

Woodland Montessori School

PARENT HANDBOOK

2026-2027



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OUR MISSION

Woodland Montessori School fosters the natural spirit of inquiry and thrill of discovery within each child by upholding the Montessori philosophy.

OUR GOALS

- To support learning, which is best achieved within a social atmosphere that advocates each individual's unique academic, physical, and emotional development.
- To support an ongoing partnership between home and school within which independence, responsibility and self-esteem are fostered.
- To support a dedicated, certified staff in teaching the whole child in multi-age, family-like groupings, and a prepared classroom environment.
- To nurture responsible citizens who are respectful of each other and their environment and have the ability and desire to fulfill lifetime educational and social goals as members of their various communities, and to maintain the highest academic standards through a structured, individualized curriculum.
- To ensure that community buildings and playgrounds are maintained in a manner that is orderly, safe, of good quality, enhances learning, and reflects our Montessori philosophy.

RESPONSIBILITIES

In choosing Woodland Montessori School, our school and your family have formed a partnership with the purpose of providing the opportunities and environment for the successful development of your child. Our staff acknowledges that parents are the first and foremost educators of their children. Parents, together with teachers, are responsible for ensuring that effective learning takes place – we look forward to working with you to help your child bloom here at Woodland. Welcome to the Woodland Montessori community!

Responsibilities of the School

- To provide an environment that is clean, safe, and attractive.
- To maintain the standards and licensing required by State, County, and City agencies.
- To provide a program that is stimulating, developmentally appropriate, and the best possible with our resources.
- To provide Montessori-certified teachers who are exceptional in their guidance and caring, their commitment to professional growth, and their openness to new ideas.

Responsibilities of the Parent

- To bring the child to school on time.
- To fulfill financial and legal obligations to the school promptly.
- To support both the school and the child:
 - By attending parent meetings and conferences
 - By keeping informed on the goals and policies of the school
 - By volunteering time and effort
- To ensure the continuation of the school for their own child by actively helping to build enrollment.

Responsibilities of the Child

- To fulfill his or her potential and to enjoy the special season of life we call childhood.

“Our aim is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inmost core.- Maria Montessori

Program Information

A typical Montessori classroom contains children within a three-year range (i.e., 3 to 6-year old's), adults who guide and facilitate rather than direct, and a wide variety of materials and activities that are structured sequentially to facilitate natural development and to communicate concepts basic to our culture. The uniqueness of the Montessori approach to education is immediately apparent as each child chooses his own work, receives a teacher demonstration if needed, uses his chosen materials independently, and then returns them to their place on the shelf.

Office Hours & Communication

School correspondence and telephone calls will be handled through the school office between the hours of 9:00am-5:00pm, Monday-Friday. The school phone number is (406) 755-3824 and the school fax number is (406) 755-7234. Our e-mail address is woodland@mtmontessori.com. You can also

We will have staff in the office during the above hours to answer questions. Please feel free to call us during this time. Teachers will not be available to come to the phone during class hours. You can also message your child's teacher or communicate with the office and facility via the parent engagement app, ProCare.

Private School/Licensed Daycare Facility

Our Montessori programs are offered between the hours of 8:45 a.m. and 3 p.m. In addition to being a private preschool and kindergarten program, we are a licensed daycare facility. We offer childcare for enrolled students before and after the school day. Woodland Montessori School complies with all State and Federal regulations concerning daycare facilities. The required child-to-staff ratios are followed in the daycare center.

Child Abuse Reporting Requirements (Mandatory Reporting)

Child abuse includes physical abuse, neglect, sexual abuse/exploitation, emotional abuse, parental substance abuse, abandonment and/or maltreatment of a child. Staff members are required by law to report suspected child abuse to the Montana Department of Public Health and Human Service's Child and Family Services department. Any observed atypical physical conditions will be reported to a child's parent/guardian.

Emergency Information

WMS's Emergency Plan is available in the office and is posted in every classroom. The safety of your children is of the utmost importance to WMS and we practice fire drills, Shelter in Place (lock-down), and evacuation throughout the school year so the children will know what to do in any kind of emergency. WMS will utilize all methods of communication to notify parents, including, but not limited to, email, texting, Facebook posts, Procare, and phone calls.

Breastfeeding Policy

This policy is designed to support breastfeeding mothers. We support and encourage the breastfeeding mother's decision to continue to breastfeed her child. In keeping with this philosophy, our program will: Provide a welcoming atmosphere that encourages mothers to initiate and continue breastfeeding. Provide a designated space for mothers to breastfeed their infants while at WMS for their older children currently enrolled in our program

Staff Guidelines on Student Care After Hours and Social Media Interaction

To ensure a safe and professional environment for our students, we ask WMS staff to refrain from providing childcare for currently enrolled students after school hours. If you are in need of additional childcare options, we encourage you to contact the Nurturing Center at 406-756-1414, where you can find a variety of resources available.

Furthermore, to maintain healthy boundaries between school and home, we ask all staff members not to "friend" current students or their parents on social media platforms. Adhering to these guidelines is essential for our community's integrity and the well-being of our students. Thank you for your understanding and support.

School Days Off

The school year calendar will indicate NO SCHOOL or CENTER CLOSED. On a NO SCHOOL Day, child care will be offered by reservation at an additional charge – care reservation forms will be distributed as those dates approach. On a CENTER CLOSED day, care will not be available, and parents are responsible for arranging alternative care.

Immunizations & Emergency Contact

Immunization records, notarized Religious and Medical Exemptions, and Emergency Contact information are required for each child before their first day of school. Emergency Contact information must be submitted annually.

Families will be notified if immunizations are overdue; all immunizations must be current for school attendance. If multiple doses are needed, a conditional attendance plan from the child's healthcare provider must be submitted to the office.

Immunization Exemptions may be accepted with appropriate paperwork. Notarized Religious Exemptions are required. Exempt children may attend Woodland Montessori if they meet daycare licensing and preschool guidelines. If an exempt child is exposed to any communicable disease (e.g., diphtheria, pertussis, tetanus, polio, rubella, mumps, measles, or chickenpox), they must stay home until it's safe to return. School attendance may be restricted during outbreaks of these diseases. Immunization regulations are subject to change.

Gates/Door Codes:

Our gates and fences represent the physical boundaries of the school. It is extremely important for the safety of the children that they recognize and respect these boundaries. To reinforce this recognition and respect, we kindly ask that only adults operate the gates, and ensure they are closed and latched when entering or exiting.

Please do not allow your child to hang on or ride the gates.

WMS has installed door lock keypads on each classroom. We understand that children/parents may learn the code, but we ask only the facility to enter the code, as this helps keep children and the facility safe by knowing who is on the premises and allowing us to know when children are dropped off and picked up. Please ring the classroom doorbells or call the office at 406-755-3824 to be let into the building. Please do not let others behind you.

Photo Policy

Photo documentation of children in classrooms, on the playground and at school events is used in the process of student record-keeping. These photos subsequently are used in parent-teacher conference write-ups, and may also be used in school newsletters, communications, website or in a school yearbook. Occasionally, photos will be used in outside advertising media (brochures, newspaper ads, flyers, website, etc.). Names will not be associated with photos used in this capacity. Families declining permission of the use of photos of their child/ren in this type of advertising must submit such a request in writing.

