



PARENT HANDBOOK

Rosehill Montessori School
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IN THE BEGINNING

HISTORY

Rosehill was founded in January 1975 by a group of dedicated parents determined to have a greater voice and more direct involvement in the decisions and policies affecting the education of their children. With this driving force, this group of parents proceeded to build a school around a Montessori teacher they all knew and loved, Sister Rosalie. The school was named after her.

They began by leasing a single classroom in the Sacred Heart Convent in Lisle, Illinois and called the school Rosehill Children's Academy. Then came countless hours of hard work. They scrubbed floors, painted walls, sanded furniture, built shelves, and attended endless organizational meetings. They never lost sight of the goals and purposes of their labors.

Starting with a single primary class and a small staff, the school developed quickly. During its first year of operation, Rosehill Children's Academy surmounted many obstacles and met many challenges. Just to mention one such challenge — the parents completely moved the entire contents of the classroom to a storage area on Friday after class and then moved it all back again before class on Monday. Through the perseverance, determination, and dedication of these parents, the existence of Rosehill as a top-quality Montessori school became a reality.

Once again, the parents picked up the paint brushes and hammers and helped to move Rosehill into larger quarters. As if that were not asking enough of these parents, at the end of the 1976 school year, parents were being charged beyond their year's tuition to bring the school finances out of debt. By the next year the school was financially solvent.

In the spring of 1978, the parents voted to change the name of the school from Rosehill Children's Academy to Rosehill Montessori School, further supporting confidence in the Montessori method. Later still, Rosehill operated their classes within the Lisle Public School system, and at the Meadow's Center.

Rosehill moved to its current location on Lisle Place in 1990. Again, dedicated parents and staff made it all possible — attending zoning meetings, remodeling, and donating much time, talent, and financial support.

Today, many of the original parents and students have "graduated" and new groups of enthusiastic children and parents have followed in their footsteps. Because of our continued parent commitment, our rooms are beautifully equipped, in our very own permanent "Children's House."

OUR PURPOSE

Rosehill Montessori School was established to provide quality educational experiences for children. Our philosophy is to preserve and nurture the innate intellectual curiosity and tremendous joy of learning with which children begin life. We are interested in a framework in which intellectual and social development go hand in hand in order to help each child learn the basic ideas, attitudes, and skills essential for success both in school and in life.

Reaching our goals is facilitated by using Dr. Montessori's methods and philosophies. The uniquely designed Montessori materials, the specially prepared environment, and the Montessori trained Directresses (teachers) invite the children to learn at their own pace in relation to their interest and readiness.

Our commitment to the Montessori philosophy is reinforced by research, which suggests that children benefit from the learning cycle of a Montessori environment. The Montessori environment enables them to fully develop the potential for creativity, initiative, independence, order, and habits of concentration, persistence, and inner discipline. Our children become self-confident learners respectful of others and of themselves. Children with these developmental skills are better able to make the most of any future learning environment.

Rosehill is dedicated to an educational experience that will help children develop not only a foundation for a lifetime of learning but also a love for life and mankind. We ask not what is in our best interest, but that which is in the best interest of the child.

WHAT WE HAVE BUILT FOR OUR CHILDREN

MONTESSORI EDUCATION AT ROSEHILL

Prior to age six, the child learns more easily and efficiently than at any other period in life. Research has established the critical importance of the first six years of life for a child's physical, cognitive, emotional and social development. Montessori education is both a philosophy of child development and a method for guiding such development.

The Montessori environment is a prepared one. It affords the child stimulation and exercises his senses in a controlled and orderly manner. The classroom is designed so that the materials available to the children are appropriate for their varying ages, interests, and levels of development. The materials lead children through the process of learning, while giving them specific information. This involvement with the learning materials lays the foundation for future cognitive growth.

As the child works independently in the classroom, he is "building the man he will become." As the child becomes more confident and self-controlled, self-discipline is gradually developed. Because the Montessori environment is designed to encourage freedom of movement, there is ample opportunity for a child's social development.

A good Montessori classroom is the world in a capsule. A single directress can only bring her "world" into the environment. Therefore, parents are encouraged to participate in the life of the school.

The Montessori method is designed to promote the understanding of children and their needs. Children discover in their own way and in their own time. The most important contribution that Montessori makes is in the development of our children's attitudes and approaches to learning. The four major elements of the method are:

1. Individualized education: Dr. Montessori realized that children are all different and should not be held to the pace or interest of others. The Directress prepares an environment suited to the needs of the child and prepares the child for the environment by presenting him with lessons on the use of the materials. The child is then free to explore and use the materials according to his interests and abilities.
2. Prepared environment conducive to self-discovery: The child is free to move about the classroom at will, to talk to other children, to work with any equipment whose purpose he understands, or to ask the teacher to introduce new material to him. He is not free to disturb other children at work or to abuse the equipment that is so important to his development. Children of differing ages (3-6 years of age) work in a quiet, yet busy atmosphere. There is a sense of order with everything having a permanent place while being accessible to all.
3. Self-teaching/self-correcting teaching materials: Montessori materials introduce abstract concepts in a concrete, "hands-on" way. There are five main areas of the Montessori classroom: practical life; sensorial; language; math; sciences; and geography. Each area is equipped with uniquely designed materials that contain a built-in "control of error" which enables the child to see and eventually to understand and correct his errors. The Directress presents the materials in concise, simple lessons, so that the child can learn at his own pace.
4. A Directress trained in the Montessori philosophy and methods: The Directress prepares the environment, perceives the child's needs, and facilitates the child's growth in learning. The Directress works with individual children by presenting materials and giving guidance where needed. Her method of teaching is indirect in that she neither imposes upon the child nor abandons him as in a non-directive permissive approach. The Directress is the child's advocate and has respect for the child's total being.

HOW IS THE PHILOSOPHY APPLIED?

A Montessori environment differs from the traditional classroom in more ways than just structure. The materials are arranged on low shelves and the child is free to choose the activities that interest her. The emphasis is on manipulative activities. Young children really enjoy getting their hands on learning materials. Bookwork and "lectures" generate a minimum of interest in young children. The children also have an abundance of energy and learn through movement, so Dr. Montessori felt it was necessary for the children to have activities in which they could become actively involved.

The learning materials in the environment are referred to as “works,” not toys. The children work with the materials rather than play with them. Using this terminology gives the activities added dignity. The children enjoy calling it “work” as they can identify with the work their parents perform. In addition, the children see that purposeful work can be enjoyable.

The children do find the work gratifying in that they determine what they want to do. The children are not presented materials they are not ready for or in which they have no interest. Through their choices they reveal themselves. By observation the teacher can determine interests and abilities. The children receive no grades, stars, disproportionate praise, immediate correction or punishment. The joy is in the doing rather than in the end product. Many times a child works hard on a project only to forget to take it home at the end of the week. Moreover, the results of much of your child’s work are intangible.

Built into most of the Montessori materials is a control of error. This helps the child learn when a mistake has been made. For example, if she fails to return all of the cylinders to the correct hole in the cylinder block she will have one that does not fit. She, then, can figure out how to overcome this difficulty without unnecessary intervention on the part of the teacher.

