. It is also imperative that the Discovery staff be informed in writing of any changes, special instructions or restrictions concerning with whom children may or may not ride.

After-School Programs

Greenspring offers a rich array of After-School Programs (ASPs) for students ages 4–15. Programs are advertised in a packet and via email at the beginning of the school year and again in November for the winter and spring. Parents can sign up for activities online. Programs are available to all currently enrolled students, on a first-come, first-served basis. There is a fee for all ASPs. Fees are based on the materials and staffing needed for the program. Outside contractors (ie, dance, yoga) determine their own fees.

Non-Discovery Students in ASP

Students not enrolled in Discovery who are attending a session right after school will be walked to their ASP from their classroom. Students are to be picked up directly from the ASP. If a parent or guardian does not pick up at the ASP, the student will be taken to the appropriate After-School Discovery. Charges will apply for students who are taken to After-School Discovery.

Students not enrolled in Discovery who are attending a session that starts later in the day (for instance, a dance class that begins at 4pm) will need to pick their child up from school and bring

him/her to the ASP. Otherwise, the parent may sign the child up for Discovery and the School will walk the child over to the ASP.

Summer Fun & Summer Montessori Programs

A seven to eight-week summer program is held from June through early-August. Some of the programs offered may include, arts, crafts, music, nature, cultural studies and indoor and outdoor recreation. The one-week summer sessions include a field trip or in-house presentation for Elementary and Children's House Summer Fun children each week.

In addition, Greenspring Montessori School offers a Summer Montessori Program for Toddler and Children's House students. These children will be placed in our traditional Montessori classrooms and they will be offered a Montessori curriculum that reflects what they experience during the school year.

To learn more about our summer programs, please visit
<https://greenspringmontessori.org/programs/summer-fun/>.

COMMUNICATION

School Communication

We offer the following methods of communication in an effort to keep you well-informed:

Official Emails

- **Family Look Aheads** are emails sent home every other week. The Look Ahead offers information on upcoming events, deadlines, sign up forms, and other important information. Keep your eye out for this important communication tool!
- The **Greenspring Journal** is an email sent home once a month. This email contains links to photographs and articles, with stories from every level. This tool is meant to provide a window into your child's classrooms and the day-to-day going-ons at Greenspring Montessori.
- On occasion, you will receive additional updates with important information such as emergency closings & delays, building project updates, and other important news.

Thursday Folders

In order to help parents establish a routine, all paperwork sent home should be sent inside the Thursday Folders. We ask families to review everything inside the folders, and then send them back on Friday. Notices from the office, therefore, need to be to classrooms by Tuesday afternoon in order to be distributed on time.

Google Drive Communication

We utilize Google drive to communicate weekly with parents. You will receive a monthly classroom newsletter, individual updates, photos, conference summaries, and your child's progress report through Google drive. Young Toddler parents will also have access to a toileting/naping communication log through the drive. Any accident/incident communications will be sent through the drive as well. It is not necessary to have a Google email address in order to receive these updates.

Phone

- Greenspring Montessori School uses a **text message alert system** to communicate with families via text in the event of an emergency or school closing. The cell phone numbers you provide during enrollment are used for this system.
- Occasionally, our School Nurse or a member of our faculty may need to call parents directly.

School Calendar

You will receive a printed calendar in your child's summer packet. If you need an additional copy, please visit our Main Office. Our calendar can also be found online at <https://greenspringmontessori.org/calendar/>.

Website

The Greenspring Montessori School website—www.greenspringmontessori.org—offers a variety of information, including the most up-to-date school calendar, Faculty & Staff Directory, information on re-enrollment, parent education resources, and blogs on recent events.

Social Media

Greenspring Montessori School's social media channels:

www.facebook.com/GreenspringMontessori/

www.twitter.com/GreenspringMont

www.instagram.com/greenspringmontessori/

www.youtube.com/channel/UC6Vy_dSNcpITkd3vD2or9gA

Photo and Media Consent

I/We hereby grant permission to Greenspring to (1) use and/or display my/our child(ren)'s school work in educational and school-related forums and, (2) to photograph, record audio and/or video, and/or interview, and/or videotape my/our child, and use these photographs, interviews, and other media in educational and school-related forums. For purposes of this Photo and Media Consent, "educational and school-related forums" includes, but is not limited to, Greenspring's website, e-mail communications, distributed print material, displays and publications, press related to Greenspring, slide shows, and presentations by faculty or staff at conferences and/or workshops. If I/we do not agree to give this consent, we will contact Greenspring's Advancement Office or Director of Communications in writing.

Progress Reports

The end-of-year progress report is sent the Friday of the final week of school and includes attendance through the last day of school.

Parent/Guide Conferences

Regular parent conferences are held three times a year in October, February, and May. Parents will receive an email with a link to RSVP for a time slot.

Parent Communication

Changes in Home Situation

Parents should inform the school in writing if there is a change in the home situation such as a new baby, friends or relatives visiting, either parent away, separation or divorce, any family members who have become ill (especially a grandparent), a death in the family, a new babysitter, a change in carline or in the child's daily routine, any fears, bad dreams or fantasies. A change at home probably will be reflected simultaneously or subsequently in school behavior. Communication from parents will enable the staff to attune themselves to and support the child's temporary difficulties.

Please be sure to notify the Main Office in writing of a change in arrival or dismissal structures, new address, or new telephone number. Be sure to notify the Guides and the School Nurse if child is taking any medication at home.

Communication with Second Families

In situations where parents are separated or divorced, please advise the school of additional addresses for mailing purposes. Open communication between all parties is encouraged so everyone is fully informed, invited to school functions, part of parent conferences, etc.

Separated Parents

When both parents retain guardianship, both parents will be invited to participate in all conferences and communication regarding the child. Parents are expected to work amicably with guides and each other in the best interest of their children.

Greenspring Montessori School encourages parents to be involved in their child's education and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following:

- Receiving and inspecting school records and consulting with school staff concerning the child's welfare and education;
- Authorizing emergency medical, dental, psychological, psychiatric or other health care for the child if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the non-custodial parent at the time of enrollment or any other time a court order is issued.

Non-custodial parents will not be granted visitation or telephone access to the child during the school day.

The child will not be released to the non-custodial parent without written permission of the custodial parent or in compliance with parenting time obligations outlined in a court order provided to Greenspring Montessori School.

Greenspring Montessori School will adhere to all conditions specified and ordered by the court. The School may request in writing any special requests or clarifications in areas concerning the child and Greenspring Montessori School relationship and responsibilities.

Parent Concerns

Please contact your child's Lead Guide to clarify any questions or concerns regarding your child during the school year. Often a concern can easily be addressed through an email or phone call conversation. However, more significant concerns can be addressed in a scheduled conference.

Please do not attempt to address significant concerns during drop-off or pick-up, as the guide's full attention is needed in his/her classroom, and on the students. Call the Main Office to leave a message for the guide and he or she will return your call to set up an appointment. You may also email your child's guide directly.

If, after communicating directly with your child's guide, you feel your concern is not addressed, you may request a meeting with the Director of Education by calling the Main Office.

If you have concerns other than those regarding the curriculum or your child's experience in the classroom, please contact Betsy Wimbrow, Director of Education, at bwimbrow@greenspringmontessori.org, or Lee Lanou, Director of Children's House, at llanou@greenspringmontessori.org.

CLASSROOM LIFE

Student Dress Code

Children are encouraged to dress for comfort, movement, and physical activity. Please remember to label your child's name on coats, sweaters, mittens, hats, boots—and spare clothing. (Label everything! Even socks and underwear!)

Children and adolescents may not wear clothing that displays large logos, brand-name, or images from for-profit entities (cartoon characters, rock bands, products and merchandise, etc.). Character and logo-free clothing helps support our children's concentration and focus.

Why Cartoon-Character Free?

Our commitment at Greenspring Montessori School is to the deep thought and concentration of our students. A child's concentration is initially fragile, needing care and protection to develop and strengthen. Concentration, when cultured and grown, is what allows the child to focus on big work, think through problems, find creative solutions, and build both knowledge and understanding.

We must remember that for some children, concentration and focus are a tiny little seed that is just starting to take root. Any distraction – any excuse to think of Pokemon, Frozen, SpongeBob or some other commercially created character – will pull them away from building the neurological connections they are forging each time they concentrate deeply. While the imaginative or creative play connected to such characters may seem like a positive, it is actually a significant interruption that can profoundly interfere with children's focus and learning at school. As you can imagine, when we are diligently working on cultivating a prepared environment filled with deep purposeful work, the added distractions are both challenging and frustrating for others who want to work.

Parents, grandparents and caregivers can help us build and preserve the children's focus. Please send children to school with character-free clothing, shoes, backpacks, lunch boxes, thermoses, water bottles, bedding (for nappers), etc. We also ask that shoes not have lights on them, as these are very distracting: many of our students are working on the floor, so every time the light-up shoes walk by, their attention is pulled from their work.

Please help us cherish and nurture concentration to help it propagate and flourish!

Footwear

For safety during recess, physical education and some classroom activities, we do not allow children to wear sandals, flip flops, or crocs to school. It is best if footwear has a covered toe. All footwear must cover the heel. Plain tennis shoes and sneakers are best. Please ensure that footwear is also cartoon character-free, as well as free of lights and sounds.

In the classrooms, students will need a pair of slippers. By taking off our shoes in the classroom, we are promoting an environment that is comforting and feels like home.

Dressing for the Outdoors

Even if there is snow on the ground, as long as it is above 25 degrees, students spend time outdoors every day. When it is cold outside, please dress your children appropriately: in boots, gloves, hats, scarves, pants, and so forth.

Clothing for Toddler & Children's House Students

- Each child needs a complete set of extra clothing at school in case of spills or toileting accidents.
- School clothing should be practical and washable. Play clothes are suggested.
- Sending students to school in clothes they can manage themselves will make a big difference in their ability to be independent.
- For students in the toilet-learning process, sweatpants and loose leggings make getting pants down at the last minute much easier. These also allow students the ability to put the pants back on themselves.
- We recommend t-shirts with a larger opening for the head to allow students ease in getting in and out of shirts.
- We ask that students wear shorts/skirts that are long enough to protect their legs when they sit down outdoors, or go down the slides.

Clothing for Elementary

- We encourage children to dress for comfort rather than style.
- Please make sure that students' outerwear (jackets, hats, etc.) is adequate when the weather is cold.
- Short shorts/skirts, spaghetti straps, tight t-shirts, and t-shirts that expose a portion of the belly are not appropriate for school.
- Shorts and skirts should reach at least the knuckles of a student's arm when placed at his/her sides.
- Shirts should be loose fitting, and fully cover the midriff.
- All undergarments should be covered.

Clothing for Adolescent Community

The Adolescent Community puts together its own dress code each year. As models for the community, the Adolescent Community dress code will still fall within the guidelines for the entire school, but the students themselves will determine the specific parameters. The dress code will be communicated to the parents of Adolescent students after they go through their process.

First Day of School

Many young children (and their parents) are nervous about the first day of school. It is often difficult for children to separate from their parents, but there are a few things you can do to minimize the discomfort.

- Be understanding of your child's emotions, but in firm agreement with school procedures which require a staff member to take a youngster from the car and into the classroom. Consistent application of this procedure will help the child in the separation process.
- Parents who would like to drop their child off in the building the first day are welcome to do so. However, after this we ask you to use the carline.
- It is very important that your child knows where you will be during the day and that you will pick him or her up at a specific time. Please be punctual at dismissal time. This will help your child's transition to school.