Off-Campus Activities/Field-Trips

Off-campus field trips or other school initiated off-campus events will be organized periodically to enhance the students' educational experience. Families should review their weekly emailed communicator and/or watch for posted notices for information about field trips.

When transportation is necessary, parent permission (signature) will be required and appropriate child safety seats will be needed on the day of the field trip. Parent permission will not be required for a walking field trip.

Parent assistance for driving and/or chaperoning may be sought for field trips or off-campus events, parents driving additional students must provide a copy of their driver's license, and current insurance to the office. The teacher and attending staff will guide the chaperons in how to best support the class.

General Information

Daily Activities/Schedule

This is a broad overview, as each classroom maintains its own daily schedule.

7:30-8:45.....	Before School Care
8:45.....	Circle
9:00-11:00	Work Time
11:00	Clean Up
11:15	Lunch
11:45	Outside Time
12:30	Half Day Pick Up
12:30	Quiet Story Time
12:45-2:45.....	Work Time
2:45-3:00.....	Clean Up
3:00.....	Outside Time/Pick Up
3:05-5:30.....	After-School Care

Class Sessions

Early Learner & Early Childhood Sessions

3, 4 and 5- day schedule options available (*3-day schedules are only offered as introductory for new 2's-3's*)

- Half Day: 8:45 a.m.–12:25 p.m., Monday – Friday
- Full Day: 8:45 a.m.–3:00 p.m., Monday – Friday

Arrival and Dismissal Procedures

Families using before and after care hours will need to park and walk their child to the following classrooms.

Before Care: 7:30-8:30am

- Children in Maple will go to Maple for Before Care
- Children in Linden, Apple or Lilac classes will go to Cosmic/Birch Class for Before Care

After Care: 3:00-5:30pm

- Early Learner Students - will go to Maple Sprouts Classroom for After School Care and will potentially merge with the Early Childhood classroom, depending on ratio
- Early Childhood Students - will go the Cosmic Classroom/ Cafe Woodland

Valet Procedure: 8:30-8:45am

- Morning drops off is the busiest time of the day. In order to ensure the safety of our students, families, and staff, as well as to encourage the growth of our students' independence, we ask that all children arriving between 8:30-8:45am use our valet service. See valet map (pg. 29).
- Parents will drive up to the mailbox, stay in their car while staff assist their children out of their car seats, and walk them into class. Please remain in your vehicle and have your child seated in their carseat/booster, it holds up the valet process if your adults get out of the vehicle or if your child is not in their seat. If your child needs

additional time, please pull up to one of the available parking spots.

- There will be no parking available in front of Linden and Lilac's classrooms during this time.
- There will be 4 parking spaces available outside of Apple Class for students who try valet and need a little more time.
- Please do not let your vehicle idle in the parking lot – turn it off. This is not only a matter of courtesy to eliminate the noise and smell of a running vehicle; it is also a matter of safety!
- Please do not let your children hang out the car window(s), or stand up in the sun/moon roof. This is a safety hazard.

In case of extreme weather, you will receive a message through Procare letting you know we will not be offering valet due to the weather, we follow School District 5's guidelines on weather conditions. Parents will park and walk their children to their classrooms.

Any parents arriving after 8:45am will need to park and walk their child to class. Please walk your child to their classroom door making sure a staff member is aware of their arrival. This is not a time to speak with the teacher or assistant. If you need to speak to your child's teacher, please send a message through the Procare app, or leave a message with the office.

Dismissals:

When picking up your child from school, you will always park and walk in to get your child. Weather permitting, classes will be on the playground. Otherwise, go to your child's assigned classroom and wait by the classroom door. Before you leave with your child, you must make contact with a staff member and sign your child out on the Procare App.

Pick Up Times:

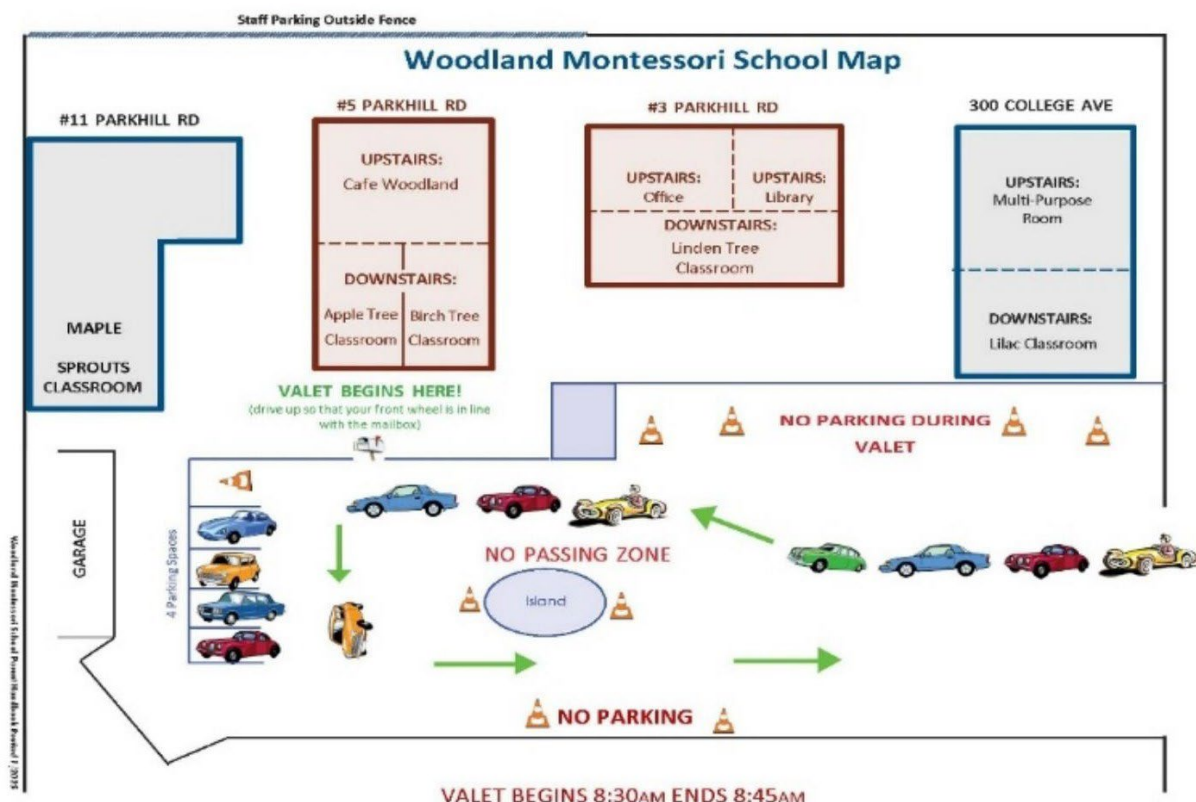
Half-Day Pick Up is at 12:25-12:30pm

School Day Pick Up is at 3:00-3:05pm

During Dismissals children can be confused about who is "in charge" when both parents and teachers are at school.

As soon as your child arrives at school, he or she is our responsibility.

When you arrive to pick your child up, he or she is your responsibility.



Our Classrooms

The Early Learner Classroom (2-3 Years Old's)

This classroom is a first step into a Montessori environment for children just emerging from toddlerhood, ages 24 months through three years old. The chairs, tables, and shelves are smaller, presentations are shorter and materials on shelves are geared specifically for these youngest early childhood children. It may be that children here are not yet toilet-independent. The ratio of children to adults is maintained at 8:1 in this environment. Although the goals and objectives are virtually the same as the Early Childhood classrooms, children under three always begin here.