Discipline is closely allied with constructive work in the Montessori environment. When children are involved with an activity, they are not interested in causing a disturbance. In addition, the children focus on their own abilities. The children thus, develop positive self-concept and self-discipline. On the other hand, when children are forced to participate in a group activity which disinterests them, they rebel. Removing these obstacles removes the need to rebel.

The role of the Directress in a Montessori environment differs from the traditional role. In fact, the “teacher” is called a Directress as she does indeed direct activities. The Directress prepares the environment. She is not the center of activity: the children interacting with the environment are. The Directress makes observation notes during the course of the session and uses them to prepare the environment. And, of course, she works with the children, familiarizing them with the materials and guiding them in socially acceptable behavior.

WHAT CAN I EXPECT ROSEHILL TO DO FOR MY CHILD?

- You can expect your child to grow in confidence, develop a positive attitude toward learning, develop friendships, and increase his cognitive abilities.
- You can expect your child not to be pressured, but encouraged. Rosehill accepts each child as a unique person who develops at his own rate. We strive to enhance a child’s development.
- You can expect your child to be introduced to a well rounded curriculum, full of interesting facts, culture, experiments and projects that will interest him, stimulate his curiosity and awaken his love for learning

It is best that you not think of your child as an extension of yourself. Your child is a unique individual. Your needs as a parent, and your child’s needs do not always coincide. For example, many parents are concerned about their child learning to read at an early age. However, their child may not be interested in, or ready to accomplish, this task. Our Directresses have found that when a child learns to read in a natural fashion without pressure, it is the child’s motivation, rather than an attempt to please others, that produces this skill. If a child is not ready to read, he will have many opportunities to develop his visual discrimination and phonetic skills. Children who are pushed into an activity before they are ready or interested can develop feelings of inadequacy. It is especially tragic for three or four-year-old children to feel incompetent.

One final note: Not all work has tangible results, but instead develops internal cognitive skills. “Take-homes” (projects produced in class and subsequently taken home) often give parents the idea that a child has not had a successful day unless he has something concrete to give them. Consequently, work is sent home once per week to help avoid this difficulty. It is equally true that many group art projects where each child brings home the same project have great “parent appeal,” but have very little value in encouraging and developing a child’s creative skills. Your child will have many opportunities to participate in art and other creative activities. Emphasis, however, is placed on those projects that aid the child’s development rather than on providing a project just for the sake of taking it home.

WHY SHOULD MY CHILD ATTEND SCHOOL BEFORE AGE SIX?

The first step in a Montessori education addresses itself to early childhood education and lays a foundation for how a child will learn throughout her life. A Montessori preschool is neither a baby-sitting service nor a regimented place where children are forced to achieve. We offer the child the opportunity to develop individually within a carefully defined structure. School is a natural and enjoyable experience.

Furthermore, the Montessori philosophy regards the years from birth to six as crucial in a child's development. It is during this time that children have sensitive periods. This differs from a critical period. A sensitive period is one in which a child has a natural desire to acquire a particular trait or skill. She will occupy herself with particular activities with an interest and concentration she will never again display for that particular activity. Unlike a critical period in which she must acquire the skill during that time or she will never acquire it, a sensitive period is one in which a child desires to accomplish a particular task. She could learn how to master that same task at a later time, but not with the same fervor, zeal and ease of the sensitive period.

Some examples of sensitive periods: Two-and-one-half and three-year-old children are usually in a sensitive period for order. If certain objects are not in their usual places, a young child will rearrange them until they are. It is also speculated that humor originates from this sensitivity. For example, if an adult put a vase on his head and called it a hat, a young child might be confused. She has recently learned in the order of our universe that vases are for flowers and hats are for heads. However, a four- or five-year-old might find it amusing because the adult has deviated from the order the child knows well.

Four- and five-year-olds are in a sensitive period for writing. Parents have reported that at a particular time their child will go through reams of paper printing numbers and letters. Their child really wants to perfect that skill. The length of this period varies and it is a transitory one. Once it is over, the child will still want to print numbers and letters, but not with the same fervor of the original period. Teachers have also observed children who were in a sensitive period for learning the sounds of letters. Each day some children would come to school and want to work on the letter sounds to the exclusion of other activities.

There are various sensitive periods. A parent or teacher cannot create a sensitive period in a child; however, the adult can follow and help the child to develop her interests. The Montessori school aids the child by providing opportunities for her to accomplish the tasks that are important to her at a given time. A traditional school, with time blocks for subjects and a curriculum into which each child must fit is not always able to help a child develop her interests and sensitivities.

WHEN SHOULD MY CHILD ENTER A MONTESSORI CLASSROOM?

Usually, ages two and one-half to three and one-half are the best times to enter a pre-primary Montessori class. A four- or five-year-old usually has already passed through certain sensitive periods and is no longer interested in the daily living and sensorial materials that provide the background for the academic materials. Also, some five-year-olds who have been in a traditional school lack the initiative to pursue activities on their own. Their previous orientation has been toward conformity to a group and to following the mandates of the teacher.

HOW LONG CAN MY CHILD REMAIN IN THE MONTESSORI CLASSROOM?

Occasionally it is asked whether there is enough for a child to do after he has been at Rosehill after two years. The Montessori pre-primary experience is predicated on a three-year cycle of learning. The first two years prepare the child for his third year. During the first two years the child is preparing himself perceptually and also gaining the muscular control necessary for reading, writing, and math. Some materials, which were inappropriate for the child the first two years, now correspond to his interests. Also, he learns to extend his skills. The materials used when younger have new appeal as he learns their many extensions and variations. For example, he may be able to work the geography puzzle maps sensorially as a three- or four-year-old, but when he reaches the age of five, he now has the manipulative ability to make his own maps. And he has a greater awareness of locations and a desire to label them.

In math, the golden beads, which attracted him as a three-year-old, take on a new significance as he watches the decimal system unfold. In language, children who were learning letter sounds as four-year-olds now have an opportunity to put these sounds together and to read phonetically. Of course, the curriculum centers on the child's

interests. Not every child progresses at the same rate. This is to be expected since Montessori has an individualized approach to learning based on a child's abilities and interests.

Lastly, the third-year child in a Montessori school has an opportunity to develop his leadership potential. He has experienced the perspective of the youngest child and that of the middle ranks. He now has the opportunity to set the pace for the others.

It should be emphasized that children who spend one or two years at Rosehill benefit from the experience. However, completion of the third year of the cycle has its very special advantages.

WHY DO WE HAVE MIXED AGE GROUPINGS OF CHILDREN?

Traditional schools group the children chronologically. However, Dr. Montessori felt the classroom should reflect the real world; thus she developed the concept of the "family group." The "family group" is a balance of children age's three to six and the adults who guide them. This grouping works well as younger children learn from older children and the older children grow in confidence as they help the younger children. This is a spontaneous occurrence. The older children are not required to help the younger children and have many activities of their own to work on. However, they are free to help the other children and usually enjoy sharing their talents.

HOW WILL MY CHILD ADJUST TO FIRST GRADE?

With some schools offering open classroom settings and with the adoption of the Montessori method by public school systems, children with Montessori preschool background are at an advantage. Montessori children entering a traditional class have no greater difficulty than other children in making the adjustment. The children have learned to follow ground rules and need only to learn the ground rules of the new school. Studies show that children with a Montessori background are independent learners and thus more confident and task-oriented.

