

Letter From The Principal

Welcome to Appleton Public Montessori School:

This handbook has been put together to provide you with some basic information regarding Appleton Public Montessori School (APM). We hope you will find the information useful and informative to help guide you through the 2019-2020 school year. Should you have any questions regarding the information contained in this handbook, or need additional information, please do not hesitate to contact the school office.

Appleton Public Montessori was established in 2005 as a charter school within its host school, Johnston Elementary. The two schools developed a strong working relationship to the benefit of students and families, and both schools flourished. However, with the establishment of the Children's House serving children ages 4 and 5, it became necessary for APM to look for its own building in which to grow and mature to its potential. Thus, in 2013 Appleton Public Montessori moved to its present site within Plamann Park. As its own entity, APM now has the ability to fully grow into everything it has envisioned for itself.

I am excited to be principal of Appleton Public Montessori School and honored to help lead APM into the future. I invite you to be an active participant in your child's education – and our school as a whole. If I can be of service at any time throughout your child's elementary school career, please do not hesitate to contact me. Have a wonderful school year!

Sincerely,
Cassie Guilbeault
Appleton Public Montessori Principal

Contact Information

Contact Us

| | |
|------------------|------------------------------|
| School Telephone | 832-6325 |
| Fax | 832-6322 |
| Website | appletonpublicmontessori.com |

School Hours

| | |
|-------------------------|--------------|
| 4 year olds | 8:25 – 11:25 |
| 5 year olds – 6th Grade | 8:25 - 3:25 |

Office Hours

| | |
|---------------------|-------------|
| School Office Hours | 7:30 - 4:00 |
| Summer Office Hours | 8:00 - 2:00 |

The Appleton Public Montessori Mission

Appleton Public Montessori seeks to nurture the full potential of every child through the presence of the Montessori philosophy in all learning environments, encouraging intrinsic motivation, and instilling a love of learning, now and for a lifetime.

Who We Are

Appleton Public Montessori is committed to the development of the whole child by implementing curriculum and methodology based on the Montessori philosophy of education and human development. We seek to maximize the potential of every child in a structured, hands-on, and beautifully crafted environment that encourages critical thinking, communication, collaboration, and creativity. In a classroom filled with peace and joy, students become intrinsically motivated to love learning now and for a lifetime.

Appleton Public Montessori Staff 2019-2020

Administration/Office

| | |
|-------------------|-------------|
| Cassie Guilbeault | Principal |
| Jenny Martzahl | Secretary |
| Alissa Mitchler | Day Steward |

Classroom Teachers

| | |
|------------------|--------------------------------|
| Maureen Russell | Ages 4 and 5(Children's House) |
| Ashley DeBruin | Ages 4 and 5(Children's House) |
| Jody Fowler | Grades 1-3 (E1) |
| Sarah Andrews | Grades 1-3 (E1) |
| Sarah Strand | Grades 4-6 (E2) |
| Nicole Wockenfus | Grades 4-6 (E2) |

Performing Arts Specialist

| | |
|------------------|------------|
| Corrina Albright | PA Teacher |
|------------------|------------|

Art

| | |
|-----------------|-------------|
| Rachel Stutzman | Art Teacher |
|-----------------|-------------|

Para-professionals

| | |
|--------------------|-------------------------|
| Terri Freeman | Instructional Assistant |
| Cindi Dinkler | Instructional Assistant |
| Amy Hoffmann | Instructional Assistant |
| Caroline Kosharian | Instructional Assistant |
| Barbara Lehman | Instructional Assistant |
| Melissa Littleton | Instructional Assistant |

EEN

| | |
|-------------------|---------------------------|
| Jacci Nagan | Speech / Language |
| Adam Uphill | Special Education Teacher |
| Amy Conway | Social Worker |
| Elisabeth Daubert | Psychologist |

Student Services

| | |
|----------------|------------------------|
| Victoria Fors | Nurse |
| Amanda Gollner | Police Liaison Officer |

Governing Board

The Appleton Public Montessori Governing Board consists of thirteen members. Their primary focus is to assure that the mission, vision, and charter of the school are upheld. Following are the Board members for 2019-2020:

Steering Committee:

President: Stephanie Burdick-Shepherd

Vice President: Darrick Munsch

Treasurer: Jeremy Van Groll

Secretary: Amy Nottingham-Martin

Principal: Cassie Guilbeault

Members at Large: Kyle Sellers, Therese Probst, Dan Skrypczak, Michelle Pauli, Kayla Coumbe, Heather Schwartz, Paige Knoke, Matt Lederer, Andrea Renkas, Leah Weyers, Maureen Russell, Jody Fowler

Board meetings are held regularly throughout the school year and open to all interested parties.