Please take note of the following information:

To ensure a lower student-to-teacher ratio, the Early Learner classroom will implement staggered start times; no pro-ration will be applied. This approach aims to help new children adapt to the school environment gradually. We strongly encourage families to visit the classroom at least twice before their children start attending school. This will allow the children to familiarize themselves with their new environment and facilitate a smoother transition into school.

We kindly ask parents to support their child in learning independence and following a routine. We encourage families to use the valet service or walk their child to the gate or front door, but not accompany them into the classroom.

Additionally, we encourage students to undress and dress themselves, remove their shoes, and place their items in the cubby without assistance, unless it is necessary.

The Early Childhood Classroom (3-6 Year Old's)

The child who enters our Montessori school for the first time is exploring, watching, testing, sensing, and manipulating. Over a period of time, they gradually move toward what Montessori calls "normalization." Their interactions with the teacher and the environment are building the level of their skill and control, and they become absorbed, mentally and physically, in their work. This process of developing concentration and independence culminates in an explosion of learning; the sequence from concrete manipulation of the materials to abstract reasoning gives the child an understanding not simply of the answer, but of the questions and the learning process as well.

The rate at which our early childhood children move to this normalized state varies from child to child, but every step in the sequence is important. The teacher is continually observing, arranging, and modifying the classroom to allow this flow of learning activity. Because of this ongoing process, and because each child has a unique place in our group, we are firmly committed to the concept of Montessori as a five day a week program.

Early Childhood Goals & Objectives

Goals:

To support the pre-primary child's fulfillment of abilities and achievement of age-appropriate skills in the following developmental areas: gross-motor, fine-motor, perceptual, quantitative, language, cultural, and personal-social.

Objectives:

Gross-Motor Development -- The child will be able to use basic movement patterns appropriate to their age, including: walking, running, jumping, broad jump, balance, throwing, catching, galloping, skipping, moving to rhythm, alternate feet, and carrying. This is done outdoors and as circle (group) activities.

Fine-Motor Development -- The child will be able to develop and refine small-muscle coordination through the use of self-help skills, household tools, and art materials. This is referred to as the Practical Life area in a Montessori classroom.
Perceptual Development/Sensorial -- The child will be able to perform tasks that aid the refinement of sensory discrimination, patterning, organization, and associated vocabulary.

Quantitative Development/Math -- The child will be able to exercise his/her capacities for understanding concepts of local grouping, counting, cardinal and ordinal numbers, numeral recognition, the decimal system, operations, and measurement.

Language Development -- The child will be able to refine and expand age-appropriate language abilities in all modalities – listening, speaking, writing, and reading – as demonstrated by the performance of related tasks, including giving personal data, naming body parts, comprehending directions, names pictures, uses word skills (plurals, opposites, rhyming words, listens to stories, shares verbally, dictates, auditory analysis of words, identifies initial sounds of words, spontaneous writing, initial sounds from pictures, composes words, sequences pictures, gives sound for letter, recognizes sight words, reads.

The Science and Social Studies area of a Montessori classroom, also known as the Cultural learning area, includes presentations and age-appropriate activities in the subjects of zoology/botany (including differences and similarities in fish, amphibians, reptiles, birds, mammals, and the plant kingdom), astronomy/physical science (fundamental concepts of astronomy, geology, physics, and chemistry), geography/history (concepts of air, water, the earth, land formations; history format includes countries, flags, and national costumes) and music (singing, rhythms, creative music and listening).

THE FIRST DAYS

When a child starts school for the first time, it's likely that both the child and parent will experience mixed feelings. It is normal for the child to feel positive and excited about venturing out into the world beyond home, and to be attached to the other children and the interesting things to do at school. Likewise, it is normal for parents to the child to have playmates and the social and intellectual stimulation that school can provide.

It is also normal for both to have some negative feelings right along with positive ones. The child may feel afraid that he may not be safe without mothers, anxious about controlling himself (without the familiar safeguard of the parental presence); he may even wonder if he is still loved or feel angry about having to endure this new anxiety. The sadness at being parted for a while from his parent may come rushing over him at the moment when he says "goodbye" at the school door.

The parent may, to his or her surprise, have many of the same negative feelings. He or she has arrived at this choice carefully, sure that Montessori is just what the child needs, and perhaps looking forward to a little freedom for the first time in three years. Yet, when the first day comes, he or she, too is filled with uneasiness, especially if the child looks downcast or even cries a little. Do the teachers here really know what they're doing? Maybe this child is too young after all.

Underneath this layer may be some deeper fears, not even conscious:

This child who has defined his or her identity as "mother" or "father" is growing up, so who is he or she now?

- The house will seem so empty while the child is at school.
- He or she misses the child and feels a bit lonely already.
- Will he or she still be needed?
- Why can't his or her spouse understand how upset he or she is about this?

In short, both parent and child are experiencing normal feelings of fear, sadness, and anger associated with separation. Recognizing these feelings and resolving them may be the most important tasks to be accomplished all year. This first separation will be the prototype for all those that follow in the child's lifetime. If negative feelings are denied and suppressed now, they may be harbored for years to come, an impediment to the child's healthy development and ability to learn. If his heart is home with his mother, his mind and body can't take full advantage of being at school.

Some Signs of Separation Anxiety

For Children:

- says they don't want to go to school
- resists getting ready in the morning
- cries when their parent leaves the school
- wanders instead of choosing something to do
- avoids teachers
- withdraws into thumb-sucking or wets pants
- when the parent comes for pick-up, runs away, or wants to stay and play (*it's your turn to wait, as they have waited for you.*)
- complains to the parent that they are afraid of the other children or that others hurt him
- gets angry with parents or siblings (about very little)
- complains of a tummy ache before school

For Parents:

- finding reasons for being late to school
- needing to "explain" the child to the teachers
- feeling overly critical of the teachers
- ashamed or angry if the child cries
- trying to leave school without saying "goodbye"
- saying "goodbye" more than once a day
- frustration at not knowing what the child did at school today
- asking teachers "how he/she did" each day
- staying with the child at school beyond the first few days
- getting angry with spouse, child or self (about very little)

What To Do?

Be prepared. Know in advance that some of these feelings are normal, and know their signs. If you have decided your child is ready and have taken care to choose a school you can trust, then relax and rely on the judgment you made at a less trying moment to carry you through the separation period.

Decide ahead on how you'll handle the first few days, and let both the child and teachers know. When you drop your child off at school, emphasize when you'll be back for them, and what will happen after that.

Be honest with your feelings. If it is hard to say goodbye, then let it be hard. Phony cheerfulness won't make it go away faster.

Let your child have their feelings. Let him know it is okay to feel sad, or scared, or mad – and still go to school.

Give support with your positive expectations. Remember that you are happy that they can go to school, that they will have other kids to play with, and that you expect them to like it as you do.

Let them walk into school, as this will give them a feeling of independence. Carrying them into school will make them feel like a baby.

Give special attention at home for a while. Set aside some "loving time" just for them every day, so they can count on it.