HOW OUR HOUSE IS BUILT

OUR STRUCTURE

Enrolling a child in Rosehill Montessori School involves a commitment on the part of the parents since the school is a parent-run, not-for-profit organization.

The School Administrator in conjunction with the volunteer Board of Directors makes all policy decisions. The Administrative Board, elected from our parent body, is currently comprised of eight members. Four of the Board positions are elected for two-year terms by the parents. The Directors appoint the other positions. The Board elects officers of the Corporation annually. One Directress sits in on the board as staff representative.

Board meetings are currently held on the second Tuesday of each month at 7:00 p.m. or as school needs determine. Parents wishing to bring matters to the Board's attention are welcome to contact the School Administrator prior to the meetings to have an item placed on the agenda. As always, our monthly Board meetings are open to all parents who just want to know how the school is proceeding administratively. Before planning to attend, please check to be certain the meeting has not been rescheduled unexpectedly.

The Corporation Bylaws and the laws of the State of Illinois govern specific acts of the Board. We have enclosed a copy of the Bylaws in the appendix for your review.

HOW WE MAKE IT WORK

SOME THOUGHTS ON SEPARATION

Growth in children takes place as the child moves out from her family unit towards other people and to an absorption in play, work, learning, and creative activities. The ability to be involved in a task is possible only if one can escape from preoccupation with oneself, as well as from dependence on the presence of another person.

When a young child goes to school, particularly for the first time, it is normal for both the child and the parent to experience mixed feelings about the separation. We need to make sure that the child moves gently from the family into the school with graduated expectations, emotional support, and a gentle transition from being the center of mother's and father's attention to sharing the adults in the classroom with many other children.

Facilitating the separation brought by a young child's first school experience is an important step in her emotional development. A child who feels safe, relaxed and comfortable will be open to what school has to offer. Directresses and parents who understand the distinction between dependency and attachment are better prepared to be effective partners in the child's growth.

Here are some tips:

1. Be confident. Your feelings are normal. You made a decision that your child was ready for this step. You took care to choose a school you can trust. Relax! Rely on your good judgment to carry you through this period.
2. When it is time to leave your child at school, emphasize that you will come back for him. Then, give a kiss and hug and leave.
3. Let your child have her feelings. Let her express them. Let her know it's okay to feel sad, scared, or mad — and **STILL** go to school.
4. Give him support with positive expectations. You expect him to like school.
5. Remember that children are sensitive to non-verbal cues. If you tell her that it is "OK," but your expression or gestures look apprehensive, then she will worry.
6. As hard as it may be, try to avoid asking, "What did you do today?" The children's day is busy and full, and it is hard for them to recall past events at will. Many young children do not yet have the vocabulary to describe their activities, or they may be enjoying this new independence and decide not to share. If you must ask, ask about a specific activity (i.e., snack, sandbox, etc.). Even then, your child may make no response, or respond with "nothing"! Be patient. You will see signs of your child's activities at school as time progresses. Every parent is concerned about his or her child's success with school, and we are happy to answer your questions. Let us know your concerns.
7. If arriving at school continues to present problems for you and your child, try a change in routine. Ask your spouse, a relative, or neighbor to take your child to school for a few days. Children are sensitive to our emotions and they may not protest as much when another adult drops them off. A change in pace may break the cycle of behavior between you and your child.

A ROSE BY ANY OTHER NAME

Children are free to call the teachers by their first names. This practice results in a mutual respect for each other, and helps develop a feeling of closeness between the Directress and the children.

ALL DAY AT ROSEHILL

When Maria Montessori opened the first Casa dei bambini ("Children's House"), the children were there from morning to evening.

Dr. Montessori created an environment where a child could say, "Here I can be myself." Rosehill offers this same nurturing atmosphere to all children, especially those who stay all day.

Our All Day program is not "Day Care." We provide a home-like atmosphere in a Montessori setting from as early as 7:00 a.m. to as late as 6:00 p.m., allowing time for meals, rest, work and play while following the children's own

natural rhythms — individually and as a group. The Montessori learning materials are available to the children at all times. We also provide opportunities for outdoor time, cooking, experiments, creative dramatics, walks and rambles, and time for your child to just “be.”

Breakfast is available from 7:00 to 8:15 a.m. for early arrival children. All Day and Expanded Day children enjoy a pleasant lunch brought from home, followed by a nap/rest time. All Day children who come to school before the official morning arrival time (8:45 to 9:00 a.m.) are escorted into the building by their parents. If you are arriving between 8:45 and 9:00 a.m., a staff member will be available to greet your child and help him out of the car.

If you will not be picking up your child at one of our scheduled dismissal times, please be aware that young children have an innate need to complete a cycle of activity. You may need to wait for your child to complete his activity cycle. Therefore, please let us know your estimated time of arrival and we will make every effort to have your child ready to go home. And, remember, any time you can stay a few minutes to visit and observe, you are always welcome!

DISCIPLINE IN THE MONTESSORI CLASSROOM

Children in the Montessori classroom learn self-discipline through the enforcement of three simple rules:

1. Take care of the people;
2. Take care of the things;
3. Make it work.

The first rule encompasses being kind to others, helping others, respecting the rights of others (not interrupting other children at their work, using a quiet voice indoors, etc.), and this rule is also expanded to include plants and animals.

The second rule includes the children in the care of their environment. By taking care of the materials that are so vital to their development (dusting, polishing, putting away properly, handling with care), the children grow in self-esteem, and, by controlling their environment, are able to control themselves.

If the first two rules are followed, “make it work” is a matter of course, and the children have the liberty to explore the environment, as their developmental needs demand.

Sometimes a child will need adult help as she internalizes these rules and external discipline will need to be exercised. This is our procedure when external is deemed necessary:

1. Redirect the child through alternative activities;
2. Take time to talk with the undirected child; explore ways of making life more pleasant;
3. The Directress will keep the disruptive child with her as she goes about assisting other children. This allows the child to observe the “normalized” behavior and perhaps find activities to the child’s liking.
4. Persistent disruption may be dealt with by temporary removal from the group (time-out). The child may return to the group when willing to abide by the stated ground rules.

If necessary, the staff will seek parental help and guidance in understanding the child. If unable to resolve the problem with the assistance of parents, the staff will recommend professional help to parents. If no improvement follows, a recommendation will be made to the parents to find a program that better meets the child’s needs. Under no circumstances shall any child be subjected to corporal punishment, verbal abuse, or be deprived of regularly scheduled meals or snacks. We feel that any child who requires extensive one-to-one attention will either be removed from the class or provided with one-to-one help from sources outside the class until she is ready to participate in a non-disruptive way.

Children learn to respect others after they have the experience of being respected. This is one of the basic principles of the Montessori philosophy and effective discipline. It is important for children to establish a sense of autonomy and self-confidence, to believe that they are worthy of respect, and to know how to live among people in a disciplined way.

CLASSROOM OBSERVATION

One of the best and most delightful ways to learn about the Montessori approach to education is to observe a class in session. We invite you to visit. Please call to schedule a time to observe the classroom and your child at work. Please schedule this appointment when you can make other arrangements for the care of siblings.