Carline

1. Transportation to and from school is the responsibility of parents. Those who wish to use car pools are given a zip code directory or class list including parents' names, addresses and phone numbers.
2. Please remain in your car during carline. Our staff members will help your children get in and out of the car. If you need to get out of your car, park in the lot.
3. For the safety of all of our children, we ask that no vehicle be left running without an adult present. No children should be left alone in cars parked anywhere on campus.
 - a. If you have a young child sleeping in the car, and need to run in the building to pick up another child, please call and we will try to support you by sending a staff member out with your student.
4. Never leave children at school without turning them over directly to a staff member.
5. Please have your child ready with backpack and lunch handy during morning carline. If your child is not ready, please park in the parking lot until he/she is ready and then rejoin the carline.
6. If you arrive late in the morning, you must park and walk your child into the building to ensure that he or she gets to the proper classroom. Please make sure to make eye contact with the guide or assistant of your child's guide or assistant when arriving late, to make certain they see your child has arrived. Please do not come into the room, but instead say goodbye to your child at the door. Toddlers who are late should all be dropped off at the Main Office so that a staff member can walk them to the classroom. Note that the door of the classroom is to be locked after arrivals, and you will need to knock to be let in.
7. If someone other than a regular driver is to pick up your children, a parent must submit a statement in writing to the Main office.
8. If a staff member does not recognize the driver picking up a child, they are required to check the driver's identification. Please remember that these checks are for the safety of your child and ensure that no stranger or unauthorized person can take them without your permission.
9. Children will not be allowed to enter a taxi unless accompanied by an authorized adult (the cab driver is not an authorized adult).

10. In accordance with the recommendations of the National Highway Safety Administration, our staff members will only place children in the back seat of the car at dismissal time. If parents prefer that their children ride in the front seat, they will be responsible for placing them.
11. Please pick up your child on time. It is very disconcerting to the child to be “left,” and it is difficult for our staff. Emergency Discovery is available until 5:45pm on an occasional “as-needed” basis for those who call ahead to make arrangements, if space is available. Please see the Discovery section on page 20 for more information and pricing.
12. During dismissal, we will buckle your child in. Before exiting the school at dismissal, please check to make sure your child is properly secured in their car seat or seat belt.

Cars are not permitted to exit via Tony Drive during carline. Please use the Falls Road exit when leaving campus.

Special Classroom Events

Field Trips

Parents will be notified at least two weeks in advance of any field trips their child’s class will be taking. Parents’ written permission for all field trips during the school year is included in the enrollment agreement. The school will also send out digital permission slips that will need your e-signature in order for your child to attend the trip. Transportation for field trips is provided either by our school bus or by a bus service contracted by the school.

Going-Outs

A “Going-Out” is different from a field trip. Instead of the trip being organized by the adult, a small group of students chooses a destination based on their own interests, often to more deeply explore a field of study being conducted in the classroom. Students then plan the trip, execute all parts of it independently, and the adult chaperone is present simply to ensure the children’s safety. This is the kind of “field experience” that is appropriate for children in the second plane of development.

In preparation, students receive presentations to support planning a going out. These include: how to get directions to the location, how to determine costs and hours, how to set up transportation, etc. The child does as much of this as possible, at the guide’s discretion. Students use the **Going-Out Planning Sheet** to organize and obtain permission for going-outs.

In the fall we host an orientation to going out chaperones to all interested parents. During the session parents hear from elementary students and their guides about going outs, and the role of the chaperone during these. Parents who have volunteered to chaperone will need to complete a background check, a motor vehicle records (MVR) check, and provide a copy of their driver’s license and insurance card. Only parents with untarnished background checks and records checks will be permitted to drive children.

Nutrition and Meal Time

Our commitment is to supporting health and well-being with our students in all ways. This means that our snacks are generally a fresh fruit or fresh vegetable, coupled with a dairy or grain. If your child has an allergy, please let the School Nurse know so we can make sure to have alternatives. You may also supplement snacks, if necessary.

Our commitment to your family's health also precludes Greenspring from providing desserts of any kind for our children and families. We work hard to offer healthy, delicious choices at our events and during our school days. Our guides often cook and bake with the children, seeking healthy recipes to engage their curiosity and knowledge. We happily provide fruit as a sweet option for our students.

Snacks

The school's policy is to offer nutritious snacks to our children. All snacks include a fresh fruit or vegetable complimented with a whole grain or dairy product and water. Most snacks are offered in a form that allows the children to prepare and serve them. We don't serve any foods with a first or second ingredient of sugar.

Lunch

When sending a lunch, please send healthy choices. Parents are asked not to put candy, soda, or gum in their child's lunch. Please be sure to include a drink. (Water is best. Playing and working leaves students needing hydration.)

Sugar Policy

Please do not bring or send candy or desserts to school.

Birthdays

Children are welcome to celebrate their birthdays in the classroom. Please notify the guide a few days ahead of time that your child will be bringing in a birthday snack. A few alternatives to sweets for birthday parties are chocolate covered strawberries, a fruit plate, or homemade bread. Crackers and vegetables with dips are favorites among our students.

Birthday Book Fund

The Montessori Birthday Book Fund is a marvelous way to honor your child on their special day and at the same time enrich the school library in your child's name. A bookplate will be placed in the front of the book stating that the book has been given in his or her honor. Please call the school librarian for details.

Outdoor Play

Each class has a scheduled outdoor activity program every day of the week. The children will not go outside when the temperature is below 25 degrees or when the weather service has declared a code red during hot weather. It is important that your child is dressed appropriately for the weather conditions. If you believe your child should be excluded from outdoor play due to chronic medical conditions (e.g. asthma, allergies, etc.), please work with your classroom guide and/or the school nurse to make alternative plans.

Toys

Toys should remain at home. Please assure your child that toys are for home use and that at school the children have special work to do.

Homework

Dr. Maria Montessori saw school as an aid to life. Homework is neither limited by topic nor duration, but guided by the child's desire to know and the lure towards independence. It is but one important element of a family's daily discourse that includes the child's need to care for one's self, to participate in family life and in the care of the home, and to follow and extend individual interests and studies. The young Children's House child who spends time practicing buttoning, zipping, pouring, carrying, tying, counting, and sounding out is as engaged in the spirit of homework as the elementary student who is researching mammals or working to master division or the young adolescent who is organizing a curriculum vitae, crafting a lab report, or serving as an apprentice.

Homework is designed and administered to serve Greenspring's mission: igniting purpose and voice. As such, the fundamental Montessori objective to guide each child to do and ultimately to think for herself is fostered through the extension, repetition, practice, and exploration that consistent and thoughtful work at home can provide.

Homework at Greenspring and the expectations that accompany it are an integral part of the long-term partnership between families and the school to aid in the development of your child. Children thrive when home and school work in harmony, with both environments sharing the same educational values and embracing the same educational philosophy.

Our goal for homework at all program levels is to have open and full communication between home and school that supports a child's great striving toward independence and responsibility.

Homework at Greenspring Montessori School: Expectations

1. **Students:** When children leave Greenspring at the end of the school day we hope they will make time to relax, exercise, and extend their learning in ways that are both productive and personally meaningful.
2. **Parents:** Parents are asked to provide daily opportunities for:
 - a. experiencing literature

- b. physical exercise
 - c. space and time to support their pursuit of knowledge
 - d. Independence
 - e. participation in the family and the community
3. **Programs:** Students should be encouraged and supported in their desire to pursue spontaneous projects of their own choosing related to topics being explored in class or to other interests that foster the development of practical life, research, and presentations skills. While we are not specifically “assigning” work to students (e.g. how many minutes to read) the expectation is that they will be prepared to participate fully in the work of the class. It is ultimately the student’s responsibility to be accountable for their work. Parents will be notified when a student is consistently unprepared and, by natural consequence, unable to participate fully in the class.

Elementary Homework

Lower Elementary children, with respect to their readiness may:

- Work towards math fluency by practicing math facts
- Read and complete any written work in preparation for literature circle discussions
- Prepare book reports, reviews, or projects on what they are reading to share in class
- Choose, engage in, and prepare to share in class Personal Enrichment activities that will challenge them to extend themselves, take risks, problem-solve, and assume increasing responsibility in their lives.
- Upper Elementary children are largely independent in their literacy skills and, therefore, desirous and capable of undertaking a broader range of academic challenge. Increased emphasis on developing the complementary skills of organization and self-advocacy help support the Upper Elementary student in completing work that may include:
 - Continued practice of math fluency
 - Novel Group
 - Reading in preparation for group discussions
 - Creating questions for group discussions
 - Vocabulary associated with the readings
- Research and Cultural Study extensions

Adolescent Community Homework

The consideration of each adolescent student’s individual abilities and needs is paramount to the preparation of their learning environment as they strive toward an entirely new level of independence. To assist in their quest, they are immersed in the furtherance of essential study, communication, social, and community-oriented skills: i.e., organization, planning, prioritization, time management, discernment, communication, and self-discipline. Homework is a time to hone these vital skills, and many more, as it is distributed in a highly coordinated

and often integrated manner that balances tasks among short, mid, and long range due dates. Students should expect an average of 1 – 2 hours of homework each evening. Homework is responsive to the ever-changing interests and cognitive capacities of the adolescent. A typical schedule of assignments may include:

- Refinement of math skills
- Reading and annotating novels, short stories, and articles to develop questions for Seminar
- Writing and editing analytical essays and creative pieces
- Practice and preparation for presentations, speeches, and lessons

Assessments

Most assessments in a Montessori environment are qualitative and may include checklists, narrative descriptions, observations, and student reflections. Montessori Guides are assessing continually in the classroom, observing on a daily basis, watching each student as they practice newly presented skills, make choices, and complete a work cycle. Guides meet with each individual student regularly to discuss their work progress. Students receive immediate and ongoing feedback. A study conducted by K.L. Kettle and G. Häubl, "Motivation by anticipation: Expecting rapid feedback enhances performance," (2010, *Psychological Science*, 21 (4), 545-547) found that students performed better on a task when they knew they would receive immediate feedback.

We understand that test taking is an expected life skill for students and, given the right tool, can offer insights and specific information regarding a student's needs. We have opted to use *easyCBM* as our assessment and progress monitoring tool. *easyCBM* is an assessment system for K-8 grade that can be administered by paper or on the computer. Student performance and progress can be monitored in real-time and provide our Guides and students with detailed line item results that will immediately help pinpoint any areas of concern. *easyCBM* is also aligned to state standards and the Common Core, and will provide grade level quantitative data.

Benchmark assessments will be administered to students in grades CH3-8 at the beginning, middle, and end of the year. As these are formative assessments, and not summative in nature, results will be used to adjust and/or enhance instruction and to monitor student progress based on individual need throughout the year.

For children between 18 months of age and CH2, we also have the Brigance Early Childhood Screens III available to utilize as needed. This tool helps to determine the child's specific strengths and needs, as well as identify children who may be at risk for developmental delays or who may benefit from additional assessments. This tool provides quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills. Parents will be made aware when this screening is being completed with their child, and will be asked to take part in the process through a parent feedback form which will allow school staff to better understand how

your child functions in the home. Once completed, results will be shared with the family, and remain confidential as does any other portion of the student's school record.

Visiting Children from Other School Communities

We love having our students visit us once they have moved on! However, we must respect the work of the children who are still attending school in our community.

Visit Guidelines

Children seven and under can best visit Greenspring during our Harvest Festival or other after-hours community events.

Children eight years and older can come and visit during a school day. Parents must make sure to speak with the guide at least 24 hours before about best timing, and to ensure that the day works for everyone. Please plan on leaving your child at Greenspring for no more than an hour. Usually lunch and recess are a great time for a visit!

Adolescents who are in High School can come and volunteer for the day. The parent or adolescent must have a guide to sponsor the adolescent for the day. The guide will be responsible for the adolescent.

All visits must be communicated to the Assistant Head of School.

Pets and Service Animals

Greenspring welcomes animals on campus consistent with the procedures outlined in this policy, but may exclude an animal from campus if it causes disruption, threatens the health or safety of others, or otherwise fails to meet the criteria set forth in this policy. This policy applies to all employees, faculty, students and visitors of Greenspring.

Service Animals

Greenspring welcomes the presence of service animals on campus. A service animal is any dog that has been trained to do work or perform tasks to accommodate an individual with a medical need or disability.