Required Supplies

General school supplies will be purchased by the school in bulk and included in the yearly school supply fee. Please send your child to school on the first day with these personal items:

- A small plant
- A picture of your family
- A change of clothes (three changes for Early Learners)
- Slippers or indoor shoes (with hard soles, no large slippers, or character slippers)
- A combined pillow and blanket sleeping matt (Rolle Pollee or generic nap matt)
- Children working on toilet independence must provide diapers, wipes, and diaper rash cream (labeled).

If you love it, label it! Please regularly check your child's classroom lost and found; any items left over at the end of the school year will be donated.

Bringing Things from Home

Sharing of books, pictures, unique educational toys, or natural phenomena brought from home is encouraged. We particularly encourage items that relate to special projects at school. Your child's teacher will let you know when "Show & Tell" day is.

To avoid confusion, conflict, or loss of special items, toys, stuffed animals/toys (dolls, cars, etc...) need to be kept at home or in your car during school time.

Dress Code: Clothing and Shoes

Clothes should be comfortable, durable, washable, and manageable. They should promote independence and be easily removed and put back on for your child. Dress-up clothes, fancy clothes, and pajamas are to be left at home and worn only on special occasions. Children are likely to participate in activities such as painting, sandbox play, and rolling in the grass. Clothing that will not endure these types of activities should not be worn at school.

Outside Shoes: Shoes must be closed-toe and have a strap. Please do not send your child in play shoes (such as plastic high heels). Your child must be able to put on and take off shoes with ease. If your child cannot tie shoes, please send in Velcro or other easy-to-wear shoes. The classrooms will take various walking field trips throughout the year, so please make sure your child wears comfortable shoes.

Inside Shoes: Please send a pair of slippers with a non-skid sole to wear inside the classroom. For proper support for the movement in the classroom and the promotion of independence. Please no large "theme" slippers.

The children will independently dress and undress themselves throughout the day. We recommend not correcting your child on "incorrect" dressings or shoe placement and allowing them to self-correct.

Rainy and Snowy Days

Children spend time outside every day, unless the temperature is below zero degrees. They need to be prepared each day with the following items: coat, snow pants, snow boots, mittens and hat (or hood on coat). Snow pants, winter footwear, hats and mittens/gloves are required when temperature is below freezing (32° F) and/or when there is snow on the ground. Snow pants are also worn even if there is no snow. Decisions will be made as to a child's request to remove outerwear while outside by a teacher's assessment of circumstances (i.e., activity level, age, elements, etc.). Decisions will be made before each recess about the length of time to be spent outdoors. If the temperature is between zero and 10 degrees, the time outside will be reduced to ten minutes maximum and can be optional.

Extra Clothes

Please send extra underwear and a change of clothes (three changes for Early Learners), even if you think your child is unlikely to need them. Label the ones you send, ideally in a clear plastic shoe-size box. WMS has very few loaner items available; please provide your child with the proper attire or contact the office for assistance. If your child comes home wearing clothes that are not his or her own, please launder and return to school the following day.

Lost And Found

Every classroom has a lost and found box, please periodically check for your children's clothing, if clothing is unclaimed at the end of the year it will be donated. "If you love it, label it: Mark your child's name on all clothing and clothing accessories to prevent both confusion and lost items.

Nap/ Daily Rest Policy

Children who nap with us will lie down after lunch, by 1:00 p.m. If your child is napping, please provide a pillow blanket combo roll-up. It is the parent's responsibility to launder bedding, used bedding will be sent home on Fridays, and need to be returned clean on Mondays.

If your child starts the year as a napper and is not napping regularly a teacher will communicate with parents if napping needs to be discontinued. Even for children who do not nap, there is a rest/quiet period of approximately 20 minutes daily.

School Events

Many of our school events and traditional celebrations occur annually. Please watch for information regarding these events in your weekly communications, and/or check our special advents calendar for more details. All events are subject to change.

School Directory/ Birthday Invitations

A school-wide directory will be provided to all enrolled families. With respect to discretion, we ask that any information on the directory is not shared beyond the Woodland Community.

If you would like to plan a birthday party for your child outside of school hours, we ask that this be a private matter that does not involve the school. You may ask your child's teacher for the names of the children you would like to invite, then put a request into the office for the names and/ or addresses we are authorized to give or refer to the school directory. To be respectful to all, you may not give out invitations at school.

Attendance

Punctuality

Children need to arrive on time to school. The school's hours are 7:30am to 5:30pm (hours are subject to change due to enrollment needs) and the school day is 8:45am - 3:00pm. There is a 15-minute grace period before school starts and 10- minute grace period after school ends. Please make sure your child arrives and leaves during these times. Teachers spend the time immediately before and after class handling record-keeping, cleaning and preparing the classroom, and discussing child progress. It is absolutely essential that they have this time free for these duties.

Absences

Please notify the office via call, message, or message on our parent engagement app, ProCare if your child will be absent. We recommend that you plan your family vacations during our school vacations. We ask that absences to be kept to a minimum.

We believe consistency and routine are paramount to a child's success at this age.

Tardies

Children need to be on time for school, which begins at 8:45am. Being on time shows respect and commitment to the classroom, your child's teacher, and your child's peers. Students who arrive late often experience difficulty joining class after class has already begun. Late arrivals also take time away from the rest of the class while the teacher must divert her attention to integrate the late student with the rest of the group.

Check-in/out System for Attendance

Per the state of Montana, every child MUST be checked-in and out every day they are in attendance by a parent or authorized person.

WMS uses a Parent App called ProCare for attendance. Each missed check-in or out of attendance will incur a **\$5** charge.

We appreciate it when parents acknowledge a teacher as they drop off or pick up their child(ren). Each classroom must take an analog daily attendance. Each classroom teacher is responsible for ensuring each child in attendance is accounted for throughout the day.

Drop-in Fee

If your child attends school any time outside of your child's chosen schedule, they will be placed in childcare, and you will be billed accordingly. This is referred to as a drop-in fee. *See Fee & Payment Schedule for Drop-In Fee.*

Late Pick-up Fee

Parents need to arrive at the school no later than 5:25 pm to pick up their child as the school promptly closes at 5:30 pm. If your child is not picked up by 5:30 pm, you will be billed a late pick-up fee. This charge is \$5.00 per occurrence and \$1.00 per minute for every additional minute.

If a child is still here after 5:30 pm and WMS cannot reach parents or emergency contacts, WMS will call the proper local authorities. Woodland Montessori pays all late pickup fees directly to the staff member working at the time of late pickup.

ProCare Parent Engagement App

WMS utilizes Procare, which **parents** download via their mobile app store. WMS uses ProCare for parent communication, occasional photos, digital incident reports, and reminders. Occasionally, reminders will be sent via ProCare SMS.

Authorized people (i.e., Grandparents, Nannies, etc.) must use their generated 4-digit pin.

All authorized user pins are available on the parent's mobile Procare account (Pins can be found on the Profile page; scroll down to Family & Additional Authorized Users, select the user from the list and scroll to the bottom of the screen to see "Sign-In Pin.")

Authorized Users may then use the classroom tablet, or their phone by scanning the available QR code and clocking in/out the child with their 4-digit pin.

Authorized Pick Up's

WMS will *require an ID* for verification during pick-up if the staff does not recognize the pick-up user.

CHILDREN WILL NOT BE RELEASED TO AN UNAUTHORIZED PERSON.