Nondiscrimination Statement

The Appleton Area School District does not discriminate against pupils on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion, or handicap.

El Distrito Escolar de Appleton no discrimina a los alumnos con motivo de sexo, raza, color, religión, lugar de origen, ascendencia, credo, gravidez, estado civil o de paternidad, orientación sexual, o incapacidad física, mental, emocional, o de aprendizaje o minusvalía en los programas educacionales o actividades. La ley federal prohíbe la discriminación en empleo por motivo de edad, raza, color, origen nacional, sexo, religión, o minusvalía.

Cov tsev kawm ntawm hauv Appleton no txwv tsis pub thum, cem, cais, thiabua tsis ncaj ncees rau ib tug tibneeg twg vim nws yog pojniam lossistxivneej, nws cev nqaij daim tawv, los yog xim qaij daim tawv ntawm nww haivneeg, nws txoj kev ntseeg lossis kev dab qhuas, nws haiv neeg, nws caj cesmus rau poj koob yawm txwv, kev lis kev coj, muaj/tsis muaj menyum, muaj/tsis muaj pojniam lossis txiv, muaj/tsis muaj tub ki, kev plees kev yi, lossis puas tes puas taw ntawm cev nqaij daim tawv, kev nyuaj siab ntsovplawv, kev kawm tsis tau lossis ib yam dabtsi qeeb/poob qab ntawm kev kawm. Txoj cai hauv Federal txwv tsis pub thum, cem, cais thiab ua haujlwm vim nws lub hnuv nyoo, nws haiv neeg, nws cev nqaij daim tawv, nws caj ces, los yog xim qaij daim tawv ntawm nww haiv neeg, yog pojniam lossis txivneej, nws kev ntseeg los yog kev

dab qhuas thiab puas/xaim ib qho dabtsi ntawm cev nqaij daim tawv lossis hauv hlwb (handicap).

About Montessori

Early in the twentieth century Dr. Maria Montessori, Italy's first woman physician, developed educational materials and methods based on her observations that children learn best by doing, not passively accepting other people's ideas and pre-existing knowledge. It was an innovative concept. This idea of learning promotes the active personal pursuit of many different experiences: physical, social, emotional, cognitive. The materials Montessori devised foster an environment in which such learning takes place.

Montessori believed learning should occur in multi-age classrooms where children at various stages of development learn from and with each other. Her developmentally appropriate approach was designed to fit each child instead of making each child fit the program.

Montessori teachers know that children learn more by touching, seeing, smelling, tasting, and exploring than by just listening. Teacher training prepares them to create dynamic, interactive learning environments that encourage each child to reason, cooperate, collaborate, negotiate, and understand. Their goal is the development of an autonomous individual, competent in all areas of life, not merely someone with the "right" answers.

Montessori Key Concepts:

The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.

Learning occurs in an inquiring, cooperative, nurturing atmosphere. Students increase their own knowledge through self-and teacher-initiated experiences.

Learning takes place through the senses. Students learn through manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.

The individual is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.

Respect for self, others, the environment, and life is necessary to develop a caring attitude toward people and the planet.

Basic Characteristics of the Montessori Classroom:

Teachers educated in the Montessori philosophy and methodology appropriate to the age level they are teaching.

A community of the school and its families. The family is considered an integral part of the student's total development.

A multi-aged, multi-graded, heterogeneous group of students.

A diverse set of Montessori materials, activities, and experiences, which are designed to foster physical, intellectual, creative, and social independence.

A schedule that allows large blocks of uninterrupted time to solve problems, to see the interdisciplinary connections of knowledge, and to create new ideas.

A classroom atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development.

Our Community

By modeling a strong commitment to community, we can help our children grow into responsible adults. We encourage family members to use their talents and skills to involve students in our school, local, and global communities. Examples include joining the efforts of the Friends of Plamann Park, being active in the community supporting events, and participating in global awareness by being involved in environmental causes – to name a few.