When you enter the classroom, the Directress will indicate where to sit. We ask you to remain seated and unobtrusive so that the children will go about their work in a normal fashion. This is best achieved by having the children soon forget you are there. Choose one or two children to observe and then observe the class as a whole.

The children may occasionally initiate a conversation. Please answer politely and resume your observation. You may want to say, "I am a visitor and I'm here to watch the children do their work." If a child is particularly persistent you may want to gently remind him that your work is to watch the children do theirs and you prefer not to be disturbed.

Please plan to spend at least 30 minutes in your child's classroom. This will give you some sense of the materials used, the children's work cycles, and a general impression of the school day. We encourage anyone so desiring to stay for the entire classroom session. Feel free to jot down any questions or observations you have. Our Directresses enjoy hearing your impressions of the class and would be glad to discuss them with you at a mutually convenient time.

WHAT CAN I DO AT HOME?

Many of the ideas presented here are very logical steps that parents can take to organize a home for growing children. The suggestions are not necessary solely because your child is now enrolled in a Montessori School, but because she is a child. We would hope that, as Montessori parents, you would take special care to organize your home along the following guidelines because in so doing you will be implementing Montessori's ideas in the home.

Goals to consider:

- **Independence:** One of the main purposes of a Montessori education is to foster independence within a child. Therefore, the home should also be arranged so that a child needs little or no assistance from an adult.
- **Responsibility:** As your child grows in age and independence her responsibility should also grow. If the home is well arranged, this responsibility will be easy to acquire.

ARRANGING THE HOME ITSELF

General considerations: At school, we encourage the children in their desire to be independent and responsible. We emphasize this desire by providing child size "tools" and fixtures. The following are a few suggestions for the home; and remember, a child learns best by example!

The Child's Room:

- Chest of Drawers (use only the drawers the child can see into for the most frequently used clothes)
- Full Length Mirror
- Closet: Low Hooks, Lowered Rod, Small Hangers
- Calendar
- Bulletin Board (for posting the calendar and displaying special work)
- Mats (for floor work)
- Table and Chairs
- Art Supply Box
- Waste Basket
- Shelving for Toys and Books
- Storage Box (under bed or in closet for child art and papers from school)

The Bathroom:

- Step Stool (to stand on while using sink)
- Low Towel Rack, Hook or Ring
- Sponge by the sink for wiping splashes
- Personal Storage Space (such as a plastic basket in a drawer for toothbrush, toothpaste, comb, brush, etc.)
- Small Soap (guest-size, end of larger bar, or pump-type dispenser)
- Hamper
- Drinking Cup
- Bathtub Toy Container (plastic dish pan)
- Low Clothes Hook (for pajamas and bathrobe)
- Low Mirror (to aid with grooming)

The Kitchen:

It has been said that the kitchen is the heart of the home. For young children, the most exciting work takes place here!

- Have an open attitude; let your child help.
- Child Size Table and Chair
- Step Stool (to enable reaching the sink and counter top)
- Small Sponge (at the sink for cleanup)
- Special Storage Space (on a low shelf or in the cupboard, specifically designated for the child's use)
- Basket of Utensils (the child uses to prepare food: small, round-tip knife; spoon; spatula; whisk)
- Plastic Mat (to define child's work area — easier to clean than counter top alone)
- Self-Serve Snacks (on a low refrigerator shelf: small juice pitcher, fruit, sliced cheese, crackers, etc.)
- Small Paper Towel Rack (at the child level, for cleaning up spills)
- Small Cups and Glasses (within easy reach)
- Dishes: Plastics are so light and impervious to carelessness that the child can miss the need to perfect his movements.
- Real dishes are more likely to induce careful handling; if you will be upset over breakage with your regular dishes, buy some special, less expensive dishes for use by the child.

Play Areas:

- Shelves: There should be ample shelves so that each toy has a place to which it can be returned.
- Toy Boxes: Toy chests or boxes into which toys are just thrown are non-Montessori. Parts and pieces of toys are thereby lost and consequently, children lose respect for their toys. If properly used, toy boxes can be excellent containers for sets of items. For example, use one for just blocks, or dolls and clothing, or for dress-up and pretend play;
- Containers: Very few toys come packaged with durable containers. With a little imagination, you can find many ways to provide a suitable container. Some ideas are: cigar boxes, baskets, plastic dishpans, plastic boxes, coffee canisters, etc.
- Variety of Toys Available: Toys at home should not seek to duplicate those activities that the child is presented with at school. An attempt should be made by parents to replace toys available on the toy shelves with others that have not been seen for a while. Variety is the spice of life!

There are many other ways to assist your child at home. Listen to your child. Children can detect when their parents are really "present" and when their parents are just screening what they are saying through a filter of preoccupations. Try to include your child in your activities whenever possible. Young children love to help. For example, if you are washing the car and your child wants to join you, give him a sponge and let him clean the hubcap. Your child will probably actively concentrate on the task for a while but will eventually wander off on a new pursuit. At the preschool age, children are interested in the process not product. Moreover, he will appreciate your efforts to include him in the family activities. This helps him grow in his image of himself as a capable person.

Do not tutor your preschool child. Some parents really like to drill their children and are surprised when their child loses interest after three minutes. Young children have relatively short attention spans and a different learning style

from older children. Flash cards and drills are inappropriate at the preschool age. Furthermore, your role as a parent is special. There is no need to take on the role of the classroom teacher. It is better to follow your child's interests. For example, if your child asks a question about dinosaurs, then this is the time to get into a discussion and explore the topic.

Some parents also wonder why their child is orderly at school but not at home. Here is the importance of organizing your home for your child. Look carefully at your home. Is it orderly? Are things put away consistently? Does everything have a special place? Children are imitative and they really admire their parents. If you consider a certain behavior desirable in your child then you, as an adult, need to set the pace with your own actions.

Finally, positively reinforce your child's behavior by disassociating the praise from the child personally and directing it at the behavior. For example, if a child has cleaned a table instead of saying, "you are a good boy for cleaning the table," one could say, "That table is really clean." In the long run it is important for the child to gain satisfaction from his accomplishments rather than from pleasing us. Conversely, if it is necessary to correct an action, it is done without hurting the child's feelings. For instance, if a child hits another child, he would be reminded that he needs to verbalize his feelings and that no one hits him. Most children respond to this and become adept at expressing their feelings verbally, but it does take time. They will know they are respected and gradually feel comfortable in expressing themselves. The children also appreciate and feel secure knowing what the limitations are. They know the limitations will be reinforced consistently and fairly.