Please contact the office to add new authorized pick-ups. If a person picking up your child is not going to be consistently doing so, the office will need written authorization for that person to collect your child.

Non-Custodial Parents

Without court documentation submitted to the office both parents have equal rights to pick-up their child, make changes to who is authorized to pick-up the child, and make decisions regarding the care of the child. If there is a parenting plan or custody arrangement in place, please provide a copy of the court documents to the office.

Digital Incident Report & “Ow-wee/Oops” Reports

Any time a child sustains an injury (by general rule of thumb, at least something leaving a mark), an incident has occurred warranting parent notification, or any time a child has been sent to the office for behavioral resolution, an incident report form will be sent to a parent via the Procure App, this will require a signature. "Ow-wee/Oops" Reports may also be sent home via a paper form. This form will be presented to the parent/authorized adult picking up the child at the end of their day for explanation and parent/guardian signature.

Communication

The school office uses our weekly newsletter, the Communicator, to distribute announcements, updates and paperwork during the school year. Communicator information will be distributed by e-mail. Additional updates will be shared via our Parent Engagement app Procure.

Keeping us up to date

In the event that a significant change occurs in your home situation, please consider informing the teacher or office as soon as possible. All information will be regarded as confidential. It is important for us to be aware of changes that may affect your child's well-being and behavior. Common causes of stress include:

- Either /both parent(s) being away from home for any reason for an extended time
- A new person living in the home
- Illness of either parent or a sibling
- Any hospitalization, accident, or death in the family
- New caretaker
- Moving
- Death of a pet

The teachers and administrator will keep you informed of any significant changes in the school environment which may affect your child as well.

Parent Conduct/Codes

At Woodland Montessori School, we work hard to build a strong sense of community. We encourage your feedback and want to hear about any issues that might arise. We ask that you bring those concerns to the administration and encourage other parents to do the same. We have found in the past that misinformation and incomplete perceptions can cause confusion and frustration that may interfere with the strong community we are all working to build! Please be assured that WMS will inform you when issues arise that might be cause for concern.

Parents of enrolled children agree to conduct themselves in a manner consistent with decency, courtesy, and respect for all WMS staff, students, and families. WMS reserves the right to discontinue enrollment of a student if the administration reasonably concludes the actions of a parent make it impossible to continue a respectful and constructive relationship between the parent and Woodland Montessori School.

Peace, Grace, and Courtesy

The Montessori focus on peace, grace, and courtesy enables our students to make intellectual and emotional growth each day. Maria Montessori described this process by stating, “It is interesting to see how little by little, these (children) become aware of forming a community which behaves as such.... Once they have reached this level, the children no longer act thoughtlessly, but put the group first and try to succeed for its benefit.” This is an ongoing experience in each classroom community.

Conflict Resolution

Learning to cooperate and problem-solve are ongoing and essential parts of each child's day at Montessori. The goal is to have the students solve their own problems. The staff strive to help your children build the skills necessary for problem-solving and are there to facilitate difficult encounters. We do want to empower them to feel that they are building these skills. If you see something on the playground that you feel needs attention, please notify our qualified staff and allow them to help with the situation.

From time to time your otherwise easy-going child may have conflicts in school with classroom expectations or other students. We would like to encourage you to empower your child to solve his own problems and to take responsibility for his actions. Often bedtime is the time that your child will share his conflicts of the day with you. At this time ask your child if he feels strong enough to handle the problem on his own and tell him how proud you are of his ability to do so. You might brainstorm with our child a few ideas of how he can handle the problem or conflict and how to keep the problem from occurring again in the future.

If the problem seems too big for your child to handle on his own, we appreciate you bringing it to our attention by calling your child's teacher. If your child can come in with you to talk to a teacher about the problem, we feel we are helping the child find proper channels to solve these problems. Please refrain from contacting another child's parent. If a child has expressed a problem he or she encountered at school with another child; again, please bring the issue to the attention of your child's teacher or the office so that all perspectives of the situation can be gathered and dealt with fairly and appropriately. The best of children can be too rough or too sarcastic at times. It is not tattling when your child lets an adult know. The child in question can then have help to grow in his or her behavior.

Woodland Discipline Policy

Classroom rules are the guidelines for classroom management used in order to maintain the structure and order that allows freedom of choice within the classroom environment. These rules are intended to promote safety, respect, and fair treatment among the individual students and the class as a whole. They promote the internalization of pro-social behaviors and values such as self-control, consideration for others, and a sense of responsibility for oneself and the welfare of the group. In essence, our goal is to help children on the path toward self-discipline.

The number of classroom rules in a preschool and kindergarten environment is generally kept to a minimum. Whenever possible, children help to make the ground rules. They are presented in a positive way and are concise, clear, and easy to comprehend. Emphasis is on safety, respect for others and the environment. When behavior occurs that threatens the safety of people or property, immediate adult intervention is applicable.

Corporal punishment is not allowed at our school, yet there are circumstances when physical restraint may be necessary. A member of the staff may use restraint in self-defense, to prevent physical injury to another and/or to restrain or remove a student who is disruptive, abusive, or "out of control."

When a child is misbehaving on a regular basis and the teacher's efforts are not successful, the parents will be called upon to help formulate a plan with the teacher to modify behavior. If the teacher still cannot resolve a particular behavior problem, the child can be sent to the administrator and the child may be required to go home.

If a child's behavior requires extraordinary efforts on the part of the teacher or teaching staff, parents may be required by the administrator to seek professional assistance in identifying specific problems or difficulties through a referral to School District 5 or another local professional. If the parents do not secure the necessary testing or therapy on the child's behalf, the administrator may find it necessary to withdraw the child from the school.

Teachers will evaluate recommendations and evaluations made to the school by outside specialists and consider the information when planning the child's program.

All needs for redirection will be handled on an age-appropriate basis. The following format will be followed when deemed necessary; timeline to this format may be adjusted on a case-to-case basis.

One Month:

1. Teacher/assistant should review student information in child's file as first step. Observe behavior for one month and document. Teacher/assistant can brainstorm during weekly meetings with regard to child issues. If safety is an issue, cut timeframe in half. Communicate closely with parent and administrator. Share parent resource books. Rule out short-term influences such as medication, sickness, child's diet and/or change in home environment factors. If situation does not improve, go to Step 2.

Subsequent 2-3 Weeks:

2. Meet with administrator. Discuss and, if needed, administrator should observe within two weeks. Administrator/teacher can then meet following observation and implement any changes. Teacher should document behavior for two weeks. If situation does not improve, go to Step 3.

Subsequent 2-3 Weeks

3. Administrator, teacher, assistant (if possible) and both parents meet. Document meeting. Possible areas of discussion:
- Behavior
 - Consistency between home/school environments
 - If child is currently on medication
 - If child is currently sick
 - Child's eating and sleeping habits

Possible recommendations: Allergist/Pediatrician/Specialist

If the recommendation is to seek outside professional assistance and an appointment is not scheduled, the parents are to notify the administrator as to the delay. Otherwise, future enrollment will be in question. Parents should be notified of our policy at the meeting.

Within 2-3 Weeks

4. Parent is responsible for scheduling appointment with specialist and scheduling a follow-up meeting with teacher and administrator following the appointment with specialist to discuss findings.