Service animals are permitted to be anywhere on campus that the animal's handler is permitted to be, including indoor spaces, however, there may be some locations and activities where animals (including service animals) are not permitted for health and safety reasons, including:

- Mechanical rooms/maintenance closets
- Food service preparation areas
- Areas where there is a danger to the service animal

Individuals who anticipate bringing a service animal to campus regularly are encouraged to notify the Director of Facilities to ensure appropriate access and use of the facilities. From time to time, Greenspring Montessori School may use pesticides, pest control devices, de-icing materials, cleaning supplies, and other materials for the maintenance and operation of its facilities. Greenspring Montessori School is not responsible for any harm to animals on campus caused by such materials.

Personal Pets

A pet is any animal that is not used as a service animal, but instead kept for ordinary recreation and companionship.

Pets are welcome to use public outdoor spaces on campus. Pets visiting campus must be kept on a leash held by an adult at all times and may not be left unattended, in vehicle, or tied to any objects. To maintain safety and avoid disruption, pets are not allowed inside indoor spaces without the approval of the Director of Facilities or the Assistant Head of School.

Exclusions

This policy does not apply to animals used for teaching purposes in classes on campus, based on approved faculty requests for such use. Non-research animals used in classes should be approved by the Director of Facilities or the Assistant Head of School.

Responsibilities of Animal Owners/Handlers

Owners/handlers must comply with the following provisions regarding the behavior and care of animals on campus:

- The animal must wear a collar with identification and valid rabies tags.
- The animal must be vaccinated in accordance with local law and meet all other licensing requirements.
- Animal owner/handlers must pick up the animal's waste and dispose of it properly.
- The behavior, noise, odor, and waste of the animal must not exceed reasonable standards and these factors must not create an unreasonable disruption for community members (including staff, faculty, students and/or visitors).
- The animal must be in good health and maintain good hygiene. If fleas, ticks or other pests are detected, the owner/handler may be billed for the required pest treatment.
- Poisonous or illegal animals are not permitted.
- The owner/handler is financially responsible for the animal, including for any bodily injury or property damage caused by the animal.
- The animal must be restrained in the front seat or cargo area of the vehicle if you are going through carline. Windows should be at a height that prevents the animal from protruding out of the vehicle.
- Please be aware that not all community members are comfortable with being approached by animals. In such cases, please be courteous and restrain your animal at an appropriate distance.

Sanctions

The owner/handler is responsible for assuring that the animal does not unduly interfere or adversely affect the routine activities of others. If Greenspring determines that the animal threatens the health, safety, or property of anyone in the community, or that the approved animal is adversely affecting Greenspring's programs and activities, the school will take appropriate measures, up to and including a determination that the animal may no longer be permitted on campus.

Questions and Contact Information

Please direct all questions or concerns to the Director of Facilities at dschmitt@greenspringmontessori.org.

PARENT EDUCATION OPPORTUNITIES

Observations

We invite you to attend one of our Observation Mornings, which are scheduled from October through the third week in May. Our Observation Mornings are led by our Director of Education and begin and end with discussion and an opportunity to ask questions. Your observation will consist of time in classrooms at successive levels. You can sign up to attend an Observation Morning by contacting the Admissions Office. Observation Mornings are for adults only—no children, please.

We also offer parents the opportunity to schedule individual observation dates directly with their child's guide.

Procedures for Toddler Parents:

- Contact your guide to schedule a day to observe. Observations are from 9:00-9:30am.
- On the day of the observation, check in at the main building to receive a visitor pass
- Once outside of the classroom:
 - Stand outside the classroom to observe
 - While observing, try to be as still as possible (no waving to the students, please!)
- Observation guidelines
 - Notice the overall “hum” of the room - are the children engaged?
 - Look for signs of independence - are children managing their slippers/boots themselves? Do they roll up their mat, slide their chair under the table, put away their work?
 - Movement - are the children moving carefully through the room? Do they respect the work of others?
 - Adults - are the adults “low,” sitting or kneeling

Please note: Taking pictures or filming the classroom is not permitted

Procedures for Children's House, Elementary & Adolescent Parents:

- Contact your child's guide to schedule a day to observe.
- On the day of the observation, check in at the main building to receive a visitor pass
- Respect the quiet and order of the morning work cycle time. You may speak quietly with your child about his/her work, yet be sure to allow your child to do the work on his/her own.
- Sit quietly in the location designated by the guide. Feel free to take notes and speak softly when spoken to by one of the children. If a child tries to engage you in

conversation, we ask that you quietly suggest that he or she return to the work in progress. The calm and order of classroom work is best supported through this process.

- Focus your attention on observing the child, and save conversations with other adults for outside of the classroom.
- Observe how children interact in the classroom
 - with the materials
 - with the other children
 - with the teachers

Coffee & Conversation

Throughout the year, we provide workshops for parents to discuss topics such as Montessori in the Home, Toileting, Nutrition, and more.

Montessori Journey

Parents are invited to experience our Montessori classrooms as the children do. Parents receive lessons on Montessori materials and learn about the intricacies of the Montessori curriculum.

Online Webinars

We have begun offering online parent education webinars and plan to build our library of recorded webinars over the course of the year. Information about scheduled webinars is sent to parents through the Greenspring Journal.

Shadow Days

Are you curious about what goes on in the Elementary classrooms? Do you wonder whether the elementary program is a good fit for your child? Join a Lower Elementary classroom and shadow an Elementary student for the morning. The best way to learn about a program is to experience it firsthand.

Adolescent for the Morning

At this event, parents get the chance to experience the adolescent curriculum by participating in a community meeting, completing morning jobs, participating in math, science, humanities, and a wellness experience, as well as taking part in a Socratic seminar. Parents who pack a lunch are welcome to join in a community lunch with our students, and anyone interested may stay through the afternoon to observe our students in math seminar, writer's workshop, Spanish, and closing meeting.

Big Works Day and Igniting Voice Presentations

During **Big Works Day**, Upper Elementary students present their research and inspiration for an array of projects across subject lines. Examples from prior years include group performance of a traditional Bolivian dance, presentations on Model United Nations research, and diagrams on snow leopards, bacteria, landforms, the history of football, and more. **Igniting Voice** is an opportunity to see our Adolescents present the culmination of their research and work in the humanities, occupations, mathematics, physics, arts, and more at the end of each trimester.

A CULTURE OF GIVING

A part of our work as Montessorians is modeling for our children the importance and value of giving to each other and to our community. The opportunities to give to Greenspring are many. We ask for your time, talent and treasure to make our school community the best it can be.

Share your Time: Volunteering at Greenspring

There are numerous opportunities for parents to volunteer at Greenspring.

Chaperoning and Assisting with Special Events

The school regularly seeks volunteers to help in the classroom, with level and school-wide Greenspring traditions, with chaperoning and carpooling for field trips and going-outs, and with special events, and we encourage you to share your gifts with our community!

Parent drivers must fill out the Motor Vehicle Records (MVR) Form in order to drive our students. Please contact us for a copy of the MVR Form. This is a form to check your driving record. Note that your record must come back completely clean. There can be no violations in the last seven years for even minor infractions such as driving while using a cell phone, speeding, or not wearing a seatbelt. The form can be emailed back to inform@greenspringmontessori.org or brought into the Main Office. The following supplementary documentation is also required:

- **Provide a copy of your vehicle insurance card.** Note that drivers in the state of Maryland must be insured with \$20,000 in bodily injury liability per injured person, \$40,000 per accident and \$10,000 in property damage coverage.
- **Provide a copy of your driver's license.**
- **Background check by the state of Maryland.** See the Assistant Head of School for details.

If you are interested in volunteering at our School please contact the Advancement Office.

First Friends

In an effort to support new families and continue to build community among all of us, we match each family new to our community with a seasoned Greenspring family as a part of our First Friends Program. The current Greenspring family will contact their assigned new family before the start of the school year to introduce themselves and will continue to connect with the new family throughout their first year at Greenspring. The goal is to provide new families with answers to their questions, help them meet other parents, and involve them in our community.

Room Parents

Each classroom has two Room Parents. These parents share a very important role in the communication structure between the guides and the parents of the children in each classroom. Our Room Parents' responsibilities include, but are not limited to, the following:

- Being a resource for parents in their classroom to answer questions or provide direction.

- Welcoming new families to Greenspring and to the classroom.
- Recruiting parent chaperones for field trips and going outs.
- Consulting with guides and supporting the needs of their classroom.
- Organizing class parties and picnics - one in the fall and an end-of-year gathering in the spring.
- Organizing holiday and end of year class gifts to the faculty and staff.
- Inviting classroom parents to school and classroom events throughout the year.
- Organizing social events for classroom parents and/or families.

Share your Talent: Classroom & Staff Presentations

We encourage family members with a talent, career, hobby, or special interest they would like to share with the children to reach out to your child's Guide. We've had architects and geologists, doctors and scientists, builders and business people, storytellers and musicians, cultural and culinary experiences, and more! In advance of your visit, we will work with you to best prepare you for our students and our classroom environment.

Share your Treasure: Supporting Greenspring Financially

Like most private schools, Greenspring solicits charitable gifts and has a limited number of fundraising events each year to support its work with young children. These funds supplement tuition income and enrich our educational programs.

Annual Fund

The major fundraising activity for the school is our annual giving program which begins each fall. Parents, grandparents, staff, alumni, and friends are asked to make a tax-deductible gift to the Annual Fund to support our operations. These charitable gifts provide funds for the extras not covered by tuition. Additional classroom materials, media resources, computer equipment, cultural performance programs, playground equipment, and staff development programs are but a few of the many items that may be paid for with Annual Fund gifts. Significant parent participation in the Annual Fund is required in order to be eligible for many grants as this participation demonstrates support from our families who are the direct beneficiaries of the work that happens here.

Capital Campaign

Donations to our Capital Campaign support the ongoing major renovations and expansion of Greenspring to strengthen and enhance its educational environment through major improvements to its facilities.

The Endowment Fund

Gifts to the Endowment Fund may be made at any time. Opportunities include commemorative gifts to mark an event such as a birthday or an anniversary, or memorial gifts to honor a deceased loved one. Donors may endow a named scholarship with a minimum gift of \$10,000. All bequests to the school are attributed to the Endowment Fund unless otherwise stipulated.

Library Fund

Funds to supplement library acquisitions are generated through the Book Fair. Parents may also support the library by participating in the Birthday Book Club, through which you may purchase a book in your child's name, or by making a contribution to the Library Fund.

Other Ways of Giving

Contributions to Greenspring may be made in a variety of ways, some of which provide tax advantages to the donor. The easiest and most expedient way to make a contribution is a cash gift. However, gifts of appreciated securities, insurance, and real estate may offer additional tax advantages.

Because of a particular interest, some donors may wish to contribute an item for a specific purpose. These gifts-in-kind are as diverse as the interests of our friends and have included garden benches, computers and software, landscaping materials, and antique items. The school is happy to accept gifts-in-kind such as these, provided there is appropriate need.

Bequests to the school may be made by adding a simple codicil to your will. Unrestricted bequests support the Endowment Fund, ensuring the future of the school.

Additional information about ways to contribute and how to direct your gift can be obtained by contacting the Director of Advancement at giving@greenspringmontessori.org.

TOILETING INDEPENDENCE

At Greenspring, we recognize that transitioning to underwear – and toilet-learning – is a tremendous undertaking. Our goal is to work in partnership with each family in making the transition as smooth as possible for all parties involved. The following literature clarifies the policies, procedures, and resources related to toilet independence at Greenspring.

In our experience, full toileting success requires full support from and a great deal of time and commitment from the parents. Without consistency between the school and the home, the process is generally prolonged and challenging.

As much as we do at Greenspring to support your child's success, ultimately parents will need to fully participate and follow through on the process for the child to achieve full toilet learning independence.

Definition of "Fully Independent"

Fully independent on the toilet means:

- Your child recognizes when his/her bladder or bowels need to release.
- Your child successfully deposits his/her urine and feces in the toilet.
- Your child wipes him/herself. For bowel movements, the child wipes him/herself three times - until the paper is clean.
- Your child can independently undress and dress his/herself.