What does it mean to be a “charter” school?

APM has the same status as any other elementary school in the Appleton Area School District. Our principal and staff are employees of AASD and must abide by the policies as stated by the district. However, there are also distinct differences in how a charter school is governed as well as added flexibility in how it operates.

Being a charter school means that this public school has received: 1) approval from the Wisconsin Department of Public Instruction and the AASD to teach children using a different approach than the traditional classroom that most of us grew up with, and 2) the federal grant money that allows us to start up our program. The state and federal governments allow the use of alternative approaches in hopes that every child's learning style might be accommodated and every child will have a successful school experience.

As a school established under the charter laws, APM is required to have a Governing Board that holds the charter contract with the AASD, and meets periodically to make

sure that the Mission and Vision originally proposed and set out in the charter contract and grant applications are being followed as promised. Serving on the Governing Board is only one small way that a parent can be involved in the school.

Homework

In the Montessori philosophy, homework is all work that a child does at home. From doing chores to taking a walk, it furthers the child's education by developing language skills, cultural awareness, making math a real part of the home environment, and giving the child a voice in family decisions. Homework should be meaningful; that is, it should be an extension of the child's interests.

No educational system can be successful in preparing the child for a place in society without parental support. Education is, in fact, a cooperative effort that begins at home and is supplemented by the schools. For these reasons, it is assumed and expected that parents take an active part in choosing homework appropriate for the child.

Your child's teacher may or may not assign homework. Homework in the lower grades is usually designed as follow-up on class lessons and as practice so that children can build their academic skills. Homework for children in upper grades also includes long-term projects that your child may work on alone or with your assistance. Also, be sure your child has a quiet place to read and write at home on a regular basis.

The following is a list of real life activities that are "homework" for the child and parent:

- Letter writing (thank you notes, invitations, etc.)
- Story writing
- Regular library trips
- Reading aloud to your child
- Having your child read aloud to you
- Scanning newspaper headlines and discussing news topics with your child
- Drawing objects from the home environment/neighborhood
- Experimenting with clay, string, etc.
- Counting money
- Allowing your child to help plan and prepare meals
- Having your child compare newspaper ads and coupons for food prices, etc.
- Having your child write the grocery list
- Using maps to plan outings with your child and allowing your child to navigate around town
- Taking hikes and bike rides with your child

Parent/Guardian Involvement

Parent involvement in APM is different than a traditional school model in that helping within the classroom is difficult unless you have training specifically in the Montessori

Method. Therefore, we rely greatly upon parent volunteers in many other areas of our school and its operation. Serving on the Governing Board and/or committees of the Board are vital in the successful operation of our school. Also supervising field trips, tutoring children in reading, assisting in special classroom / school events, attending Time for Me, and sharing your expertise in a field of study are all ways that we love to see parents involved. Our school families are a large part of our success!

Classroom Visits

As a parent you have the right to visit your child's class as an observer. However, our first concern is always the children's work and concentration, so we respectfully request that parents notify the teacher in advance of any visit. The classroom teacher will suggest the best time for a parent to observe without disturbing the children's work and lessons, and are limited to thirty minutes maximum.

Children often change their behavior and find it difficult to concentrate when there is an extra adult in the classroom. We ask that all classroom visitors follow a few guidelines so that the visit is beneficial and does not disturb the work of the class.

- Make an appointment with the classroom teacher.
- Sign in and receive a name tag at the reception desk upon entering.
- Remain seated in the place provided.
- Do not engage children in conversation.
- Make notes of questions and discuss them with the teacher at a mutually agreed time or call / e-mail the teacher with questions.
- Do not stay for more than thirty minutes.

It is important to remember that because the Montessori Method of teaching is based on the natural tendencies of the child, it is impossible to predict what children may be working on at any given time. Lessons are directed toward individual children or small groups. Children who are not in lessons are expected to make work choices based on lessons they have already received.

Issues of Concern and/or Conflict

Conflicts can arise, and it is the policy of APM to work towards conflict prevention as much as possible and encourage open and direct communication between individuals.