Within 4-6 Weeks

5. During follow-up meeting, discuss outside recommendations and put in place, if possible. Allow 2-3 weeks of observation by teacher. The teacher should document observations. If situation does not improve, go to step

Within 6-10 Weeks

6. Follow-up meeting with parents, teacher, administrator. If no change in behavior, decision for continued enrollment should be made based on the following:
7. Recommendation of outside professionals
- Current level of education/training of care providers child is with, and the best interest of child

Bullying Policy

At Woodland, we believe that bullying is an inappropriate behavior that is both premeditated and has malicious intent. The 2- through 6-year-old children in our care are in the very first stages of developing the ability to both control their own actions and develop an awareness of how others feel as a result of their actions. We believe that young children in this early stage of social-emotional development rarely have the ability to "bully" others. When children act unkindly toward each other, teachers take immediate steps to help children see the hurt that has been experienced and to help children model appropriate language to prevent the situation from arising again. This may take repeated efforts. Preschool- and kindergarten-age children are egocentric by nature and have difficulty seeing situations from another's perspective. This is

normal at this stage of life. Therefore, we request that as parents, you work with us to help your child develop the skill to understand others' feelings.

Biting

Biting is a normal characteristic during the early stages of development in young children. In very young children (infants), biting is often associated with teething. In toddlers and young preschool children, biting usually happens when a child's language skills are not developed enough for them to express themselves. During these stages of development, young children can bite for different reasons; sensory exploration, excitement, intense desire for an activity and crowding of one's personal space. Even though this behavior is understandable developmentally, it is still very unsettling for parents, teachers and children when it happens. Biting is not something to blame on children, parents or teachers. Instead, it is a behavior that all parties need to work toward extinguishing.

We provide an environment that encourages the development of qualities that are synonymous with the Montessori philosophy, some of which are peer-conflict resolution through the use of words and respectful and cooperative interactions with each other. Our teachers try to help students understand the causes and effects associated with their behavior. In cases of biting, we will work with the biting child to develop more appropriate responses to resolving conflicts and frustration.

Biting will be handled as follows:

- The biter is immediately removed from the group with a firm NO and told that biting is not okay, it hurts.
- The bitten child is consoled and the bitten area washed with soap and water. If necessary, ice is applied to reduce any swelling or bruising. Should the wound require immediate medical attention, appropriate action will be taken and parents will be notified immediately.
- The incident is documented and both sets of parents are notified. For purpose of privacy, the name of the biting child is not released.
- Classroom teachers and administration will confer to review the context of the biting incident. Every effort will be made to prevent further biting behavior.
- If it is determined that changes in supervision or the environment are warranted, then those changes will be made.
- Strategies to address and extinguish the biting behavior will be communicated with the parents of the biting child. Associated faculty or staff will be available for any follow up questions.
- If every effort has been made and resource used to extinguish the biting behavior and it continues, WMS may consider asking the family to withdraw their child.

Illness

Parents: it is important that a child who is not feeling well, has obvious symptoms of illness, and/or a fever of 100 degrees or higher should not be brought to school.

If you think your child or a household member may have COVID-19:

1. Do not send your child/children to school.
2. Notify the Woodland Montessori Office.
3. Contact your Primary Care Provider (PCP).

If someone is being tested or has tested positive:

1. Keep your child/children at home.
2. Inform the Woodland Montessori Office.
3. Stay in touch with your PCP and the Flathead County Health Department for guidance on quarantining and returning to school.

If someone on campus tests positive for COVID-19:

1. Woodland Montessori will notify local health officials and families, keeping identities confidential.
2. We will follow local health department recommendations.

Child Communicable Illness

During a child's first year at school, he or she is likely to have numerous minor illnesses until they develop greater immunity. Working parents should make plans in advance of their need for the care of a sick child. Requesting that the child be kept from outdoor play at school is not an acceptable solution. A child who is not well enough to go out during our regular outside times is not well enough to return to school.

If a child becomes ill at school, the child will be brought to the office where he or she will be kept comfortable and a parent or guardian will be notified. Mandatory exclusion occurs when:

- A child has experienced two episodes of vomiting or diarrhea, and registers a fever of 100 degrees or higher (99 degrees under-arm temperature).
- A *reportable illness is suspected and/or diagnosed.
- A child is experiencing severe cough, breathing difficulty, wheezing, stiff neck, irritability, or poor food or fluid intake.
- Bacterial conjunctivitis (pinkeye) is suspected and/or diagnosed.
- Head lice or scabies are suspected and/or diagnosed.
- Skin infection is suspected and/or diagnosed.

A child must be without a fever of 100 degrees or higher (without the use of a fever reducer), vomiting, and/or diarrhea for 24 hours before he or she returns to normal activities such as attending school.

Instances of seizure, jaundice, and generalized rashes warrant exclusion until evaluated by a healthcare provider to determine the cause. Bacterial infections (e.g. strep, scarlet fever, impetigo, bacterial conjunctivitis (pinkeye), skin infections) must be treated with antibiotics for 24 hours before returning to school.

The Health Department requires that all children returning to school after a *reportable illness or after leaving school because of an illness be accompanied by a note from the parent or physician stating that the child has been sick and is now well. These notes will be kept in our permanent files. **Reportable Illnesses include but are not limited to: strep infection (including scarlet fever and impetigo), chicken pox, hepatitis, measles, meningitis, mumps, rubella, tuberculosis, and whooping cough. Please check with the office if clarification is needed.*

No-Nit Lice Policy

From time to time, your child may be exposed to head lice while at school. While this is inconvenient, it is not life-threatening. However, your immediate attention is required to ensure that the nuisance is not spread. We will post notifications throughout the school when we have a confirmed case of lice at Woodland Montessori School. Children with head lice are to be kept out of school until treated and nit-free. Before your child returns to the classroom, the school staff will assist in rechecking him or her before allowing a return to the classroom.

Medication

Ingestible Medications (including cough drops)

If you wish to request that medication, either prescription or non-prescription, be administered to your child at school, a medication form must be signed by the health care provider and the parent. Medications must be in the original container, with the original prescription (with a tool to administer) and clearly labeled and brought to the office. It is the parent's responsibility to contact the health care provider. Forms are available in the office.

Cough drops are ingestible, over-the-counter medication (OTC). A separate medical authorization form must be filled out and, in the office, for your child to utilize the parent-provided cough drops. All medications must be sent in their original containers, do not send your child with individual cough drops.

Medication scheduled to be taken three times a day should be taken before school, after school, and before bedtime (every eight hours) unless otherwise designated.

The goal of this medication policy is the health and safety of the students and legal protection for the school and the health care provider. If you have questions or need more forms, please contact the office.

Non-Ingestible, Over-the-Counter Medication

Parents/guardians must fill out and return the Over the Counter (OTC) Medication Authorization form for each child annually. This form gives parents the option to authorize the administration of non-ingestible over-the-counter (OTC) medications. Medications authorized by this form will be administered only when necessary. These medications must be provided by the parent.

A certain number of minor scrapes and bumps are to be expected as children grow in their knowledge of the physical world and their own capabilities. We do our best to maintain playgrounds and classrooms in a safe condition. Standard first aid procedures include applying ice to bumps and washing out cuts and scrapes with soap and water, then applying Band-Aids as necessary to keep dirt out.

In case of more serious injury, your child's physician (as listed on the emergency contact form) will be called in for recommendations of treatment and parents will be notified. If the situation is an emergency, 911 will be called and parents will be notified.