Toileting Readiness

In Montessori, we find that young children flow through sensitive periods (window for learning) for specific skills. They naturally "upload" the information and want to continually practice the desired skill until it is mastered. When a child is able to practice that skill, the process for learning comes naturally and with ease. It is important to observe closely to notice when children are in their sensitive periods for learning different skills. If we miss this window for learning, the process can be more trying and even difficult for the child. We find that children are in the sensitive period for toilet-learning between the ages of 14 and 22 months. Cultures have various expectations regarding when to start toilet training and when a child should be expected to be toilet trained and the culture in the United States generally encourages parents to wait until children are older. Much of the rest of the world helps children learn to use the toilet independently before the age of three. Parental readiness must also be present before embarking upon the task of toilet learning with your child.

Signs for toileting readiness include, but are not limited to:

- Isolating oneself or seeking privacy when going to the bathroom
- Interest in how the toilet works

- Interest in others using the toilet

What is a bathroom incident?

A bathroom incident is comprised of one or more of the following:

- When a child is unconscious of his body's release of urine or a bowel movement – until after the substance has been released.
- When a child is aware of the body's need to release, but he chooses to continue doing what he is doing and does not make an effort to go to the toilet.
- When a child does not have the skills or desire to change out of his soiled clothes and into clean clothes.

Toddler Toileting

We require that, within school hours, students in the Toddler Program transition to underwear in October, and students in the Young Toddler Program transition to underwear in January.

Most of our Toddlers will be moving into Children's House in the following fall. We find that children often need many months to fully be successful and independent in the toileting skill. Waiting until the summer months to toilet-learn often means children are not fully prepared for entering Children's House and they have missed that sensitive window for learning. Therefore, our Toddlers will begin to wear underwear at school to lend enough time for each child to be fully independent.

Underwear at School

In order to support Toddlers in learning to successfully use the toilet, they need to know when they are releasing their bladder and bowels. The cotton underwear allow children to "feel" when they have gone to the bathroom, rather than the experience offered by wearing paper diapers which pull the wet sensation away from the body.

This means that in our Toddler Classrooms students will come to school and put on underwear for their days here. The toilet-learning process moves much more smoothly, and quickly, if the child is wearing underwear both at school and at home. However, underwear at home is not an immediate requirement, but we do ask that your family make the transition as soon as you are able.

Underwear at Home

It is important to note that for families who do not transition to underwear at home at the same time as the child is transitioning at school, the process often becomes prolonged, and can take many, many months. Our recommendation to make the process easiest for the child is to partner with Greenspring in making a full transition to underwear, and follow the protocol outlined in our support materials for the home environment.

Exceptions to January Deadline

There are cases in which a child may not be ready to transition to underwear in October/January. For example, if there is a medical concern that limits your child's toileting readiness, please alert your child's guide and our school nurse so that appropriate accommodations can be discussed. When the Lead Guide, Director of Education, and parent agree that a child is not ready, exceptions will be made.

Children's House Toileting

Once your child is independent in self-care including being fully toilet-independent, is emotionally ready, and between two years, nine months and three years old, they are ready for Children's House! We cannot move children up from the Toddler Program to Children's House until they are fully toilet-learned. Our Children's House classrooms are not approved by the Office of Childcare (OCC) for supporting children who are still in diapers. However, our Children's House fills up quickly! In order to ensure that students who are not yet toilet independent keep their spot in the Toddler Program, we have a **May 15 deadline** for toilet-learning for current Toddlers to be enrolled in the Children's House Program for the following year.

If a soon-to-be-three-year-old child masters toilet-learning later than the May 15 date before the school year begins, we will certainly move them into Children's House in the fall, assuming we have an open spot. The Lead Guide or parent will need to let the Admissions Office know as soon as possible that the change will need to be made.

If you have a child who is three in the Toddler Program for the fall, masters toileting independence, and demonstrates readiness as defined in the "Toddlers Transitioning to Children's House" checklist, s/he will transition to the Children's House when a space is available. Toddlers are not transitioned to a Children's House classroom after spring break.

Children's House Toileting Independence Policy

We require that students entering the Children's House (ages 3-6) be independent in self-care, including toileting. For our younger students, toileting independence can be big work! A full policy that is shared with Children's House families.

The First Two Weeks in Children's House

Sometimes, the transition into the Children's House classroom can offer a setback in full toileting independence for children. For the first two weeks a child is in the classroom, any toileting incidents will be addressed in the classroom. Parents will be notified of any incidents. If a child is having repeated incidents during this period, the Lead Guide will set up a conference with the parents to create a structure to best support the child's future toileting success.

After the first two weeks of a child's attendance in Children's House, we expect that the period of transition will be over.

Continued Toileting Incidents

If a child continues to have toileting incidents after the first two weeks of attendance, s/he will need additional support from home. We follow the following protocol:

- If a child is having **two or fewer** toileting incidents a week (note that a week is a period of five consecutive school days – even divided by a weekend or holiday), the guides will document the incident, and communicate with the parent.
- If a child has a **third incident in a week**, the child will need to be picked up by the parent that day. We ask that the parent take the child home, and work with him/her on successful toileting practices for the remainder of the day. The guide will contact the parent to set up a conference to enable continued partnership.
- If after returning to school the child has **another three incidents in a week's time**, the child will need to be picked up by the parent that day. We ask that the parent take the child home, and work with him/her on successful toileting practices for the remainder of the day *and the following day* on a home-break. The guide will contact the parent to set up a conference to enable continued partnership.
- This process repeats until the child is consistently successful.

If you need support on how to best support your child at home, please don't hesitate to contact your classroom guide. We are in this together!

Resources for Families

Toilet-Learning Workshops

We offer a Toilet-Learning Workshop in the fall of each year. If this process is new to you (or just makes you anxious), please plan on attending! If you can join a workshop before you are starting the process with your child, it can help set your whole family up for success. In addition, there is a recorded workshop online at https://www.youtube.com/watch?v=V_3_9-fFbjY&t=14s.

Great Resource Materials

We offer great resources in our school library for parents! Our favorite is the book *Toileting Awareness* by Sarah Moudry, and you can check it out at any time. It is a very short book and it lays out the foundations for setting up the home environment for the child's toileting success.

Partnership with your Classroom Guide

If you have questions or want help/information regarding how to best support your child at home in this process, please don't hesitate to contact your classroom guide. They would be happy to help you think through your home environment, build a home toileting schedule, and even help you break down the isolated skills necessary for independence (such as pulling up underwear, wiping, and cleaning up messes).

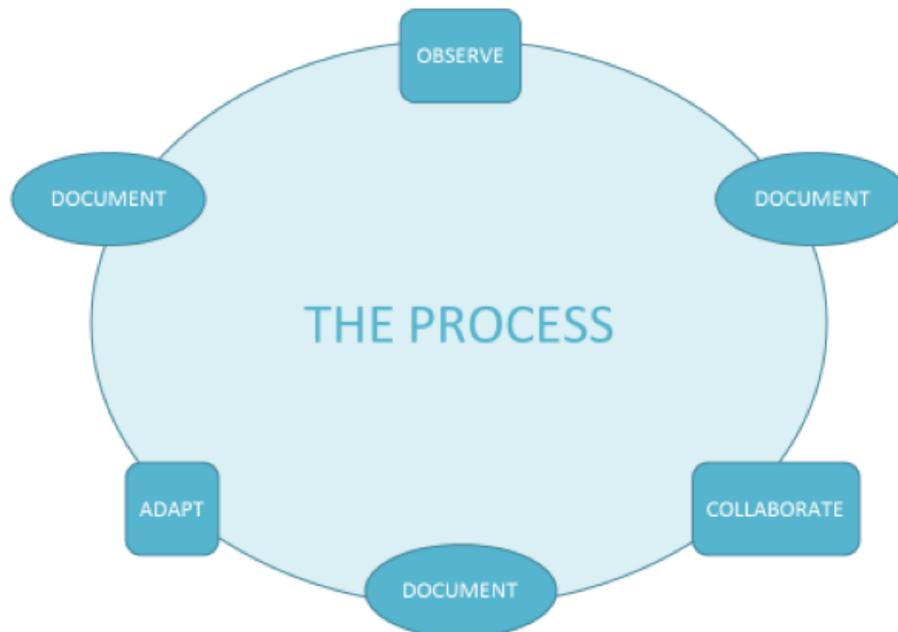
STUDENT SUPPORT

Students with Learning Differences

Greenspring Montessori School aims to serve a diverse student population with characteristics reflective of the greater population in the community we serve. We do not exclude children with special learning needs, and work to maintain a balance in the diverse characteristics among students in each class and at each level.

Greenspring Montessori School employs a full-time Director of Student Support. Her role is to assist children who are displaying atypical struggles in the classroom to progress through facilitating targeted observations and assessments to discover the root cause of the issue either in school or through outside professionals. She works with the child's team including parents, guides, the Director of Education, and outside evaluators and service providers to implement strategies within the educational environment to allow the child to develop the needed skill or accommodate the area of struggle. This requires facilitation of consistent communication of all parties to assess the effectiveness of the intervention and ongoing modification of strategies, to effectively and efficiently support each child's development to their full potential.

Every faculty member, staff member and administrator supports the children and their growth in their own way based on their own job title. When a student requires support outside the structures already in place within the classroom, the following process will be followed.



Student Support Process

If you have any inkling that a student has any atypical learning process, be immediately in touch with the Director of Student Support, either by email or at a regularly-scheduled meeting.

When the Director of Education/Director of Children's House have concerns around a child the Director of Student Support and Lead Guide are notified. Concerns are not limited to academic issues and may include social, emotional, and executive function issues.

Observation

The Director of Student Support will complete a classroom observation every two weeks throughout the school year, meeting with the lead guide afterward to discuss. The goals of the observation are to:

- Better understand the flow / dynamics of each individual classroom community
- Better understand the strengths and needs of students as they function in the environment
- Provide more timely and specific support strategies to make the process as efficient as possible
- Provide strategies that can be implemented with limited disruption
- Allow for follow-up on previously-raised concerns at regularly-scheduled intervals
- Reduce the stigma around children receiving support that varies from / in addition to traditional Montessori practice

If a guide has a concern about a specific student, they should alert the DoSS prior to her observation. This will allow the DoSS to tailor her observation, including possible time sampling of student activities, observation at specific time of day / during specific activity, etc.

Additionally, Greenspring utilizes tools including easyCBM and Brigance as a piece of the observation process to provide additional information on student's functioning. Guides will receive email communication from the DoSS regarding scheduling completion of these tools and review of the results.

Meeting of Guide and Director of Student Support

Guides and DoSS will bring all relevant documentation to each semi-monthly meeting, including but not limited to incident reports, response to lessons, response to strategies already tried, observation narratives, information collected from classroom assistants, student's strengths and interests, copies of parent communication, health concerns / medical diagnoses, time sampling, easyCBM benchmarks, etc. Searching for patterns among a group of observations is an important form of interpretation, which is one reason data collection is emphasized. DoSS will take notes and each meeting will conclude with an action plan with goals, strategies to be implemented, timeframes for implementation and who is responsible for completion. This will include specifics as to how concerns will be brought to parent's attention if they are not already aware, as well as specifics on how to include the student in support planning as appropriate to their developmental age. These plans will be reviewed at each meeting and amended as appropriate. The Director of Education or Children's House Director may be invited to these meetings as appropriate.

Formal Student Support Plan

If these initial strategies do not provide adequate support to the child, the DoSS, guide and parents will meet to develop a Student Support Plan, which includes documentation of concerns, student's strengths and interests, an action plan with goals, strategies to be implemented, people responsible, any needed resources, timeframe for implementation, and date for follow-up to occur.

Discuss Professional Evaluation or Support (if appropriate)

When, despite the best efforts of the classroom guide and parents, a child continues to struggle, the Director of Student Support assists families to identify providers in the community to evaluate and/or provide intensive direct support. She then coordinates dissemination of recommendations of these providers to the guides, modifying them to reflect our educational philosophy as appropriate and possible. In general, students require the most support in the following:

- Speech-language development, including articulation and pragmatics
- Literacy development, including students with confirmed or suspected dyslexia
- Maintaining and shifting focus within the classroom, including students with confirmed or suspected ADHD
- Maintaining an appropriate level of alertness and control, including students with confirmed or suspected sensory processing disorder, anxiety, depression and autism spectrum disorders
- Development of sense of order, including students with confirmed or suspected Executive Function disorders

Additional Supports

The DoSS is available to attend parent conferences as appropriate. Please remember she will be scheduling across all levels as needed, so please alert her to any conferences you would like her to attend as early as possible to try to avoid scheduling conflicts. Parents should be made aware the DoSS will be attending.