Parents/Guardians are reminded that classroom teachers are professional educators, carrying out the mission of Appleton Public Montessori. If an issue arises that is not routine or cannot be handled in a brief conversation with a teacher, a parent is asked to set an appointment with the teacher to discuss the matter in person or over the

telephone rather than discussing the matter during school hours or in front of students. Our bylaws allow for the following chain of command for specific concerns:

Concerns about the Montessori Curriculum and Instruction in-general or the schoolwide Educational Program

Please bring these matters to the attention of the Governing Board, under the leadership of Program Chairperson; if no resolution, then to the full Governing Board, then to the Assistant Superintendent, then the Superintendent and ultimately, to the Board of Education.

Concerns about Personnel (teachers or other staff members) or about Classroom Management/Discipline

Please address issues and questions first to the staff member in question, and if no resolution, then to the principal, then to the entire Governing Board in closed session, then to the Assistant Superintendent, then the Superintendent, and ultimately to the Board of Education.

Staff Concerns

In the event that a concern is not resolved between parties with open and direct communication, the concern will then go to the principal. In the event further efforts are needed to resolve a staff conflict, the Principal may choose to refer the party(ies) to a closed session of the Governing Board, where consultation is available for parties to discuss and clarify issues. If no resolution is found, or the Principal chooses, the issue may proceed directly to established AASD procedures.

Bully and Incident Reporting

STOPit is a platform that our district has adopted in order to deter, mitigate, and manage bullying, cyberbullying, and other harmful or inappropriate behavior.

STOPit empowers individuals with a simple, completely anonymous mobile app to report incidents, including attaching photo or video evidence. STOPit's anonymous two-way chat provides a safe and comfortable way for people to communicate about sensitive issues.

If you are experiencing an emergency, please call 911. An emergency is any situation that requires immediate assistance from the police, fire department or ambulance.

If you do not have access to a mobile device or computer a report can still be filed by filling out a Bully Allegation Report form. These are available in the school office.

Download the app from the **App Store** or **Google Play** and then enter your school's access code: AASD-APM

Parent Resource Library

The Parent Resource Library is located within the main entrance of APM. Books, magazines, and articles are available to be checked out relating to Montessori education, parenting, Virtues, etc. You are welcome to check out materials at any time.

Time For Me

We will offer three “Time For Me” evenings during the year from which you can attend any time between 3:45-6:15pm. These are evenings when your child will show you around the classroom and let you know what they have learned and are learning. These evenings are special times to share with your child. Please refrain from socializing with other parents during these events and focus your full attention on your child. If you have more than one child at APM, plan to attend on separate evenings with each child – or one parent with each child.

Progress reporting

The Montessori approach is holistic, in that it does not focus on a student’s academic achievement as its sole goal, but also that of the student’s social and emotional growth. It is important that all aspects of a student’s development are assessed from time to time, so that the child, teacher, and parents can see progress across the board that relates to the whole child.

Weekly and Quarterly

Teachers and students will devise an individual work plan each week, and teachers will monitor the progress of each plan. A class newsletter will be part of regular communication and will include information on cultural and other larger group activities. Opportunities will be available for parents to attend periodic Parent-Teacher Conferences during the school year. Montessori-appropriate progress reports are sent out with all students at the end of the first and second semester.

Standardized Testing

Part of the federal and state legislation that authorizes funding for charter schools like ours also requires that the charter school report their academic progress. Similarly, the Wisconsin Department of Public Instruction must make sure that the public schools are, in fact, teaching the children of this state. Therefore, despite the fact that Maria Montessori hoped for a day when there would be no formal testing in any schools, Appleton Public Montessori students must participate in the mandated standardized testing of academic achievement by the State. Students also take the MAP computerized testing twice yearly.

Alcohol, Tobacco, and Other Drug Abuse Prevention

The Appleton Area School District provides classroom instruction regarding alcohol, tobacco, and other drug abuse (ATODA) to all students in compliance with state and federal law. Parents who wish their child or children to be withdrawn from these instructional lessons and assemblies during the school year should call the school office.

Drop-off and Pick-up Procedures

Please follow the attached map when you arrive at school to drop-off and pick-up your child/ren. Please be patient during the first weeks of school. Know that APM will do everything possible to make the Drop-off and Pick-up lines move quickly and as efficiently as possible. **Maintaining the safety of the children is our highest priority.**

Note: New families will receive four numbered cards at Registration Night. Please keep your cards for more than one school year. If you need new numbers, please contact the office.