A MEMORANDUM FROM YOUR CHILD

- Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.
- Don't be afraid to be verbally firm with me. I prefer it. It lets me know where I stand.
- Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.
- Don't be inconsistent. That confuses me and makes me try harder to get away with everything I can.
- Don't make promises. You may not be able to keep them. That will discourage my trust in you.
- Don't be too upset when I say, "I hate you." I don't mean it, but I want you to feel sorry for what you have done to me.
- Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot."
- Don't do things for me that I can do for myself. It makes me feel like a baby, and I may continue to put you in my service.
- Don't let my "bad habits" get me a lot of your attention. It only encourages me to continue them.
- Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.
- Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.
- Don't try to preach to me. You'd be surprised how well I know what is right and wrong.
- Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.
- Don't nag. If you do, I shall have to protect myself by appearing deaf.
- Don't demand explanations for my wrong behavior. I really don't know why I did it.
- Don't take my honesty too much. I am easily frightened into telling lies.
- Don't protect me from consequences. I need to learn from experience.
- Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.
- Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.
- Don't worry about the little amount of time we spend together. It is how we spend it that counts.
- Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.
- Don't forget that I cannot thrive without lots of understanding and encouragement.
- Treat me the way you treat your friends, then I will be your friend too. Remember, I learn more from a MODEL than a critic.

CHILDREN'S WRITTEN SCHOOLWORK

The product of the Montessori classroom is the child, not the written work that she produces. The growth within the child occurs during the process of an activity and most activities produce no written work. There are results, which are less tangible, but are more important, such as your child's growth in self-confidence, independence, concentration and coordination.

Your child may bring homework from time to time. Look at her work and let her tell you about it if she wishes, but, please make no critical remarks about quantity or quality. It is important that children work spontaneously, following their own interests, rather than in response to outside pressure.

You may notice errors in your older child's work, such as letter or numeral reversals or misspelled words. This is a normal step in your child's development and we do not correct "errors" at the time they occur because we do not wish to discourage the child or lessen her joy of accomplishment. We simply represent at another time. We all learn through our mistakes.

PHONICS AT HOME

We neither want nor expect parents to work with their children at home on reading or writing. However, the desires of the children should be met if they show a great interest in having your help in these areas. In order to eliminate any confusion that might arise because a child is learning his letters differently at home and at school, please heed the following suggestions:

- Present the sounds, not only the names of the letters, this will come in time;
- Present only the lower case letters to start; and,
- Present only printed letters.

Below is a sample pronunciation guide to the sounds used in our Montessori school. There are many other sounds assigned to the 26 symbols of our alphabet but these are the first ones that they learn. After your child has learned enough basic sounds, you may help him put them together by saying them slowly at first and then faster so that they sound like a word. If your child wishes to sound out words that do not follow the sounds listed, you may explain that they are "phonograms," and say, "when these letters get together they say" The children are not too young to comprehend these rules and they should be aware of the inconsistencies of our English language.

Phonetic Aids

A Apple	N No
B Baby	O Ox
C Cat	P Penny
D Dog	Q Quilt
E Elephant	R Red
F Funny	S Sister
G Girl	T Toy
H Hat	U Umbrella
I Indian	V Vote
J Jump	W Wagon
K Kite	X as in foX
L Love	Y Yes
M Mother	Z Zebra

ENROLLMENT INFORMATION

PARENT PARTICIPATION

Enrolling a child in Rosehill Montessori School involves a commitment on the part of all parents. In exchange for your volunteer participation, Rosehill offers parents a voice in setting policies that affect your child's learning experience. All major policies must meet with the approval of the Parent Board. This direct parental participation, combined with well-trained Directresses, has enabled Rosehill to consistently provide a superior quality of Montessori education for our children.

In the best interest of the child and her family, we require the following commitments from parents:

1. An interest in and a commitment to the education of the child through the Montessori philosophy and methods;
2. An understanding that a Montessori education can be most beneficial for the child in a three-year cycle which includes the "Kindergarten" year;
3. A commitment to attend parent conferences and meetings; and
4. An understanding that tuition alone cannot support the work of a school and an agreement to work for Rosehill a minimum of twenty hours annually. In order to ensure that all parents participate, each family is required to make a \$200.00 deposit to Rosehill, which is due with the tuition agreement prior to the beginning of the school year. The \$200 will be returned at the end of the school year to those families who have volunteered at least 20 hours during the school year. (Note: This deposit is separate from and in addition to the annual, nonrefundable enrollment fee of \$ 125.00 per student /\$175.00 per family.

Participation can take many forms, and each is a gift of support for Rosehill. Whether such a gift takes the form of a monetary contribution or the giving of one's time and talent, the act of giving is an important demonstration of support and recognition for the ideals, philosophy, and goals we all share for our children.

THE GIFT OF MONEY

Your tax-deductible gifts to Rosehill, whether \$5 or \$5,000, are an important source of revenue. Your support helps Rosehill accomplish both present and future goals and shows your commitment to providing our children with a place to grow.

Why do we ask parents to contribute money above and beyond the tuition paid for the education of the children? To put it simply, revenue from tuition cannot cover all the costs of operating a school. While some schools must rely on gift income to pay for the day-to-day operating expenses, Rosehill relies on gift income to provide the resources necessary to enhance the quality of educational opportunities for its students. To this end, Rosehill conducts various fund-raising activities throughout the year and asks for support from its alumni, parents and friends.

GIFTS OF TIME AND TALENTS

We all know that there are some things that even money cannot buy. It is impossible to place a monetary value on Rosehill's appreciation to the volunteers who help throughout the year to make our many annual events a success.

Parents, grandparents and friends of Rosehill are often found helping out in the office, assisting in classrooms, substituting for a sick staff member, serving as chaperons on school trips, working in the library, serving on committees and the administrative board, teaching special skills, sharing artifacts and stories about different cultures.

It is the combined efforts of the staff and parents that help generate the mutual feelings of commitment and excitement that have enabled Rosehill's community to continue to grow stronger and expand over the years. Rosehill volunteers provide direct support to our programs. Parents and grandparents who give of their time and talents share with their children and grandchildren special memories of experiences and friendships that endure well beyond graduation.

When you are given a Parent Participation Form, please return it promptly so that committees can be organized. Many of Rosehill's time requests can be fulfilled with as little as a few hours per month and often from your home.

We do recognize that the demands of raising a family today often leave very little extra time. However, with everyone's support and commitment, Rosehill, and your children, will have another successful school year with a minimum of time from each individual.

Some ways people give to Rosehill include:

- Support our fund-raising activities;
- Recommend Rosehill to others and recommend they donate;
- Serve on Rosehill's Board of Directors;
- Volunteer for school committees;
- Share your special skills on projects in the classroom;
- Volunteer for Fun Lunch, Library and other school functions;
- Volunteer to prepare and create educational materials for Rosehill.

TUITION

Our aim is to keep the tuition as low as possible. We ask all parents to pay their tuition promptly. Your tuition is for the full academic year. For your convenience, however, it is payable in monthly installments due on the first day of the month. Those who choose to pay the full year's tuition in a lump sum, prior to September 1, will receive a 5% discount. When two or more children attend Rosehill, 15% will be deducted from the lowest tuition fee.

TRIAL PERIOD

Acceptance is subject to a four-week trial period in which both the parents and Directress will have an opportunity to assess the child's ability to adjust to, and function within, the Montessori environment.

PRIORITIES

Enrollment is for the full academic year. Enrollment after commencement of the academic year will be considered as spaces become available. Preference is first given to children currently enrolled. Next, priority is given to a sibling entering the school for the first time. The third priority is given to a child transferring from another Montessori school. And, fourth, priority is given to a child who is new to the school and new to Montessori. All children within the above categories are accepted on a first-come, first served basis, without regard to sex, color, creed, or national origin, within the limitations imposed by class size and the need to maintain a developmentally diverse classroom. No special preference will be given to a child who enters Rosehill but withdraws early. Any renewed request for acceptance will be placed on the third level of priority, with the Directress and Administrator making the final determination.