If comments are required in progress reports as to supports being received by a child, etc, the DoSS is available to co-write these with Lead Guides.

STUDENT CONDUCT

Expectations Regarding Conduct

The school aims to:

- Ensure for each student physical and psychological safety.
- Balance the freedom and responsibility of the individual with the need for cooperation, order, restraint, and goodwill within the group.
- Provide an environment where the young person will experience encouragement, affirmation, and community.
- Enable each student to develop a high standard of moral integrity gained through growth in self-discipline.
- Help students grow into mature, responsible adults.
- Maintain a high standard for student behavior that reflects positively on self, family, school, and community.
- Nurture each student with loving firmness, respect, and fairness.

The school expects each student to:

- Treat others with dignity and respect.
- Treat him/herself with that same respect.
- Respect both work and property of others
- Bring only necessary materials to school. Students are not permitted to bring toys, money, or cell phones on campus.
- Have consistent attendance and punctual arrival.

Student Conduct Policy

In the event that a student fails to comply with the above expectations, the following describes the usual approach and procedures for working with the student. The school reserves the right to modify these procedures:

- Minor misbehavior is often a part of typical development and as such is addressed in the classroom through discussions between the guide and involved students to cooperatively solve the problem, and through ongoing developmentally-appropriate grace and courtesy lessons. This will be recorded in Transparent Classroom as would any other developmental observations. At times, an individual's minor misbehavior may be considered by the classroom community because of its impact on the life of the rest of the class.
- Should these strategies be ineffective in supporting the child to develop functional self-control (i.e. – steady meaningful progress is not noted by the classroom guide), the parents and Director of Student Support will be alerted. A meeting will be scheduled in a timely fashion for sharing of information and insights across environments and

creation of a plan to support the child's development, with input from the child obtained in a developmentally appropriate way.

- If the plan does not result in a trend of improvement in self-discipline, the Director of Education or Director of Children's House will be brought into the conversation and a meeting will be scheduled to discuss viable adjustments to the support plan.
- Major misbehavior, especially that involving injurious or potentially injurious behavior, is immediately reported to parents, the Director of Student Support and Director of Education, with a written incident communication completed. The Director of Education and parents, along with the guide(s), and student, as appropriate, meet to resolve.
- The school considers the following to be major misbehavior:
 - interference with the rights of others, including physical abuse (such as hitting, punching, kicking or biting)
 - damage to, abuse of, or stealing any school or personal property
 - possession, use, or sale of drugs listed in the current Federal Controlled Substances Act
 - possession, use, or sale of alcohol, tobacco substances, or inhalants
 - possession, use, or sale of weapons or explosives
 - use of obscene, profane, suggestive, or intimidating written or verbal language
 - conduct committed off-campus and outside school hours that is illegal or negatively reflects on the school
 - misuse of computer/Internet/email privileges
 - repeated disruptive or uncooperative behavior which is unresponsive to in-house supports, repeated verbal abuse (such as teasing, taunting, threats or intimidation), and bullying (such as physical aggression, social alienation, verbal aggression and intimidation as defined below) is also considered to be major misbehavior; however, the traditional written incident report would not be used, due to the cumulative nature of these concerns.

Greenspring expects full parental cooperation with the above policy. All rules apply before, during and after school, and at all times on school sponsored outings. In the event of major or chronic misbehavior, that does not respond to the above steps, a student may be excluded from school, suspended, or expelled. Greenspring reserves the right to dismiss any student at any time if in its sole judgment the student's continued presence at the school is detrimental to himself, to others or to the community as a whole.

Weapons Policy

No weapons of any sort – including play or pretend guns, knives, and similar items are permitted on our campuses, without the direct approval of the Head of School. Active and Retired (in good standing) Law Enforcement Officers are exempt from this policy.

Unlawful Harassment Policy

Greenspring opposes and prohibits without qualification unlawful harassment based on race, color, religion, national origin, marital status, sex, gender identification/expression, sexual orientation, or disability. Harassment is a form of unlawful discrimination as well as disrespectful behavior that threatens the safety and well-being of members of the school community.

Anti-Bullying Policy

Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Greenspring recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated at school. Greenspring defines bullying as:

- **Bullying:** the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - Causes physical or emotional harm to the target or damage to the target's property;
 - Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 - Creates a hostile environment at school for the targeted student;
 - Infringes on the rights of the targeted student at school; or
 - Materially or substantially disrupts the educational process or the orderly operation of the School.
- **Cyberbullying:** Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. It includes but is not limited to: email, instant messages, text messages, and Internet postings whether on a webpage, in a blog, or otherwise.
- **Hostile Environment:** A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
- **Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses bullying, or has reliable information about bullying.
- **Target:** The individual against whom bullying, cyberbullying or retaliation has been perpetrated.

The following graphic breaks down the differences between friendly teasing, hurtful teasing, and bullying.

Friendly Teasing	Hurtful Teasing	Peer Conflicts	Bullying
Equal power Neutral	Unequal power Sensitive topic	Equal power Occurs occasionally	Imbalance of power Occurs repeatedly
Purpose is to be playful	Purpose is to upset	Accidental	Intentional and serious
Joins relationships	Excludes	Negotiations and options	Seeks to gain power
Funny to both parties	Sarcastic	Withdrawing and options	Victim is vulnerable
		Relationship is valued	No remorse
		Effort to resolve	No effort to resolve
<p>Friendly Teasing: One student comments to another student that he should turn his/her jersey inside out because his favorite team lost last night.</p>	<p>Hurtful Teasing: One girl comments to another girl that she looks chubby in the outfit she is wearing.</p>	<p>Peer Conflicts: Two students have a disagreement on the playground about which one will be the pitcher in kickball.</p>	<p>Bullying: One student repeatedly threatens another student that if he walks down a specific hallway he will get “beat up”. Another example is one student repeatedly calling another student a name regarding his sexual orientation.</p>

Reporting Bullying

If you feel a child is being bullied, please notify school personnel immediately. You will then meet with your child’s guide and either our Director of Education or Director of Children’s House to review your concerns before the school begins our investigation.

ATTENDANCE POLICY

One of the most critical ways you can support us in our work here with your children is to have your children at school every day, and on time.

For our older children (ages five and above), absences make a big difference in the flow of the classroom. At this age, many of the lessons are designed to be in small groups. When a child is out for the day, the group either has to wait for the child to return to have the lesson or the Guide presents the lesson as planned, and then must take time away from presenting other lessons to other children in order to give the child who was absent the lesson he or she needs.

While we require that children stay home during illnesses, we ask that for children ages five and up you minimize the number of absences by not planning to have your child out for vacations or special events when school is in session.

Standards for Regular Attendance

- Students are expected to maintain satisfactory attendance at the state standard of 94%.
- In order to foster continuity of the instructional program, students should not exceed an absence rate of 6% in a given school year. (Missing 6% of the school year is equivalent to 11 days of absences.)

Attendance-Monitoring

The classroom guide will take attendance and code absences as excused or unexcused. Progress reports will reflect the number of student absences and tardiness.

Excused Absences

In accordance with *Code of Maryland Regulations (COMAR)*, a student five years and older (CH3 and above) will be considered lawfully absent from school for any portion of the school day under the following conditions:

- Death in the immediate family.
- Illness of the student. A physician's certificate may be required from the parent/guardian of a student continuously absent for illness.
- Hazardous weather conditions - weather conditions which would endanger the health or safety of the student when in transit to and from school.
- Observance of a religious holiday.
- State of emergency.
- Educational support – as structured in collaboration with the Lead Guide - such as PT, OT, etc.
- Visits to other schools (8th and 9th graders only) with a limit of three excused absences for this purpose.

- Other emergency or set of circumstances which, in the judgment of the Truancy Committee, constitutes a good and sufficient cause for absence from school.

Excused absences will also be reported to the state of Maryland if they exceed 22 during a given school year.

Unexcused Absences

An absence, for any reason other than those cited as excused, are presumed to be unexcused and may constitute truancy.

When a student has **7 or more unexcused absences** in a school year, the parent will have one week to qualify any unexcused absences as excused. The parent (and student, when applicable) will be required to meet with the child's guide to create a plan of action to ensure consistent attendance for the remainder of the year.

If a student has an **additional 5 (for a total of 12) unexcused absences** in a school year, the parent will receive written notification of the student's truancy and will have one week to qualify any unexcused absences as excused. The absences will exceed the 94% attendance required by the State of Maryland and a meeting with the Truancy Committee and parent (and student, when applicable) will be required to create a plan of action to ensure consistent attendance for the remainder of the year. The parent will have one week to qualify any unexcused absences as excused.

If a student has a **total of 15 unexcused absences** the family will be reported to the state of Maryland.

Truancy Committee

The Truancy Committee will be made up of the Head of School and/or the Assistant Head of School, the Director of Education, and the child's Lead Guide

Excessive Absences

A student may not be promoted to the next level when the student is absent from class 10% or more of the class days in a semester or trimester, whether or not these absences are excused or unexcused. **This is a total of 18 days absent for the school year.**

Montessori education from Toddler to Adolescence is a hands on experience requiring the materials in the classroom to facilitate learning. The ability to make up work in this setting is extremely limited. Therefore the child's attendance is required to ensure continued growth and learning. At the Adolescent level, the student is responsible for making up all missed work due to absence or tardiness.

Appeals

The parent/guardian of a student who is not promoted to the next level due to attendance may file an appeal within 15 days of the decision to be reviewed by the Truancy Committee.

Tardiness and Early Dismissal

Students reporting late to school when the day/period begins are considered tardy. Leaving school before the day ends is considered early dismissal. School personnel will designate tardiness and early dismissal as excused or unexcused.

Significant Tardiness and Early Dismissals

Tardiness or early dismissals of over an hour of school time will be considered a “significant tardy” or “significant early dismissal”. **Five or more unexcused, significant tardiness or significant early dismissals will be considered an unexcused absence.**

Communicating and Verifying Absences/Tardiness

Parents must provide written communication regarding each absence. Emails should be sent to the child’s Guide and the School Nurse (if due to illness) with as much notice as possible. The email should include the reason for the absence and the expected date of return.

The parents of a student absent from school for any given reason must offer a written explanation to the student’s Lead Guide within 24 hours of the absence(s) to qualify for an excused absence.

The note or email signed by the parent/guardian, shall include the name of the student, the date of, and the reason for the absences. Upon receipt of the absence note, the school will determine if the absence is excused or unexcused.

Absences not supported by a note will be considered unexcused. If a student is absent for an extended period of time due to illness, a written statement of explanation may be required from the physician within 24 hours of the student’s return to school.

ADMISSIONS AND ENROLLMENT

Admission policies, procedures, curriculum, and faculty at Greenspring Montessori School have been approved by the Maryland State Department of Education.

Criteria for Eligibility

Toddler Program (ages 18 months - 3 years)

- Children must be 18 months old at time of admission into the Young Toddler Program and do not have to be toilet-trained. Children must be able to walk independently unless there is a medical diagnosis impacting the development of walking.
- Children must be 24 months old at the time of admission in the Older Toddler Program and do not have to be toilet-trained. Children must be able to walk independently unless there is a medical diagnosis impacting the development of walking.
- Children should be able to separate from their parents within a reasonable amount of time as determined by the guide, depending on the needs of each individual child.

Children's House Program (ages 2 years and 9 months - 6)

- Children must be at least two years and nine months old by September 1.
- Children must be toilet-trained. Diapers or pull-up diapers are not permitted. Cotton training pants are permitted.
- Children 4 and older who have begun their Montessori education at other Montessori schools may be considered for admission as transfers.
- Children 4 and older who have no prior Montessori experience may be considered for admission after a thorough review by the Admissions Committee.
- Children 4 and older are required to schedule a one-on-one, classroom visit with a Montessori guide. Additional visits may be requested by the guide.
- If a child has had previous school experience, copies of school records and the Common Referral Form will be required.