In order to keep the Drop-off and Pick-up line moving efficiently, please honor the following procedures:

- Three cars will unload/load at the same time, and then move forward for the next three cars.
- Students must exit/enter from the passenger side of the vehicle.
- Parents must remain in their vehicles at all times! **ABSOLUTELY NO PARKING IN THE DROP-OFF/PICK-UP LANE AT ANY TIME DURING DROP-OFF AND PICK-UP TIME FROM 8-8:30 AM, 11-11:45 AM, AND 3:15-3:45 PM!**
- Display your number card clearly in the passenger visor or side window for supervisors to see as you move up in the Drop-off/Pick-up line.
- If someone else picks up your child who does not typically do so, make that person aware of the procedures that need to be followed and either give them a card or call the school office in advance.
- If you are part of a carpool group, please display all necessary cards on the passenger visor or side window.
- Please drive slowly in the school driveway at all times.

UPDATED!

Arrival Procedure and Details:

Morning Drop-off times are from 8:00-8:20 am. Parents should drive all the way around and past the doors to drop off at the playground entrance. You will see staff and student safety patrol helpers at the drop off site on the playground. Students arriving

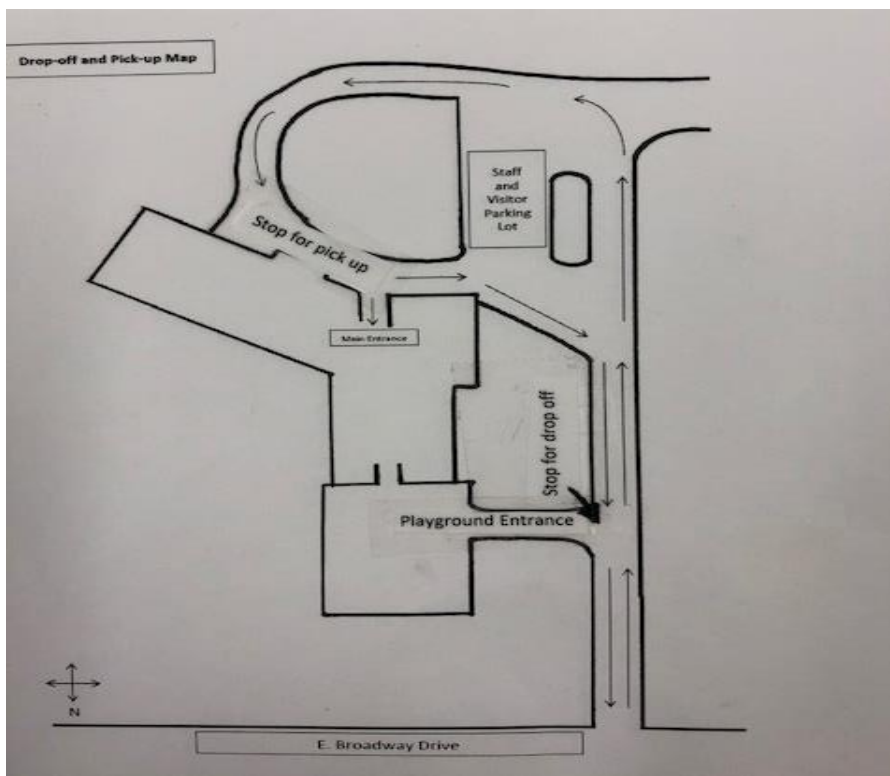
during this time will stay on the playground and not enter the building. All students will enter the building from the playground in the morning with all their belongings when the bell rings. Staff will be there to pick children up and take them to class.

Dismissal Details:

Afterschool Pick-up times are from 3:25-3:40 pm. Please pick up your children between those times. Students will remain in the building until parents arrive. A supervisor will be at the front of the building and call students when their parents arrive in the pick-up zone.

If you wish to pick your child/ren up by coming into the building, please park in the lot. Space is limited in the parking lot, so we ask that you only walk your child/ren out if necessary. Please check in at the front office, wait there, and your child/ren will be called down to you.

We appreciate your patience, cooperation and understanding to the before/after school procedures. Our goal is to ensure the safety of all students, while maintaining efficient arrival and dismissal procedures. Thank you for your support!