Students currently enrolled and their siblings desiring to attend Rosehill the following year will be asked to notify the school of their intentions for the upcoming year in February. This will insure a space for your child until the deposit fee is received. If Rosehill does not receive the deposit by March 15, then the space for the child will no longer be reserved.

NON-DISCRIMINATION POLICY

Rosehill Montessori School admits all students of any color, creed, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate in the administration of its educational policies, admission policies, and other school-administered programs.

THINGS YOU WILL WANT TO KNOW

CONFERENCES

We schedule two formal conferences during the school year; one in November and the other in April. Parents are strongly encouraged to attend the conferences. A written progress report is provided at the conference. Your Directress is always available to discuss your child's progress and any concerns you may have at any time. If you wish to speak with your child's Directress, please be mindful that arrival and dismissal times are often filled with caring for the children. Feel free to leave a note with the Directress indicating a convenient time for conferencing. Also, please respect their time away from school.

ARRIVAL AND DISMISSAL

Parents and car pool drivers are asked to enter Lisle Place from Route 53. This will help eliminate congestion and keep Lisle Place safe for all. At the drop off point, one of our staff members will help the children out of the car and into the building. It is not necessary for you to leave your car. If you are arriving or picking up at a time not scheduled below, please park your car and come into the building.

ARRIVAL TIMES: (AM) 8:45 – 9:00

DISMISSAL TIMES: (AM) 11:45 – 12:00
(PM) 2:45 – 3:00
(PM) 5:45 – 6:00

Any needs for communications with your child's Directress should be made by a note or phone call to the office to set up an appointment. We are sorry for the inconvenience, but arrivals and dismissals are poor times for conferencing about your child. As stated previously, please contact your child's Directress at a more convenient time to discuss any concerns or questions. Thank you.

CAR POOLS

Rosehill parents are encouraged to form car pools. While Rosehill does not set up, nor is responsible for setting up a car pool, we are happy to assist parents who are interested in establishing a system themselves. If involved with a car pool, try to establish an atmosphere of calm for the day. Much time can be lost at school if the children are overly excited when they arrive. **PLEASE USE SEAT BELTS AND HAVE THE CHILDREN RIDE IN THE BACK SEAT.** We want everyone to have a calm, happy and safe drive.

CLOTHING

Children should come to school in "work" clothes. Comfort, ease of handling, and good repair is all-important. A child should be unconscious of the clothing rather than distracted by a falling strap, a too tight waistband, missing buttons, or a stubborn zipper. Every child should come dressed in simple clothing for indoor and outdoor work and play. To encourage mastery and independence, children should wear clothing that they can manage by themselves. If they cannot manage overalls, belts, suspenders, tights, or small buttons at home, they will have the same problems at school. Double knots discourage children from learning to tie and keep them dependent on a teacher or parent longer. Your preschooler has pride in himself and he is developing independence, order and a sense of style. We don't mind that outfits don't always match. Jewelry and accessories (headbands, sunglasses, purses, etc.) are inappropriate as they cause a distraction in the classroom.

Safety is also a factor to consider when providing clothes for your child. Closed-toe shoes are required. In cold weather we will continue to go outside, therefore, each child should have appropriate outer wear, including: snow pants, warm mittens, scarves, hats and boots. We recommend warm, waterproof **SHOE BOOTS** (worn without shoes). Please attach mittens to the winter jacket with a piece of elastic through the sleeves.

Extra clothing: Please leave an entire set of clothes including underwear and socks in your child's clothes box. A couple of small, reusable plastic bags to transport wet items home will also be helpful. Children in our all day program will also need a comb or brush and toothbrush in a case.

Names on everything: This ensures that your child will come home with his own clothes. We do have a lost and found box, which we suggest you check periodically.

Inside shoes: Each child will need a pair of inside shoes for classroom use. This encourages quiet movement, ensures that the child has something dry for his feet and helps to maintain a higher degree of cleanliness in the classroom. Rubber soled, non-slip shoes are required. Please label your child's inside shoes. It is also helpful if you mark or use colored tape on the inside edges to help your child match the shoes and place them on the appropriate foot.

When your child comes home and changes clothes, please check the pockets for blocks or objects that may be part of our classroom materials. We are NEVER angry with a child for taking something home and ask that you also not get angry. We know the child loved the item as much as we all do — so please just return it.

TOYS AND JEWELRY

We request that toys and jewelry be left at home as they are a distraction to the children. If your half-day child has an "impartible" blanket or animal, you might suggest that the special item be left in the car where it will "wait" for her until the end of the class.

SNACKS AND MEALS

Snack, food preparation, and mealtimes are very important activities in the Montessori classroom. The teachers prepare a monthly snack calendar with a variety of planned, healthy snacks for each day. Families will be charged a \$10.00 snack fee five times throughout the school year. Children enrolled in our All Day and Expanded Day programs will need to bring a lunch each day. At Rosehill, we strive to make mealtimes and snack times a pleasant dining experience. Tablecloths, flowers or candles, cloth napkins, china plates and soft background music help create an environment in which the children want to practice good manners. You may want to recreate this ambiance at home.

Please send your child's lunch in a lunch box, not a paper bag, and label the lunch box with your child's name. We also request that you use re-usable containers (such as Tupperware or Rubbermaid). This cuts down tremendously on the amount of garbage that the school generates and helps teach the children about conservation and environmental awareness.

Your child's lunch should include:

- a protein
- a carbohydrate
- a fruit
- a vegetable

We will provide milk or juice; it is not necessary for you to provide a drink. Small attractively served portions are most appealing to a child's appetite. Please do not send chips, desserts, candy, gum, soft drinks, fruit snacks or roll-ups, granola bars, etc. Most of these foods have little or no nutritional value and often distract the children from eating the more wholesome parts of their lunches. Food that is not eaten will be rewrapped and sent home. Please be aware of how much your child is eating each day, so that you are not over or under packing his/her lunch. We have limited refrigerator space, so we recommend that, if your child's lunch needs to be kept cool, an "ice pack" be part of your child's lunch box. We do have a microwave oven and would be happy to warm up last night's stew or casserole. Breakfast is provided for our "Early Birds" and is available between 7:00 a.m. and 8:15 a.m.

NAP AND SIESTA

The All Day and Expanded Day programs have a rest time as part of the daily schedule. Children under the age of 4 1/2 will rest in our nap room and should bring a small blanket to be kept at school. If your child is accustomed to sleeping with a stuffed animal, this may also be kept at school. Older children will have a short siesta, a quiet time for resting while looking at books, or listening to music or a story, before beginning their afternoon activities. NO child is required to sleep; nap and siesta provide a welcome break in the child's busy day. If your child's nap and/or sleeping habits change, please let us know: special accommodations can easily be made.