Elementary and Adolescent Program (ages 6 - 14)

- Children entering the elementary program must be over the age of 6 by September 1 and meet all requirements for placement.
- Children who have begun their Montessori education at other Montessori schools may be considered for admission as transfers.
- Children who have no prior Montessori experience may be considered for admission after a thorough review by the Admissions Committee.
- All candidates, as part of the interviewing process, are required to spend at least a half-day in an elementary classroom.

- Official records and the Common Referral Form from the present school are required prior to classroom visits and acceptance to the program. We require permission to speak with your child's previous teacher and a teacher recommendation.

Additional Admission Requirements for All Levels

In order to fully serve the child/adolescent, the School needs a full picture of both their strengths and challenges. In order to fully understand a child, the School needs:

- Copies of any educational or psychological testing must be submitted before admission to the school.
- Permission must be given for the School to confer with outside evaluators and consultants.
- Any IEPs must be provided in their entirety before the child participates in their classroom visit.
- Parents may be asked to give us permission to contact evaluators prior to the classroom visit or during the admissions process.
- Parents must offer full disclosure of any struggles or challenges the student has experienced in other school/pre-school/childcare settings, to include: behavior, emotional, social, physical or academic.
- Education for all children, including those with special needs, will be done within the parameters of the Montessori philosophy and within the parameters of Greenspring and its implementation in the classroom.
- Specific trial periods and evaluation procedures may be established as needed.

Application Procedures

- Prospective parents are required to attend an Information Session. These can be scheduled online through the website (Admissions: Visit), by email, or by phone.
- An information packet consisting of our viewbook, tuition information, as well as additional information regarding a Montessori education will be provided to parents upon their visit.
- Observation of a classroom by prospective parents is required. Additional observations may be scheduled through the Admissions Office. Observations are for adults only.
- Applications are accepted online through the website (Admissions: Apply). There is a \$75.00 non-refundable application fee.
- School records and the Common Referral Form are submitted to Greenspring Montessori School (if applicable).
- Depending on the age of your child, a school visit for the child may also be scheduled.
- Parent interviews are conducted as the final step in the admissions process.
- Current parents wishing to apply for admission for a sibling of a current student must fill out an online application by the February re-enrollment deadline to receive priority over new applicants.

Enrollment

Enrollment contracts are offered to applicants given the following priorities:

- Returning students are given first priority until the re-enrollment deadline in February of the school year preceding fall admission.
- Siblings, former Montessori families, staff children, and children from other Montessori schools are given priority over new students. Please refer to the Sibling Priority Deadline in the school calendar.
- Should the date of application be the same for two prospective students, priority is determined as outlined above, and is next given to families who have attended prospective parent education classes offered by Greenspring Montessori School.
- The number of children that can be accommodated depends on Montessori guidelines and state regulations. When space is unavailable at the time of application, children may be placed in a waiting pool at parents' request.

Enrollment Process

- Families will be notified of their admissions status in February, on the date agreed upon by all AIMS schools. Students who are placed in the wait pool or not accepted will be notified in writing. Accepted students will receive an email link to begin online enrollment.
- Online enrollment must be submitted within two weeks of the offer date, after which point, the space may be offered to another family.
- After the first round of offers are made in February, the school follows a rolling admissions policy, space permitting.
- No new applicants for the current school year will be admitted after Spring Break.
- Policies contained within the enrollment contract are binding.
- Occasionally, facts and circumstances arise that require Greenspring Montessori School to dismiss a family. These decisions are very difficult and involve serious deliberations about the best interests of the school community as a whole. Accordingly, as a general rule, once a family is dismissed, they are not eligible to reapply for admission to Greenspring Montessori School.

Truth in Advertising

Greenspring encourages and assists in the creation, development and management of Montessori study groups, schools and programs in the central Maryland area. The School publishes and distributes books, pamphlets and other periodicals relating to the Montessori method of education and such other matters as the directors may from time to time determine appropriate. The School holds high standards for itself in a wide range of educational programs; therefore, all advertising media pertaining to such programs shall contain true descriptions, procedures and statements.

Emergency Cards and Health Forms

At the time of acceptance, you will receive an email invitation to SchoolDoc, an online software to collect medical records and other essential forms. These must be completed by August 1st prior to the beginning of the school year. All students must have their Health Profile completed prior to their start date. These include, but are not limited to:

- Health Inventory
- Medical Authorization Form
- Emergency Contact Form
- Immunization Certificate (DHMH 896)
- Blood Lead Testing Certificate
- Parents' Guide to Regulated Childcare

Please remember to update your child's health information throughout the school year if any changes occur. In addition, please submit records of any subsequent immunizations received.

Procedure for Missing Forms

The Nurse will notify the guide, the administration, and the parents or guardians that forms have not been completed and the student will not be allowed to start school. If the student is brought to school, the guardian will be asked to take the student home until the mandatory forms are completed and turned in. If the child is dropped off during carline, they will be taken to the Nurse's Health Room. The guardian will be notified to pick up the student. Once all mandatory forms are verified complete by the nurse, the nurse will notify the guardian and guide that the student may return to school.

Students Starting Mid-Year

Students starting mid-year must have their Physical and Immunization information completed prior to their start date. They will have 7 business days to complete the Health Profile on Schooldoc.com. Any student who does not have the completed forms turned in will not be allowed to remain in the classroom.

Continuous Re-Enrollment

Greenspring utilizes a continuous re-enrollment model whereby Enrollment Contracts shall automatically renew on an annual basis for the following academic year. Your child's enrollment will automatically renew on the Continuous Re-enrollment Decision Date, usually in February, as listed in the school's calendar for the following academic year.

The non-refundable Tuition Deposit of \$750 will be billed through FACTS following the Continuous Re-enrollment Decision Date and is required to be paid in order to reserve a spot for the following academic year. After this date, your child's spot will not be held. Tuition and fees as well as a calendar of important dates for the coming year will be sent to parents by the end of January each year.

If you do not intend for your child to return for the following school year, Notification of Intent to Withdrawal is due no later than the Continuous Re-enrollment Decision Date. Find the form at <https://greenspringmontessori.org/wp-content/uploads/2017/07/2017-18-Notification-of-Intent-to-Withdraw.pdf>. Upon receipt of the Notification of Intent to Withdrawal, your child's spot will no longer be held for the upcoming academic year and you will not be charged the \$750 Tuition Deposit. Families notifying the school after the Continuous Re-enrollment Decision Date will lose the non-refundable \$750 Tuition Deposit.

Withdrawal Policies

Applying to Other Schools

Records release requests to other schools and Common Referral Forms must be submitted to the Admissions Office at least two weeks before their due dates. The Admissions Office will coordinate compiling academic records and teacher recommendations. In cooperation with AIMS, all admission and transfer information to other schools will be held in confidence and will not be shared with students, parents, or guardians. Records requested by other schools will be mailed directly to those schools. The school has the right to withhold the transfer of referral forms and the child's academic records until all tuition and fees have been paid.

Shadow Days

Shadow dates must be requested in writing to your child's Guide at least one week prior to the day the student will be out. The Guide reserves the right to veto the date if it is the date of a project, presentation, or community event (for instance: Big Works Day, Igniting Voice, 3k Rainbow Run, or Community Service Day).

Students will be granted a total of four excused absences for Shadow Days. Additional days missed will be considered unexcused.

Handling of Student Records

Student records are confidential. Access to these records is limited to staff members, specifically, the Head of School, Director of Education, Director of Advancement, Director of Student Support, and faculty. Parents of the child and the designated representatives of the State Department of Education and the Department of Human Resources also have access to these records. No other person will have access to the records without the written consent of the parents or legal guardians. Requests by parents or guardians for information retained in these files will be addressed by the Admissions Office.

CLASSROOM PLACEMENT & TRANSITIONS

Classroom Placement

Toddler Community

The first transition is when a child leaves home and enters the Toddler Community. Children enter our Toddler Community at ages as young as 18 months. A child must be a confident walker to be ready for the Toddler Community, barring any physician documented physical disability. Children who can spend at least a year in the Toddler Community benefit greatly from the program.

Transitioning Mid-year for Young Toddlers

Young Toddlers (18 months - 2 years) stay in their classroom for the entire year. All the students age up together, and form lovely connections with the other students in their classrooms and their classroom guides.

Children's House Community

For some children, entrance to the Children's House classroom is their first school experience. For others, they move up from the Toddler Community. In either event, this transition occurs sometime between 33 and 36 months (2 years and 9 months to 3 years).

Children who are 2 years and 9 months or older on September 1 always begin their year in Children's House, unless Greenspring advises otherwise.

Independent care of self is one sign of readiness for Children's House. This includes toileting and dressing. Please refer to our Toileting Policy on page 27 for more specific information about toileting independence. We also look to a child's sense of order and independence. The sense of order can be seen in careful handling of materials and in following a daily routine.

Independence is shown by the child's successful separation from the parents and in the ability to choose his own classroom work.

Transitioning from Napping

All children in the Toddler Community who stay for the full day take a nap. First year Children's House students who stay full day are given the opportunity to nap, as well. For children in Children's House who are growing past the age at which they need a nap, we offer the opportunity to rest for 30-45 minutes, and then the option of quietly reading book or doing a quiet activity. Once the child has demonstrated they no longer need this "down time" and can be successful in the classroom in the afternoon, they will be transitioned to stay with her classmates for the afternoon work cycle.

An Additional Year in Children's House

Many children benefit from spending an additional year in Children's House to gain greater understanding and social-emotional maturity or to hone academic skills. Many guides call this

year “the gift” as it allows the child the opportunity to learn the skills necessary to be fully successful in Lower Elementary. The decision to remain in Children’s House for an additional year is considered by the Children’s House Lead Guide, an Elementary Lead Guide, the Director of Education, and in consultation with the parents.

Elementary and Adolescent Community

Lower Elementary

The minimum age for entry into the Lower Elementary is six years by the start of school.

In determining a child’s readiness for moving into the Elementary program, faculty first consider social and emotional maturity. We also look closely at the child’s academic skills; they need to be reading and writing with fluency to prosper at the Elementary level. They also need to have a strong sense of self-direction and independence, and the ability to work with concentration - alone or in cooperation with a group.

Upper Elementary

The transition into Upper Elementary occurs at approximately nine years of age. Some children benefit from spending an additional year in Lower Elementary. Each student’s transition is considered by a joint committee of Lower and Upper Elementary faculty, with the Director of Education, and in consultation with the parents.

To make this transition successfully, the child must demonstrate increased independence as a student, in terms of both academic skills and personal responsibility. Academically, they need to be ready for complex research and possess mathematical problem-solving skills, they need a high degree of self-direction to be able to consistently choose challenging work, and they need to be a respectful and cooperative member of the classroom community.

Adolescent Community

Students enter the Adolescent Community at about 12 years of age. These students will demonstrate a high degree of personal responsibility, respectful engagement with the group, and well-developed academic skills.

Transition to High School

The culminating move for Greenspring students is the transition to high school. The Adolescent Community provides opportunities for students to prepare themselves for a successful transition to high school academic and social life. Adolescent Community faculty and school administrators work with students to prepare for the high school application process.

What does the school consider during placement?

Balance of Needs and Learning Styles

Each learning community develops its own personality. Each community benefits from a blend of learning and personality styles so that it truly reflects larger, real-world communities.

Placement Committee

The placement committee is made up of the Director of Advancement, the Director of Education, and the Montessori Lead Guides. When placing a child, the child's assets and strengths are analyzed. Placement is determined by matching the skills and needs of the individual with the skills and needs of the learning community. The Montessori guide is one part of the learning community, while the multi-age grouping, social abilities and connections, strengths and challenges of other students, and the dynamics of the community as a whole all make up other aspects of the learning community. Families will be notified of their child's placement in the July summer mailing.