Student Attendance

Please see Board policy 430 and 430 Rule.

https://www.aasd.k12.wi.us/district/board_of_education/school_policies/400s

Educational Programs

STUDENT SERVICES

Part time assistance is available from our school social worker, speech / language pathologist, special education teacher, psychologist, nurse, and police liaison officer. If at any time you feel that your child needs the services of one of these individuals, please feel free to contact your child's teacher, the school office, the principal, and/or the specialist directly.

Special education services are available to students in need and is initiated upon a referral by the teacher and/or parent. Students must meet the necessary criteria for placement in the program. If you feel that your child is in need of special education services please contact your child's teacher or the principal.

PERFORMING ARTS

Students at APM receive two thirty-minute classes weekly of performing arts in CH, E1 and E2. The performing arts program incorporates singing, dance, and instruments (harps and drumming). Students in E2 also receive an additional 30 minutes of elective strings instruction. Band and strings is offered as an extra-curricular program for children in E2 who are interested in learning a band instrument.

VISUAL ARTS

Students in kindergarten, E1 and E2 receive art instruction weekly. Within the framework of Montessori, the children will be engaging in individual and community art lessons that reflect both their particular interests as well as their current classroom studies. Students will be introduced to art materials, discuss art history, incorporate the elements of art and principles of design into their work, as well as spend time on craft (sewing, woodwork, knitting, etc.).

PHYSICAL EDUCATION

Kindergarten, E1 and E2 students receive physical education instruction twice weekly for 30 minutes. Our physical education program is delivered through the YMCA and involves many different activities such as yoga, snowshoeing, pilates, etc.

Homeless Education

Students of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free appropriate public education including comparable services, as provided to other students and youth who reside in the District. Homeless students and youth shall not be required to attend a separate school or program for homeless students and shall not be stigmatized by school personnel.

The student's education may continue in the school of origin for the duration of homelessness and/or in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the student becomes permanently housed during an academic year. For further information, please contact the principal.

Exclusion from Physical Education and/or Recess

Physical education and recess are important times during the school day for all students to be involved in. Every child should participate in physical education and/or recess unless there is a physical limitation restricting them from doing so for a period of time. In those cases, a written excuse is necessary from the parent/guardian and/or a physician indicating the reason and length of time for the child to be excluded. Reasons must be of legitimate nature whereby the physical stress will exasperate the problem.

Leaving School Grounds

Under no circumstances should a child leave school grounds without permission during the school day. Students leaving for a doctor's appointment should bring in a note from their parent/guardian indicating the time they need to leave, who will pick them up, as well as whether they will be returning to school afterwards. If an emergency appointment is made during the school day, parents/guardians should contact the school office to make arrangements. Parents/guardians are asked to pick the child up from the office at those times. If someone other than a parent/guardian is picking the child up, identification must be presented in the office.

Field Trips

The Board of Education recognizes the value of field trips. Field trips must be well planned, properly timed and related to regular learning activities whenever possible.

Each field trip will be adequately supervised. Each student going on the trip must have submitted a written parental consent form prior to the trip. No student will be denied participating in a field trip if the family cannot afford the cost.

As much as possible, field trips are planned in advance for the school year. Field trip fees are assessed at the beginning of the year and can be paid for the year in one lump sum or divided into equal payments twice or quarterly. If paying for field trips is a hardship please notify the principal for financial assistance.

Nature Walks

One of the benefits of being located in Plamann Park is the opportunity for our students to experience the beauty of nature. Walking through the woods is not only a peaceful and tranquil experience, but also provides the opportunity to teach about nature in a very hands-on way. Many of our classes take nature walks periodically during the week (weather permitting). A permission slip is distributed at the beginning of the year to all parents / guardians allowing the school to take your child on these excursions into Plamann Park.

Appleton Public Library Trips

APM does not have a library on premises; therefore, we have developed a partnership with the Appleton Public Library for services. All students in kindergarten, E1 and E2 visit the library monthly to take out books for reading and to conduct research. A permission slip is distributed at the beginning of the year to all parents / guardians allowing the school to take your child to the Appleton Public Library at these times. Library trips are scheduled for the year and can be found on the school's calendar within our website. Students need a public library card in order to take reading books out.

Lost and Found

Lost and found clothing items can be found outside the office. Please feel free to go through the cabinet at any time to search for your missing belongings. Small items such as watches, bracelets, and rings are kept in the office and can be requested by asking the school secretary.