UNUSUAL HAPPENINGS OR CHANGES AT HOME

In order to meet the varying needs of your child, please advise your child's Directress of any changes as they occur. A change in the home environment may tend to alter your child's behavior in school. If you observe sudden changes in your child's behavior or attitude, please let us know so we can work together in assisting your child through the adjustment period. A parent changing jobs, a death in the family, a new baby, or other changes from normal routine will have a great impact on most children and we would like to help.

CHANGE OF ADDRESS OR TELEPHONE

As soon as you change either your address or telephone number (work or home), contact the school office. Emergency cards and other pertinent information must be kept current.

FIELD TRIPS

Rosehill periodically takes field trips to places and events that are considered to be of educational value. Parents are required to accompany children who are under the age of three. Unless indicated to the contrary, we ask that younger siblings at home do not accompany you on the field trips. On many trips space is limited. Please check with your Directress if you have any questions or problems with an outing.

If you are volunteering to drive for the field trip, State Law requires that your insurance is up to date, and that your insurer will be the primary insurance company responsible for any bodily injury or property damage claims arising out of the ownership, maintenance, operation, use, "loading or unloading" or entrustment to others of the vehicle owned, operated or hired by you for the purpose of furnishing transportation of Rosehill pupils, staff and/or property. Be sure to sign your volunteer driver's insurance acknowledgment form before you venture out. The forms are available at the office.

HEALTH REQUIREMENTS

1. There is NO SMOKING in the school building or on school grounds.
2. Before your child enters Rosehill, he must be examined by your family physician and a Certificate of Child Health Examination form must be completed and signed by your child's physician. The State of Illinois requires a biannual medical examination of each child and staff member. A medical examination is also required when the child enters his Kindergarten year at Rosehill.
3. Notify the school as soon as possible if your child has a diagnosed contagious disease. We like to inform other parents to watch their children for symptoms. Contagious diseases most commonly found are: measles, chicken pox, pink eye (conjunctivitis), impetigo, head lice (pediculosis), and strept throat (streptococcus).
4. Should your child become ill at school, the Emergency Authorization contacts will be used. First, we try to reach the child's parents using either the home, work or cell telephone numbers. If no answer, we will try to reach the people who are authorized to pick up your child. If the illness or injury is of a serious nature and we are unable to reach you, we will use the Authorization Form to obtain emergency medical treatment. Please be sure to list any special medical considerations or allergies at the bottom of the form and remember to update it when significant changes occur. REMEMBER TO TELL YOUR DIRECTRESS OF ANY FOOD ALLERGIES YOUR CHILD MAY HAVE.

5. Extended Illness: Please contact the school each day that your child is unable to attend or indicate the predicted day of return.
6. Medicine: Please plan the timing for medications to be administered at home. If it is necessary for your child to take medication while at school, we can only administer physician-prescribed medication that is brought in a pharmaceutical container labeled with your child's name, the name of the medication and pertinent instructions. Medications must be handed directly to your child's Directress; you will also be required to fill out a medication permission form.
7. Your child must remain fever free for 24 hours with colds, flu, or viruses. Please note, any green discharge from the nose may indicate a bacterial infection. Please check with your doctor before bringing your child back to school.
8. If your child has been given medication for a bacterial illness, he should be on such medication for 48 hours before returning, or upon the advice of your physician.
9. Remember, a sick child will be much more comfortable at home than at school. If your child's illness makes him sleepy, weepy or cranky at home, he will be more so at school. Please do not send a sick child to school. Remember, your child will only spread his illness to other children if he is here while sick, so please be considerate of other families.

FIRES AND DISASTERS

The school is equipped with smoke detectors, a sprinkler system and a Fire Department Call Box. Fire and disaster drills are conducted throughout the year to help children understand how to respond in emergency situations.

ADULT LIBRARY

The school has a small adult library stocked with books about Montessori education, child development, and other topics of interest to parents. Please check out books through the school office. You may keep the books out for two weeks. In order to get the most out of your child's education you will probably want to read about Montessori education. We recommend:

Montessori and Your Child, A Primer for Parents, Terry Malloy

Montessori: A Modern Approach, Paula Polk Lillard

The Absorbent Mind, Maria Montessori

The Secret of Childhood, Maria Montessori

The Child in the Family, Maria Montessori

The Discovery of the Child, Maria Montessori

Your Child's Self-Esteem, Dorothy Corkhille Briggs

Children: The Challenge, Rudolf

Miseducation, David Elkind

Your Directress may also be able to suggest other titles. We are always looking for books parents find helpful and a donation of your favorite titles is always welcome — and tax deductible!

CHILDREN'S LIBRARY

The children's library is utilized on a weekly basis. All of the children are allowed to choose a book provided the last book checked out has been returned. If a library book is lost, a replacement book is necessary.

SCHOOL CLOSING

When the Lisle Public Schools are closed, so are we. However, should a problem arise which only affects Rosehill, an attempt will be made to notify each family. We are included in the Lisle School District 202 for weather related closings, which are announced on radio, and T.V. Please be sure to refer to the school calendar for planned closings.

RELEASE OF PERSONAL INFORMATION

Rosehill Montessori School will release a child's records and information upon written request from the parent. In all other instances, the records will be held in confidence. A parent may review his or her child's files at anytime. Please check with the office to arrange a convenient time.

APPENDIX
BYLAWS OF THE ROSEHILL MONTESSORI SCHOOL

ARTICLE I — PURPOSE

The purpose of the Corporation is to maintain and operate in DuPage County, Illinois, a school to be used for the instruction and education of elementary age and preschool children in a Montessori environment as stated in “Montessori Education at Rosehill” and “Our Purpose.”

The Corporation also has such powers as are now and may hereafter be granted by the General Not-for-Profit Corporation Act of the State of Illinois.

ARTICLE II — REGISTERED AGENT

The Corporation shall have and continuously maintain in this state a registered office and registered agent whose office is identical with such registered office, and may have the offices within or without the State of Illinois as the Administrative Board may from time to time determine.

ARTICLE III — MEMBERS

Section 1 – Membership

Members of the Corporation shall be parents, primary caretakers, or legal guardians of children who are enrolled in the Rosehill Montessori School. They may remain members for as long as one or more of their children remain enrolled and are in good standing with Rosehill. Membership shall not be transferable.

Section 2 – Meetings of Members

An annual meeting of the members shall be held in the last thirty days of the school year at or near the school premises or at some other place designated by the Board. Special meetings of the members may be called by the Chairperson or by the Board. A special meeting may also be called by written petition of the Board signed by members who are in good standing holding at least a twenty percent vote of the total membership. Any meeting of the members shall be chaired by the Chairperson of the Board and shall be conducted according to Robert’s Rules of Order.

Section 3 – Notice of Meetings of Members

Written or printed notice stating the day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered seven days before the date of the meeting, either personally or by mail, by or at the direction of the President, or the Secretary, or the officers or person calling the meeting, to each member entitled to vote at such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail addressed to the member at his/her address as it appears on the records of the Corporation, with postage thereon prepaid.

Section 4 – Voting

Members shall be entitled to one vote per family provided that at least one child is enrolled and in good standing in the school. A member may vote in person or by proxy executed in writing by the member or by his duly authorized attorney-in-fact. No proxy shall be valid after 11 months from the date of execution, unless otherwise provided in the proxy. The Secretary prior to voting shall validate all proxies.