In Montessori classrooms, there is a broad cross-section of children representing different socio-economic, religious, racial, and cultural groups. As often as is possible, the ages and genders of children are evenly distributed in each class.

Three-year Commitment

We ask parents and children to make a three-year commitment (with the exception of the Toddler Community, which is generally one year, and the Adolescent Community, which can be a two-year commitment) to the learning community. During that period the child and parents have the opportunity to build relationships with others, and as they age up, become leaders and mentors in the community. The full benefits of each Montessori program accrues in the third year of each cycle. During this time students internalize and consolidate skills acquired during the first two years before "exploding" into the next three year cycle. A child will not be moved to a new classroom during the three-year cycle unless the Director of Education or Head of School determines that it is in the best interest of the child.

Parent Requests

Placement requests for students moving to new level must be made in writing to the Admissions Office by April 15 of the preceding school year. However, Greenspring Montessori reserves the right to select a classroom based on the child's best interests, which may not correlate with the parent's request. Administration and faculty work hard to ensure that each child is placed in an environment where her/his needs will be met. If you have particular concerns about your child's learning style during a time of transition, you are welcome to meet with the Director of Education to discuss those concerns.

The Placement Committee will consider all parent requests, but cannot guarantee accommodating requests due to the considerations listed above.

Siblings and Friends

Siblings, including twins, are placed in separate classrooms, when possible, so that they can fully experience the emotional, social, and academic benefits of the Montessori environment. Building community - and ourselves - requires individuals to extend themselves beyond their immediate circle of comfortable relationships. We often find that siblings and close friends can detract and distract from the exploration of their full potential.

Transitions

Visiting the Next Level

For children in the Toddler Community, transition is a more extended, personalized process. The Toddler Community is the only level in the school where we may transition a child to the next level during the year. To determine a child's readiness for this transition we follow a thorough process that includes observations by both the Director of Education and a Children's House lead guide, discussions with parents, parent observation of a Children's House classroom, and the meeting of guidelines set forth in the Transition Checklist. Once it is determined that the child is ready to move, we ease the child towards the new classroom. A child may begin by simply walking past the new classroom and looking in the door. The next visit may mean going into the class and doing some work. When both the Toddler Guide and the Children's House Guide believe the child to be ready, then the change is made, space permitting. These changes may occur throughout the year (but before spring break).

Every spring, older children prepare to move into the next level at the start of the new school year. They have the opportunity to visit and to work in their new level for one or more days, or they may join a class for lunch or playtime. A student in the new level often serves as a host or buddy for the new class member.

Classroom Visits and Orientations

Children in both the Toddler and Children's House Communities have the opportunity to meet with their Guides and visit their new classrooms before the beginning of the school year. These are individually scheduled between the family and the Guide. Elementary and Adolescent students visit during the Elementary/Adolescent Orientation morning.

What is the parents' role during transition?

The fall before your child is moving up to the next level, we recommend that you observe a classroom at the next level so you have a better understanding of the transition your child will be making.

We also **strongly recommend that one or both parents attend our Orientation for the new level.** These orientations allow parents to fully understand the next plane of development, and how our Montessori classrooms inspire and engage students. These orientations are offered in August, the exact dates can be found on the school calendar, and you can read full descriptions of subject matter covered in the Parent Communication and Participation section, later in this document.

Start Dates and Phasing-In

All new Elementary and Adolescent Community students begin on the first scheduled day of school, as will Toddlers and Children's House students returning to the same classroom.

Greenspring Montessori School will assign start dates for new Toddlers and new Children's House students, which may differ from the announced first day of classes. This phase-in

schedule is structured to welcome students into the classroom gradually, allowing the guide and the assistant more time with each child on their special first day. You will be notified of your child's start date in the summer mailing. All new students will have joined the classroom community within ten days of the first scheduled day of classes.

Toddlers moving up to Children's House and new Children's House students who attended the classroom visit and the orientation will be the first to be phased in. New Toddlers who attended Summer Montessori will also be the first to be phased in.

Please note, if your child is a returning Toddler or Children's House student, but moving into a **new classroom or level**, we consider your child a "new student" to the classroom. Returning students who are moving will be given the earliest start dates possible during our phase-in process.

Parents receive a letter with new students' assigned start dates in the summer mailing.

MEDICAL POLICIES

School Nurse

There is a school nurse on campus from 8:30-11:30am daily. If your child becomes ill or requires medical attention outside of these hours, the child's guide will contact the parent directly. All staff members are up to date on First Aid and CPR training. Several staff members have Medical Administration certification.

The school nurse MUST be informed immediately if there has been any exposure to or contamination from any communicable disease (other than the common cold). In addition, please notify the school if your child has any chronic illness. If you are a working parent, please be sure to have a backup plan for your child if he or she is sick. We do not have the facilities for a sick child.

Mandatory Health Forms

Parents will be required to log in to their SchoolDoc accounts to collect medical records and other essential forms. These must be completed by **August 1st prior to the start of the school year**. These include, but are not limited to:

- Medical Authorization Form
- Emergency Form
- Immunization Certificate (DHMH 896) *(if any new immunizations have been received)*
- Medication Administration Form *(if non-prescription or prescription medications are needed)*

Immunizations

According to the Maryland State Department of Health Regulations Manual, evidence (in a manner approved by the local health officer) shall be furnished of immunization against diphtheria, tetanus, pertussis, polio, measles, Hib (Haemophilus influenza type b vaccine), hepatitis B, chicken pox, German measles, pneumococcal bacteria (Pneumovax vaccine), mumps and any other immunizations deemed necessary by the Secretary of the Department of Health and Mental Hygiene. New children will be required to submit **Maryland Health & Immunization forms** within 20 calendar days from their first day of school. Each year returning students are required to submit an updated **Emergency Card**. Returning students are also required to submit an **Annual Health Update Form ONLY** if the student has received updated immunizations and/or changes to their health status.

Food Allergies

Although the exact prevalence of food allergy is unknown, the American Academy of Allergy, Asthma, and Immunology (AAAAI) suggests that up to 8% of school age children have food

allergies. Please support your child in understanding their allergies and knowing what foods to avoid.

Parents of students with food allergies should notify the school nurse in writing at the beginning of the school year as well as meet with their Primary Care Physician (PCP) to prepare an **Allergy Action Plan**.

Allergy Action Plans are individualized emergency medical treatment plans prepared by a physician and authorized by a parent for treatment at school. If medication is prescribed as part of the Allergy Action Plan (ie. Epi pens, Benadryl), then the **Medication Administration Form** must be signed by the PCP and parent. All forms will be stored in the student's health folder and are valid for one school year.

For children with severe food allergies, we have created allergen free classrooms that restrict unsafe foods from being in the classroom. In case of nut allergies, items manufactured in plants that process nuts are also banned due to possible cross contamination. Classes with children with mild to moderate food allergies will have an alert posted, but will not have classroom food restrictions. For more information, please contact your child's teacher, the room parent, or the school nurse before treats are brought in for birthdays and community luncheons.

If you believe that your child should stay indoors due to an illness, please keep your child home until he or she feels well enough to participate in all school activities.

Medications

Medication will not be given without prior written authorization from the student's primary care physician and parent. The **Medication Administration Form** can be downloaded from the Greenspring Montessori School website under parent resources; along with other medical resources that may be needed. Medication must come in the original box with the child's name on it and the first dose must be given at home. All medication administered on campus must be given in the Health Suite with the exception of physician approved self-administered medication.

The Medication Administration form is used for prescription, over-the-counter and basic care items.

- **Prescription medication** given at school must be authorized for school use and signed by the student's primary care physician and parent and given to staff by a parent or caregiver. Medication may not be transported by students to school via backpack.
- **Nonprescription medication** and Basic Care Items as Benadryl, Motrin, and Tylenol, sunscreen, diaper ointment, bug repellent and Aquaphor, must be authorized by parent/guardian via Schooldoc.
- **Basic Care Items** must be supplied to the classroom Guide by the parent or caregiver.

*Children should have the first application of sunscreen placed on before school. Staff reapplies sunscreen as needed to children less than 5 years of age while school age children are encouraged to self-administer with supervision.

When to Keep A Child Home

Please refer to the chart of **Common Childhood Diseases** (below).

Participation in School

If a child is sent home or stays home with a fever, vomiting, and/or diarrhea, the child may not return to school till he/she is symptom free for a full 24 hours without the use of over the counter medication. If a child is sent home or does not come to school due to a contagious illness he/she must be fully cleared by his/her physician before returning to school. Any child placed on a antibiotic and/or anti-parasitic medication he/she must be on it for a full 24 hours and symptom free before returning to school. These practices will decrease spread of illnesses within the classroom and school as a whole.

Physical Activities

When your children come to school, please make sure that they are fully able to participate in all activities—indoors and outdoors—and that they are dressed appropriately for the weather. If your child is ill and staying home, please telephone the office before class begins.

Common Childhood Diseases

Following are a few facts about the common communicable diseases of childhood for your information from the Department of Health and Mental Hygiene. Each of the diseases listed below is managed on a case by case basis, please contact the school nurse for additional information.

Illness	Symptoms	How long to keep child at home?	When to send my child back to school?
Fever	Oral temperature of 100.3° F or more	Keep at home for all fevers of 100.3° F or more	No fever for 24 hours without medication
Sore throat with fever (consult with physician for throat culture)	Sore throat with oral temperature of 100.3° F or	Keep home for fever of 100.3° F or more	No fever for 24 hours without medication

	more, may also have cough		
Strep throat	Sore throat, high fever, may also have cough, nausea, stomach ache, incubation period is 2-7 days	Keep at home until diagnosed and treated by physician, for first 24 hours on antibiotic	Student must be on antibiotics for 24 hours and be without fever
Hand, Foot, & Mouth	Fever, reduced appetite, sore throat, skin rash or blisters in mouth, palms of hands or soles of feet. Rash or blisters may be on other parts of the body.	Keep child at home until fever free for 24 hours without medication AND blisters are not present on hands, feet, or in mouth	Keep child at home until fever free for 24 hours without medication AND until blisters are not present on hands, feet, or in mouth. Must get a written cleared to return note from his/her physician.
Whooping cough (Pertussis)	Upper respiratory symptoms or cough	Keep at home until diagnosed and treated by physician, first 5 days of antibiotic	Student must be on antibiotics for 5 days and must have a written cleared note from his/her physician before returning to school
Common cold	Runny nose, watery eyes, sneezing, chills, sore throat, cough, low-grade fever lasting 2-7 days	Keep at home until fever is gone	No fever for 24 hours without medication
Flu	Fever, chills, headaches, pain	Keep at home for the duration of the illness	When symptoms are gone
Ear Infections	Ear pain, fever	Keep at home until fever is gone	Students must be on antibiotics for 24 hours and be without fever
Pink eye	Eye redness, itchy eyes, discharge (watery or yellow)	Keep at home until diagnosed and treated by physician	Students may return after being in the antibiotic eye drops for 24 hours

Stomach illness	Diarrhea or vomiting, might be accompanied with fever	Keep children at home for 24 hours after end of diarrhea or vomiting	Students may return to school after the symptoms are no longer present for 24 hours without any medication
Fifth Disease	Rash “slapped cheek”, sore rash everywhere, incubation period is 4-14 days	Keep at home until diagnosed and treated by physician	With physician’s approval
Head Lice	Scalp itch, nits (eggs) on hair, crawling lice seen on neck and behind ears	Students will be sent home immediately if a live louse is found. If a student is positive for nits, he/she will be dismissed at the end of the school day. Students positive for lice and/or nits are required to be treated and kept home for at least 24 hours after treatment.	Child must have at least one full treatment before returning to school. Once they return to school they must be checked and cleared by a school administrator or the school nurse before entering to the classroom. The nurse or administrator has the right to send the child home for further treatment if warranted.
Scabies	Itchy skin, red line streaks	Keep at home until diagnosed and treated by physician	Student may return after being treated (a second treatment might be necessary, treat the entire family, consult your physician)
Ringworm (Tinea)	Skin redness, itchy rash, incubation period is 10-14 days	Keep at home until diagnosed and treated by a physician	Student may return after being treated and cleared by an administrator and/or school nurse.
Broken bones	Pain, swelling, immobility	Consult with physician	With physician’s approval and written order of any limitations on activity

Poison Ivy	Itchy rash, may be contagious if seeping open sores are present	Keep at home if student is very uncomfortable and can't stop itching	Any medication to be administered during the school day (even over-the-counter anti-itch creams) must be accompanied by a physician's medication order form, entire rash area must be covered with a bandage
Chickenpox (varicella)	Fever, itchy bumpy skin rash, rash will crust or scab, incubation period is 14-21 days	Keep at home until rash is dry or crusted	With physician's approval
Measles	Rash occurring first on the face, high fever, chills, cough, incubation period is 10-14 days, period of communicability is from cough/runny nose to 9 days	Keep at home for 5 days after rash	With physician's approval
Mumps	Fever, swelling and tenderness of salivary glands below and in front of ears, incubation period is 12-26 days	Keep at home for 9 days after swelling	With physician's approval
German measles (rubella)	Mild rash with enlarged glands on back of neck, high fever, incubation period is 14-21 days	Keep at home for 7 days after onset of rash	With physician's approval

Child Abuse and Neglect

All schools, child care centers, physicians and others who work with children are required by law to inform the Department of Social Services and/or your law enforcement agency of any suspected abuse or neglect of children. By law, a suspicion of child abuse generally means that the reporter has "reasonable cause to believe" or "reasonable cause to know or suspect" that a child is being maltreated physically, emotionally or mentally.