Lunch Program/Waiver of Fees

APM, along with all Appleton Schools participate in the National School Lunch Program. Hot meals are provided at school every day. Menus can be found on the school and District website. The cost of the lunch is \$2.70 for a hot lunch complete with the salad bar. Milk may be purchased separately by any student for \$.35 per carton. Milk choices are whole, 2%, and skim.

Lunches must be paid for in advance. Appleton Area School District/Chartwells Food Service currently enforces a policy for NO charged meals. Please make checks payable to the Appleton Area School District and include the student's name on the check. Send

payment to school in a sealed envelope with the student's name, teacher's name, room number, and amount of payment marked clearly on the front. If payment is for more than one student, please indicate the names and amount for each.

Nutrition information on the meals is available from the Food Service Office (832-1719). Some students may qualify for a free or reduced lunch based on guidelines for family income. Families whose income is below this established guideline are also entitled to apply for free milk and waiver of school fees. Contact the school office or Food Service Office for these applications. All applications are treated confidentially.

In cooperation with Chartwells Food Service, APM offers lunches that are in compliance with national food regulations to provide a quality and nutritious hot lunch meal.

Along with this, we look upon the atmosphere during lunch time to be a teaching experience that is peaceful and pleasant. Lunch is served at round tables complete with cloth napkins, silverware and a plant in the center. Each week the work of a musical composer is presented during lunch time. Students are given the responsibility of setting tables and cleaning afterwards – including the washing and drying of the napkins. Our goal is to teach proper eating habits while enjoying the company of classmates during lunch time.

HEALTHY EATING HABITS

Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and life long health and well-being. The Center for Disease Control (CDC) has published research which shows that poor nutrition has an adverse effect on school performance and that even moderate under-nutrition can have lasting effects on the cognitive development of children. Water is encouraged as the primary beverage and supplemented with milk or 100% juice. We invite treats for classes that are healthy in nature. Appleton Public Montessori School is committed to providing the best education possible for its students and nutrition is a vital part of that commitment.

Healthy School Snacks

- Fresh or dried fruit
- Pretzels
- Cheese
- Crackers
- Sandwich half
- Bagel
- Raw vegetables
- Granola bars (no chocolate)
- Muffins
- Juice boxes (100% juice)
- Yogurt

- Popcorn
- Nuts
- Unsweetened cereal
- Water bottle

None of these, please

- carbonated beverages
- high sugar, high fat foods
- desserts
- items needing refrigeration
- potato chips or similar chips
- fruit roll-ups, prepackaged “fruit snacks”
- pop tarts
- for young children...things they cannot open on their own!

Your help in keeping our Montessori kids healthy is appreciated!

Birthday Celebrations

In an effort to emphasize healthy alternatives instead of sugary food items, students are able to choose an activity or special privilege to celebrate their birthday at school. Teachers provide a list of alternatives that children can choose from and that can be enjoyed by all classmates in celebration. Please look for the birthday information from your child’s teacher at the beginning of the school year.

Snow Days & Emergency School Closings

In cases of bad weather or other school emergencies necessitating an early dismissal, every attempt will be made to assure that all children arrive to their destination safely with proper supervision. The Appleton Area School District uses TV and radio stations to inform families of such schedule changes. A listing of those stations can be found in the Elementary School Policy Manual located on the district and school website. Please talk to your child about what they should do should such an emergency arise and return the completed informational sheet found in your registration materials.

Student Dress Code

In an effort to keep the learning environment appropriate to a work setting, student dress must conform to the following minimum standards:

- Headgear (including hoods) may not be worn in the school building
- Jackets, coats and gloves may not be worn in the building during school hours
- Students must wear appropriate footwear in and around school at all times

- No pants can be worn below the waist (undergarments may not be visible)
- Students may not wear scanty or revealing clothing. Examples may include but are not limited to: short skirts or revealing shorts, clothing that exposes midriffs or undergarments
- No garments which advertise or promote alcohol, tobacco products, or other drugs may be worn
- No attire or accessory which by its design, use, or intended use, could cause bodily harm, property damage, or intimidation to other persons, may be worn. Examples may include but are not limited to: chains, leather straps, pet collars and spikes
- No gang-related attire is allowed
- Body markings or tattoos that do not meet the above standards must be fully covered

Since styles change, the administration reserves the right to determine what is inappropriate for the learning environment.