Student Support Services

Flathead Community Resources & Other Services

A variety of public services are available in the greater community. A resource guide compiled by the Nurturing Center has been included on our Website. Please see Family Resources for the full list.

Hearing & Vision

Woodland Montessori School will arrange for screenings for hearing and vision. These screenings will be conducted by a qualified professional annually for all enrolled children. Scheduled screenings will be announced ahead of time. Parents/guardians will be notified of results indicating the need for further action.

Speech Therapy

Teachers will make a referral to a child's local school district for speech evaluation if, on the basis of classroom observation and interaction, one seems necessary.

Community Service/Parent Hours

When a new child enters our community, we feel that a family rather than an individual has joined us. The primary participation expected of all families is: attendance at the two scheduled conferences and one parent meeting per year, and a minimum of eighteen (18) hours of Woodland Community Service Hours. Please reach out to your child's teacher or the office for volunteer opportunities. WMS will also occasionally post opportunities in the weekly emailed newsletter (Communicator),

via Procure or email.

The eighteen (18) hours of Woodland Community Service hours must be for the school's benefit. Families that have children at both WMS and KME are only required to fulfill nine (9) Community Service hours at each school. All fulfilled Community Service hours must be submitted to the office by May 1st. Any unfulfilled hours will be billed to your account at \$25 per hour, on May's billing statement.

Parent-Teacher Conferences

Woodland Montessori School does not use a traditional grading system to assess or evaluate students. A half-hour conference is scheduled for each child twice a year, which is accompanied by a narrative report. Please respect the time allotted for your appointment. If additional time is needed, a further conference may be scheduled. If you wish to talk to a teacher at any time, please call the school to arrange an appointment. If a teacher feels she needs information from you or wishes to give you information, she will call you for a conference. All conferences, at all times, are highly confidential conversations between the school and parents.

Positive Discipline Class

In an effort to bring teachers and parents greater consistency in their views on discipline, we offer a Positive Discipline class (by Jane Nelsen) biannually, taught by our certified adult instructor, Karalynn Kress. We encourage every family to take this wonderful class. All of our staff are required to take this class as well.

Visiting the Class

You are welcome any time; however, you must make an appointment with your child's teacher at least one day prior to the visitation. Your own child may be too excited by your presence to behave as he normally does at school, so be prepared to observe and learn from the other students in the class. We invite parents to leave questions for the teacher (to be discussed later), but observations should be kept confidential.

FOOD

Child & Adult Care Food Program (CACFP)

WMS follows the food guidelines of the Child and Adult Care Food Program (CACFP), a federal program that provides healthy meals and snacks to children receiving daycare. Providers are reimbursed for serving nutritious meals that meet USDA requirements. The program plays a vital role in improving the quality of daycare and making it more affordable to low-income families. CACFP facilities follow meal requirements established by USDA.

Food for Thought

We've have observed a strong connection between a child's learning capacity, mood (such as aggressiveness and distractibility), and their breakfast or snack choices. We encourage nutritionally balanced meals with fresh, low-sugar foods.

At school, we will limit snacks and meals high in sugar, as excess sugar may disrupt concentration. Please consider sugar content when sending snacks to support our healthy eating goals.

Children arriving before 8:00 a.m. will receive a complimentary breakfast to provide energy for their day.

Daily Snack

WMS provides three snacks each day: a morning snack (supplied by parents – details below), an afternoon snack, and a late-day snack for children in after-care.

Each Early Childhood and Early Learners classroom will have its own snack calendar where we encourage parents to volunteer to provide the morning snack for one day each month throughout the school year. When your child brings snacks, they will have the chance to be the host or hostess and choose a classmate to help in preparing and distributing the snacks. Snack calendars are sent out via email or Procure message, so please remember the days you sign up for. Note that this is not an opportunity to earn community service hours.

***As of the 2026-2027 school year, WMS is a PEANUT FREE CAMPUS.**

Lunch at School

School lunch, including milk, is served family-style in classrooms. Lunchtime is considered part of the Montessori curriculum and will be conducted as such.

Milk

We provide milk with every meal and snack. Unfortunately, our refrigerators cannot accommodate any beverages outside those offered by the school. If your child needs an alternative or is bringing lunch from home, please pack the meal each day in a lunch box or thermos with an ice pack for storage in the cubby room.

Monthly lunch menus will be displayed on classroom bulletin boards and are also available on our website. If your child has food allergies and is bringing lunch and snacks from home, please keep the following in mind:

- Ensure the lunch is nutritious and well-balanced.
- Label the lunch container with your child's name.
- Refrigeration is not available, so include an ice pack if the food needs to remain cool.
- Pack lunches in a way that promotes your child's independence.
- To help reduce waste, consider using reusable containers rather than single-use or disposable packaging.

Food Allergies

If your child has a food allergy or intolerance (i.e., milk) please provide your child daily with allergen friendly snack, lunch, and nonbeverages. If you have concerns, please discuss them with the office and your child's teacher.

FUNDRAISING

Being involved as parents and building a community among families is an important part of the Montessori experience. As a side benefit to raising money, the process of fundraising is community-building. Hand-in-hand we work toward a common goal; all the while getting to know each other and growing to care about one another. Fundraising is also a valuable way to contribute to the community service hours required of each family.

Part of the funds raised through our fundraising ventures allows for purchases and upgrades of special projects and materials. This enables the school to maintain high standards in the prepared environment. It keeps the area fresh, inviting, and stimulating, therefore promoting a higher rate of learning.

The remainder of the funds raised are applied to the Woodland Montessori School Foundations' scholarship fund. This resource provides scholarships to families in need of financial assistance. The scholarship fund's main fundraiser is the Harvest Festival each fall. It is through the very appreciated efforts of parent volunteers that the Woodland Montessori School Foundation is able to provide scholarships year after year. The level of success in fundraising is directly connected to the amount of family involvement. Even a small amount of participation in each family can achieve noteworthy goals.

Fundraisers

Depending on school decisions and parent committee decisions, actual fundraisers may change from year to year. The following fundraising programs and events have run consistently for the last few years: Mabel's Labels, Harvest Fest, Smith's Earn & Learn, and Box Tops for Education. Some programs/events are designated to benefit the school directly; some are designated to benefit the scholarship program through the foundation.

All fundraisers are subject to change.

Scholarships

Woodland Montessori School Foundation (501c3: 32-0127361)

Among other things, this entity was developed to manage the collection and distribution of funds for scholarships for both Woodland Montessori School and the Montana Montessori Teacher Education Institute. It is a nonprofit corporation, which means that donations collected from fundraisers through the foundation are tax deductible for the donor.

Woodland Montessori School is also an approved school for The Student Scholarship Organization Tax Credit, which is available to taxpayers who donate to approved Student Scholarship Organizations to provide scholarships for eligible students to attend instruction offered by a qualified education provider.

A family receiving a scholarship cannot hold more than one. Scholarships can only be used for tuition; all other incidentals must be paid directly by the family.

If a family pays for the year, they are ineligible to apply for our scholarship.

If a family has remaining scholarship monies at the end of the academic year, it will be refunded to either the SSO or WMSF. No refunds will be given on scholarship monies.