Emergencies

In case of an accident or sudden onset of illness, the school will not hesitate to seek proper care for your child. The child's individual emergency instructions on file in the office are consulted immediately and the parents are called. If necessary, the child will be transported to the nearest hospital.

The medical authorization that the parent signs will be taken with the child so that treatment can be given immediately, in the absence of the parents.

SAFETY AND SECURITY

Safety and Safety Procedures

Greenspring Montessori School has the following safety and security measures in place:

- All visitors, **including parents**, must report to the front desk, present ID, and be given a name tag. *Please do not be offended* if you are stopped and asked to report to the front desk, asked to show ID, or asked to put on a name tag even if you are well known by our staff. All staff members are responsible for ensuring that these safety procedures are followed.
- All school operations and events are monitored by security staff.
- Students, parents, and staff are not permitted on School property without security staff present.
- There is LED exterior lighting throughout campus.
- All staff are equipped with portable radios in order to immediately report, or be made aware of, safety and security situations.
- Classroom exterior doors lock automatically when closed.
- A database of staff and parent vehicles is maintained in order to identify suspicious vehicles.
- A Fire Safety inspection is conducted annually by a Baltimore County Fire Marshall.
- We practice Emergency and Fire drills regularly throughout the year. We follow safety and emergency plans that are reviewed on an annual or as needed basis.

In addition to these measures Greenspring Montessori actively encourages a culture of safety and security awareness and asks that all community members report any safety hazards, security concerns, or suspicious activity to the Main Office or Facilities staff immediately.

Criminal Record Checks

School Employee and/or School Volunteer

Maryland State Education Article §2-206.1 requires that all non-public schools remain in compliance as it pertains to criminal convictions, effective July 1, 2006.

The law prohibits all non-public schools from hiring or retaining employees whom the school knows have been convicted of crimes involving the following:

1. An offense under §3-307 of the Criminal Law Article;
2. Child sexual abuse under §3-602 of the Criminal Law Article, or an offense under the laws of another state that would constitute child sexual abuse §3-602 of the Criminal Law Article if committed in this state; or

3. A crime of violence defined in §14-101 of the Criminal Law Article, or an offense under the laws of another state that would be a violation of §14-101 of the Criminal Law Article if committed in this state.

The Maryland State Department of Education shall revoke the Certificate of Approval of a nonpublic school that violates this section. The Chief Officer of the school's Legal Authority must certify on forms provided by the Department that the Legal Authority and the school comply with the requirements of criminal convictions law.

School Contractors

All contractors are subject to the criminal background screening process.

Under a recently enacted Maryland law, any contractor or member of the contractor's workforce who will be working at Greenspring Montessori where they have direct, unsupervised, and uncontrolled access to students must undergo a criminal background check, including fingerprinting. Examples of contractors requiring this criminal background check are visiting nurses, speech and language pathologists, occupational therapists, physical therapists, resident artists, school photographers,, and contractors working specific construction projects.

Maryland law requires that contractors may not knowingly employ a registered sex offender to work in a school. In addition, a contractor may not knowingly assign a member of its workforce to work on school premises with direct, unsupervised, and uncontrolled access to children, if the individual has been convicted of, or pled guilty or nolo contendere, to certain sexual offenses, child sexual abuse offenses, and crimes of violence.

The criminal background check requirement is designed to assist contractors in identifying individuals who fall into any of these categories, as well as those who have committed other offenses, that could preclude them from being assigned to a Greenspring Montessori School contract.

Driving on Campus

Please adhere to the following rules when driving on campus:

1. Please refrain from texting or talking on your phone, including hands-free use, when driving on campus.
2. Please be aware of the other cars around you. Watch for turning cars, cars passing you, etc.
3. Please adhere to the posted **8 MPH** speed limit.
4. Please adhere to the "**No Left Turn**" sign on Falls Road. (One car turning left can hold up the entire carline process.)
5. Cars may not be left unattended in any drop-off or pick-up area.
6. According to Maryland law, you may not leave your car running when entering a building.

Inclement Weather and Emergencies

School closings or delays due to inclement weather, water main breaks, power outages, or other unforeseen hazards will be communicated through the following channels:

1. **Text Alert** - Parents who have included their cell phone number and provider information will receive a text message with the delay or closing information
2. **Email** - Parents will receive an email with further details on the closing
3. **Website:** www.greenspringmontessori.org
4. **Radio***: WBAL (1090 AM)
5. **Television***: WMAR-TV (Channel 2), WJZ-TV (Channel 13), WBAL (Channel 11), WBFF-Fox 45 (Channel 45) – all of these organizations also list closures on their websites, for your convenience

*Radio and Television stations take some time to update their delay list. For the most up-to-date information, please check your phone, email, and our website.

Weather-related closings and delay decisions are generally made by 6:00am. If there is no delay or closing, no updates will be sent.

Please remember that when a decision has been made to delay school, a subsequent decision to close may be made based on continually changing weather conditions. To ensure that the information you receive is as accurate as possible, we strongly suggest that you check our website.

If it is necessary to close during school hours due to inclement weather, families will be notified via the channels listed above.

If it is a serious emergency, school personnel will try to contact parents at home or at work according to the information given on each child's emergency card. If parents cannot be reached, we will call the other contacts listed. **Remember, we do not use the emergency phone tree for inclement weather closings and delays.**

Making Up Days for Closures

Depending on the number of school days in the calendar year, we build three or four days into our calendar for weather and emergency closures to allow for 173 days of school. If we close for more than the designated number of days, we will make up three additional days, in the following order:

- Spring Parent/Guide Conference Day
- Extend the last week of school by up to two days
- Any additional closure days may not be made up

Personal Property

While on campus, parents should take reasonable care to protect their personal property. Cars should be kept locked and valuables placed inside the car should be kept out of sight. Any theft or break-in should be reported to the Facilities staff, security, and Head of School immediately.

Unacceptable Conduct

The following conduct on campus.

- Rude or abusive treatment toward a child, parent, or staff member.
- The possession and/or use of a controlled substance other than what is prescribed by a physician.
- The sale or distribution of a controlled substance.
- The use of profanity or abusive language.
- The possession of firearms or other weapons on school property.
- Assault on an employee, parent, visitor, etc.
- Theft or misuse of school property or of another individual's property.

Smoking and Alcohol Policy

The school maintains a smoke-free campus. Alcohol may be served on campus after hours during adult-only events (i.e. when no children are present).

Alcohol and Drug Abuse

The school has a "no tolerance" policy towards the use of alcohol and drugs on campus. The possession, use, sale or transfer of any illicit substance on school property is illegal.

Reporting Safety and Security Concerns

Any parent who see an unsafe condition, practice or security concern should immediately contact Facilities staff of the Office Manager to inform them of the situation. Some examples of safety concerns may include improperly stored materials; items which should not be in the reach of children; faulty lighting; missing handrails; broken stair treads; cluttered walkways; spills; roof leaks, broken or worn playground equipment, etc.

FINANCIAL POLICIES

Payment of Tuition

Greenspring is a nonprofit organization that depends on tuition as the major source of funding. Tuition billing and payments have been made as convenient as possible for our families. Greenspring uses FACTS Management Company for tuition and Discovery billing and payments. All families planning to enroll their children must register with FACTS and select one of the following billing plans:

- Full payment by June 1 or at time of contract
- 50% by June 1 and 50% by November 1.
- 10-month billing option beginning June 1 and concluding March 31 through FACTS.

For those families enrolling after June 1st, billing plans can be adjusted through discussion with the Business Office. The same billing plan options are applicable.

At enrollment time, each contract requires a \$750 deposit to secure your placement. The deposit is part of the total tuition and is NON-REFUNDABLE in case of withdrawal.

Changes to program level and Discovery after the start of school will be prorated accordingly. A \$75 amendment fee for changes to Discovery is assessed after the first change.

Delinquent Accounts

If during the course of the school year should your account become more than 30 days delinquent, you will be notified in writing and arrangements must be made with the Business Office for appropriate payment of tuition in arrears within five (5) business days after this notification.

If scheduled payments are more than 60 days in arrears, your child will not be allowed to attend school until payment has been made. The School will not release academic records, transcripts to other schools, or may not permit the child to re-enroll.

Financial Aid

Greenspring offers a limited amount of tuition assistance that is given according to financial need and without bias in accordance with our non-discrimination policy. Formal applications are available online in January and must be received by the date they are due. The school partners with FACTS Tuition Management to collect applications securely online and impartially calculate each family's need on the basis of their financial situation.

Eligibility for assistance is determined first through FACTS. After that, the Financial Aid Committee (which is appointed by the Head of School) sets awards.

The Committee takes several factors into account:

- The FACTS calculated financial need
- Any reported extraordinary circumstances affecting each family's finances
- The school's policies on award eligibility by academic program
- The fair distribution of the total amount of funds available for aid school-wide

Awards range from 10% to 50% of tuition, in an attempt to provide assistance to as many families as possible. Given the small number of Young Toddler spaces, financial aid is not available for this program. We generally allot up to \$1,000 per year to Toddler families based on need.

Award letters are typically mailed in early March. Families may appeal an award within two weeks by writing a letter (or email) to the Director of Advancement, explaining any new extenuating circumstances and the amount of additional aid requested. The Financial Aid Committee reviews all appeals and families are notified of their financial aid status.

Should the financial aid decision be unacceptable to you, you may elect to cancel your contract and receive a full refund of your deposit.

Loan Program

Tuition Solution offers low fixed-rate loans with no upfront fees. Information is available at www.yourtutionsolution.com or contact Greenspring's Business Office at 410-321-8555, ext. 105.

Academic Scheduling Changes

Changes to your child's academic schedule can be made until October 31 and again between January 1 and January 31. Changes are effective on the first day of the following month after the change is made unless the change is recommended/required by the school.

Families who enroll mid-year have 6 weeks from their child's start date to make any changes to the academic schedule. Changes will be made effective on the first day of the following month after the change is made.

Discovery Changes

Changes to your child's Discovery (before- and after-school care) schedule are effective on the first day of the following month after the change is made. If you need to increase your Discovery hours mid-month, you will be charged at the rate of \$8.00 per half hour.

Refund Policy

Greenspring Montessori School relies on its enrollment commitments to plan for the year. Parents withdrawing a student from the school after signing the re-enrollment contract must give 60 days notice in writing. All withdrawals will be and tuition refunds will be made effective from the first day of the following month after the 60 day period.

Refunds will not be given for days lost because of inclement weather or illness. The \$750 annual enrollment deposit is non-refundable.