Student Belongings at School

Students are discouraged from bringing play items from home to school for use at recess time. Items such as handheld video games, card collections, and/or play equipment and toys are distractions at school and at times end up broken or missing. Play equipment such as bats, balls, etc., are provided to students for recess times. Items such as skateboards, roller blades/skates and scooters are not allowed at school. On occasion students may bring items such as sleds when permitted due to a class activity.

Parent/Guardian Involvement

APPLETON AREA SCHOOL DISTRICT
Resolution RE: Parent Involvement

The Appleton Area School District Board of Education supports the development, implementation, and ongoing evaluation of parent and community involvement programs in every school. The Board supports the National Standards for Parent/Family Involvement Programs as developed by the National PTA.

- | | |
|---------------------|---|
| Standard I | Communicating - Communication between home and school is regular, two-way and meaningful. |
| Standard II | Parenting - Parenting skills are promoted and supported. |
| Standard III | Student Learning – Parents play an integral role in assisting |

- student learning.
- Standard IV** Volunteering – Parents are welcome in the school, and their support and assistance are sought.
- Standard V** School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.
- Standard VI** Collaborating with Community – Community resources are used to strengthen schools, families, and student learning

The Appleton Area School District endorses the Parent and Community Involvement Parameters which were developed by the Village Partnership.

Visiting / Volunteering at School

For the security of all, we ask that when visiting and/or volunteering at school you immediately sign in the office and wear a name tag. Please use the front entrance (closest to the parking lot) when entering the building during school hours. All entrances to the building are locked during school hours and require being buzzed in to enter at the main door. Upon leaving please stop at the office area, sign out, and exit through the front door. In this way we accurately know who is in the building at any time.

Background Checks for Volunteers

The Appleton Area School District has become very proactive in assuring the safety of all school children. As one part of that, Appleton Public Montessori requires all school volunteers working with children in an unsupervised area undergo an initial background check. For those continuing to volunteer in future years, another background check needs to be updated every 5 years or sooner if factors warrant. It is important that we as a school and you as parents/guardians are comfortable in the fact that the adults who work with your child/ren at school – employees and volunteers, are of the utmost character and conduct themselves as positive role models within our school and society. The information you provide on the background check form will not be shared with others and only used for the intended purpose. Thank you for your understanding and cooperation.

Home / School Communication

Effective communication between home and school is essential to the success of your child here at school. Once a month a school newsletter along with a classroom newsletter will be sent electronically to the e-mail address provided, and posted on the school's website. Please take the time to read the newsletters as they contain important and timely information regarding our school and the programming for your child. If you

do not have internet access, please notify the office and we will be glad to provide you with printed copies.

We encourage you to contact your child's teacher(s) with any questions you may have or to schedule a time to visit with them if you have a question and/or concern. One way to contact your child's teacher is to call the school office. If the teacher is unavailable a message will be taken and your phone call returned as soon as possible.

Another method of communication is e-mail. The Montessori website has a listing of all teacher e-mail addresses for easy access. Please understand that often teachers do not have time to check their e-mail during the school day. Therefore, do not send an e-mail during the day requiring a response or action if it is in need of immediate attention before the end of the school day (i.e. change of departure plans for your child).

The Virtues Program

APM strives to teach to the whole child – academically, socially, physically and emotionally. When a child breaks a school expectation we look upon it as a teachable moment.

Our school “discipline” plan is founded on the belief that we all make mistakes and that all children want to do well - and have it within them to do so. Based on this belief, APM adopted the *Virtues Program*.

The *Virtues Program*, developed by Linda Kavelin Popov, believes that schools should be a safe and happy learning environment for all children. The purpose is to develop a culture of character where respect, patience, self-discipline, tolerance and joy for learning are among the virtues children master. During the school year the fifty-two virtues are taught and discussed with the students. These virtues exist within each child in potential and it is our purpose to awaken each virtue within them. For more information, visit the Virtues Project website and/or check-out the Virtues Project Parent Guide from our school parent resource library.

School Website

Please visit our website at apm.aasd.k12.wi.us. APM has chosen to use the website and email as the primary means of communication with families. Please click through the links on the side and familiarize yourself with the information within the website! A calendar of APM events is also on the website to keep you informed throughout the school year of upcoming vacations and events. We hope you find our website informational and informative!

HAVE A WONDERFUL SCHOOL YEAR!