Best Beginnings Childcare Scholarship

WMS accepts the Best Beginnings Childcare Scholarship offered by the Early Childhood Services Bureau of the State of Montana. Parents are responsible to apply for and remain eligible for state assistance via the Best Beginnings Childcare Scholarship, offered by the Early Childhood Services Bureau of the State of Montana, during the Academic Year. Parents agree and understand that they must provide the school with proof of eligibility directly from the Best Beginnings Childcare Scholarship Program before the start of the school year and anytime a renewal occurs. Failure to do so will affect the student's enrollment and/or the Parent's financial responsibility. Parents are responsible for paying their co-payment, as set by Best Beginnings, by the first day of each month. Failure to pay the co-pay by the first day of each month will be reported to Best Beginnings and may affect future Best Beginnings eligibility. Best Beginnings reimburses WMS for the cost of all attended school days and non-school "Child Care" days signed up for. Parents are financially responsible for any amounts submitted for reimbursement that

Best Beginnings does not reimburse and any additional or elected fees selected.

Best Beginnings families will be financially responsible for all unused Childcare days signed up. Daily rates per child, as set by WMS, will be listed on the childcare sign-up form.

Best Beginnings families will be financially responsible for all unpaid days contracted days in result of (sickness, absences, traveling, vacation etc.) This will be billed at the child's contracted schedule daily rate.

All other fees (see WMS Fee & Payment Schedule) are billed monthly, including, but not limited to, Drop-ins, Late Pick-Up, Missed Clock-ins/outs, Schedule Changes, and/or Late Payment Fees. Any special event or school-related trip fees such as yearbook, picture day, or pumpkin patch trip, must be paid for with cash or check at the time of the event. Should the parents fail to maintain eligibility for Best Beginnings, they become responsible for paying any tuition and/or additional fees accrued. WMS understands that there is an adjustment period after ineligibility begins and has set a sliding pay schedule to ease the transition. Payment for the tuition and additional fees, after ineligibility, shall be paid as follows:

Parents are responsible for paying \$57.00 per day for the first month after ineligibility starts, \$60.00 per day for the second month, \$63.00 per day for the third month, and so on at a \$3.00 per day increase each month until the daily rate reaches \$66.00 per day, the same daily rate as full tuition for the 2026-2027 Academic Year. The daily rate is based on the student's current schedule, which can be changed with a 30-day written notice and approval from the school.

An annual Enrollment & Supply Fee of \$150.00, Enrollment Deposit of \$350.00, and Kindergarten Fee are not covered by the Best Beginnings Scholarship and are the parent's responsibility. The Enrollment & Supply Fee is non-refundable. The one-time Enrollment Deposit will be credited to your child's account, at the end of May, the last year your child attends WMS. The security deposit is not refunded if your child is withdrawn from the school before the end of this contracted school year.

ENROLLMENT

Enrollment

Enrollment constitutes a commitment for the duration of the academic year. If enrollment must be terminated for any reason before the end of the academic year, parents are financially responsible for a sixty (60) day notice, fully paid, to the school and any remaining tuition as stated in the contract until the vacancy is filled. There is no guarantee that a vacancy can be filled. *(See Withdrawal/Dismissal Policy)*

Enrollment will not be considered accepted until all required fees and paperwork has been submitted to the office.

Withdrawal/Dismissal

Parents will be responsible for payment of tuition and fees for 60 days following the office receiving your written withdrawal notice. Parents agree that withdrawal or dismissal of their child(ren), whether as a result of absences, illness, disciplinary action, disagreement with the teaching style, school policies, or otherwise, does not relieve the parent of the responsibility of fulfilling the school's tuition.

Parents acknowledge that WMS reserves the right, in its sole discretion, to dismiss or cancel the contract of any student for any reason, including but not limited to, those who do not meet the behavioral and/or academic standards of the school, whose conduct at any time or place interferes with the school program or operations.

Parents understand that their child will be considered enrolled after submission of the completed forms with fees to the office and that the child's placement is not secured until then. Parents have three days after submitting enrollment/re-enrollment forms & fees to withdraw enrollment. If parent(s) decide to withdraw after this three-day period, for any reason, it will result in the execution of the 60-day withdrawal policy and forfeiture of all enrollment fees. (See Withdrawal/Dismissal from WMS clause above). The 60-day time period is not in effect until the written notice has been submitted to the office. Withdrawals will not be accepted after December 31st of the current academic year.

Leadership Year (Kindergarten) Qualification Policy

For a school year to be considered a child's Leadership (Kindergarten) Year, the child must be age five by September 10th.

- *He or she must also attend five days per week, with full days (8:45am-3:00pm).*

Individualized, self-paced learning is at the heart of Montessori education. Students who are new to Woodland Montessori and meet the age requirement will be evaluated by their teacher/s prior to Leadership Club placement. This evaluation is primarily observational and will be completed over the course of the first six weeks of school. WMS teachers will have a better understanding of the student's abilities, development and progress and can then recommend if Leadership Club is an appropriate placement at that time

Tuition and Child Care Fees

Please refer to the Tuition tab on our website for our tuition and fees.

Payments/Billing

You may deliver your payment by:

- 1) Procure Tuition Express Portal* Bank or Card Drafts
- 2) Hand delivers to the office
- 3) Phone (credit/debit card payment) *fee applies
- 4) Mail
- 5) Drop Box located outside of Linden Class (Office building)

* As part of Procure, we have engaged with Tuition Express. We feel this will be a very convenient way for you to see you bill (anytime you want) as well as pay your bill.

You will need to create an account at www.myprocure.com. It will recognize you only if you use the same email address that WMS has on file. Once you have this set up you will be able to view your bill (in real time), you can run reports using any date period you need – an excellent way to be able to use the information for tax purposes. You will not be able to set this to run automatically from your Procure portal. See next paragraph.

We will still offer auto-pay options for those who appreciate that. Complete the Procure auto-pay form and return to the office and we will set it up for you. Payments made by card must be processed by the office; either auto payment or by phone.

*****Please note – there will be a \$40.00 card convenience fee added to any card payment! *****

Tuition charges for the school year are calculated on a yearly basis. Parents who pay the entire amount prior to the school year receive a 2 percent tuition discount (cash or check only). Yearly tuition may also be paid in 10 monthly installments.

- Yearly payment: due July 1 or within 14 days of enrollment, whichever is later.
- Monthly payments: due July 1 and the first of each month, September-May.

Fees for services other than tuition (e.g., before and after school care, leadership fees) are **billed monthly** beginning with the September statement. All other fees (e.g. drop-in care, field trip charges, etc...) will be billed as they occur.

Late Tuition Payments & Late Fee's

All payments are due by the first (1st) of each month and considered late if not received by the tenth (10th). Late payment fees are automatically posted to accounts with unpaid balances on the eleventh (11th) and fifteenth (15th) of each month. The late payment fee accrued on the 11th is \$20.00 and an additional late fee of 10% will be accrued on the 15th. Any family whose account is more than one (1) month overdue in payment and who has not made prior payment arrangements with the school will be asked to keep their child out of school until the account balance is current.

Failure to Pay

If your tuition payment is delinquent by 30 days or more, Woodland Montessori will suspend your child's attendance until payment is received in full. Parents acknowledge that WMS maintains the right to legal action to collect past-due tuition and fees. Parents will be responsible for all collection costs, including but not limited to court expenses and reasonable attorney fees.