Unless specified otherwise by these laws, a simple majority of the votes entitled to be cast by the members present in person or by proxy at a duly constituted meeting, quorum being present, shall be sufficient for the adoption of any matter (as defined by Article III - Section 6 - General Powers) voted upon by the members. Where voting is allowed by mail, a majority of the total available votes of the eligible members shall be required to adopt any matter.

Section 5 – Quorum

Members holding one-fourth of the votes entitled to be cast, represented in person or by proxy, shall be a quorum.

Section 6 – General Powers

The members shall elect six of the nine Directors of the Board pursuant to Article IV, Section H of these Bylaws.

The members shall be entitled to be apprised of all major decisions of the Board and may overturn any such decision by an absolute majority vote of all eligible voters at a duly constituted meeting. The members shall be entitled to examine a current financial statement and a proposed budget of the Corporation at least once a year.

ARTICLE IV — ADMINISTRATIVE BOARD

Section 1 – General Powers

Its Administrative Board shall manage the affairs of the Corporation. However, where an absolute majority of the eligible members shall vote to reject a specific act of the Board, the act shall be overturned. The Board may reconsider the issue, but before the issue can be re-adopted, it must again be placed before the members for approval. The powers of the Board shall be limited to the business and educational aspects of the school.

Section 2 – Numbers and Tenure

The Board shall consist of eight voting directors, six of whom shall be elected by the members. One director shall be elected to represent the classrooms by the directresses from among their members, according to their own rules and procedures. The Board shall appoint two directors. The directors shall serve two-year terms, four being elected or appointed in an even-numbered year and the other four in an odd-numbered year. Election of the directors shall be held either at the Annual Meeting or alternatively, an election may be conducted by mail through a form. The procedure should be properly authorized by the Board.

Section 3 – Meetings

The Board shall hold an Annual Meeting. Additional meetings may be held monthly or as needed. The Annual Meeting may be conducted together with the Annual Meeting of the members. All the meetings shall be presided over by the Chairperson, who shall be elected by the directors from among themselves.

Section 4 – Special Meetings

Any three directors may call by or at the request of the Chairperson, or special meetings of the Board. They may fix any place as the place for holding any special meeting of the Board called by them.

Section 5 – Notice

Notice of any meeting of the Board shall be given at least seven days previous thereto or by written notice delivered personally or sent by mail or telegram to each director at his/her address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If a notice were given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any director may waive privilege of notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted, nor the purpose of any regular or special meeting of the Board need be specified in the notice, unless specifically required by law or by these Bylaws.

Section 6 – Quorum

A majority of the directors present at a meeting or participating by telephone in a conference call or by a specific issue proxy shall constitute a quorum.

Section 7 – Member of Acting

The act of a majority of the directors present or participating by telephone in a conference call or by a specific proxy at a meeting at which a quorum is present shall be the act of the Board except where otherwise provided by law or by these Bylaws.

Section 8 – Removal

Any director who becomes unable or unwilling to serve or does not attend three successive meetings may be dismissed by the Board by action taken by a two-thirds majority vote in a duly-constituted Board meeting. The Board reserves the right to determine another director's inability or unwillingness to serve.

Section 9 – Vacancies

Any vacancy occurring in the Board may be filled with a new director by approval of the majority of the remaining directors. He/she shall serve the remaining term of the departed director. Any increase in the number of directors shall be filled by a vote of the members according to Article IV, Section 2 of these Bylaws.

Section 10 – Compensation

Directors of the Board shall not receive any stated salaries as such for their services as Board members, but by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting.

ARTICLE V — OFFICERS

Section 1 – Officers

The officers of the Corporation shall be a President, (must be a director of the Board); a Treasurer, a Secretary, a School Administrator, and any such other officers as may be elected in accordance with the provisions of this article. The Board may elect or appoint such other officers, including one or more assistant secretaries and one or more assistant treasurers, as it shall deem desirable, and officers to have the authority and perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2 – Election and Term of Office

The Board at a meeting shall elect the officers of the Corporation annually after the new directors have been elected. If such election of officers shall not be held at such meeting, such elections shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected.

Section 3 – Removal

The Board may remove any officer or agent elected or appointed by the Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4 – Vacancies

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by the Board for the unexpired portion of the term.

Section 5 – President

The President shall be the principle executive officer of the Corporation. He/she shall preside at all the business affairs of the Corporation. He/she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board from time to time.

Section 6 – Treasurer

If required by the Board, the Treasurer shall give bond for the faithful discharge of his/her duties in such sum and with such surety or sureties, as the Board shall determine. He/she shall have charge of and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VII or these Bylaws; in general, perform all duties as from time to time may be assigned to him/her by the President or by the Board.

Section 7 – Secretary

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law; maintain a current list of all members, together with their addresses and signatures; be custodian of the Corporation records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents; the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; and in general perform all duties incident to the office of the Secretary and such other duties as from time to time may be assigned to him/her by the President or by the Board.

Section 8 – Assistant Treasurers and Assistant Secretaries

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurer and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer, the President or the Board.

ARTICLE VI — COMMITTEES

Section 1 – Committee of Directors of the Board

The Board, by resolution adopted by a majority of the directors, may designate one or more committees, each of which shall consist of one or more directors of the Board or members approved by the Board, which committees to the extent provided in such resolution shall have and exercise the authority of the Board in the management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board or any individual director of the Board of any responsibility imposed upon it or him/her by law.

Section 2 – Other Committees

Other committees not having and exercising authority of the Board in the management of the Corporation may be designated by a resolution adopted by the Board in accordance with the procedures established by these Bylaws. The Board shall appoint the members of such committees, except as otherwise provided by resolution designating such committees. The Board thereof may remove any member whenever in its judgment the best interest of the Corporation shall be served by such removal.

Section 3 – Term of Office of Committee Member

Each member of a committee shall continue as such until his/her successor is appointed unless the committee shall be sooner terminated, or unless such member is removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 4 – Chairperson

One member of each committee shall be appointed by the Board to serve as chairperson.

Section 5 – Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6 – Quorum

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at the meeting at which a quorum is present shall be the act of the committee.

Section 7 – Rules

Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board.

ARTICLE VII — CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1 – Contracts

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute any document of the Corporation, and such authority may be general or confined to specific instances.

Section 2 – Checks. Drafts. Etc.

All checks, drafts or other orders for payment for money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer and/or Assistant Treasurer and countersigned by the President or Vice President of the Corporation, or by the School Administrator.

Section 3 – Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 4 – Gifts

Only the Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or any special purpose of the Corporation.

ARTICLE VIII — BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board. Financial statements and a budget shall be prepared at least once a year.

ARTICLE IX — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE X — SEAL

The Board shall provide a Corporation seal, which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words, "Corporate Seal Illinois."

ARTICLE XI — WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the General Not-for-Profit Corporation Act of Illinois or under the provisions of the Articles of Incorporation or Bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time state therein, shall be deemed equivalent to giving such notice.

ARTICLE XII — AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended or replaced and new Bylaws may be adopted by a majority of the directors of the Board present at any regular meeting or at any special meeting, provided that at least seven days written notice is given of intention to alter, amend or repeal or to adopt new Bylaws at such meeting.