

MCDC - PARENT HANDBOOK – REVISED 2019

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PROCEDURES AND POLICIES

FIRST DAYS

The first day is a great change in the young child's life. A child's adjustment to this new environment depends in large part upon the attitudes of the parents and their cooperation with the teachers.

There is an orientation the week before school begins in the fall. This affords the child and parents the opportunity to meet the teachers and have an introduction to the school environment.

New children are introduced to the Montessori environment in small groups. This procedure of "phasing-in" allows each child to have the individual attention he needs in the early days. You will be notified regarding the specific date and time when your child enters. (Students returning from the previous school year will all begin on the first scheduled day of school.) The time assigned has been chosen carefully, according to the child's age, whether there are siblings in the school, and many other factors.

Avoid excessive discussion about the school. The child should feel it would be a normal and natural part of his growth and an extension of his home life. If you are calm and positive in your approach, your child will sense this and feel that going to school is a good thing. Just a few days before, teach your child the names of the teachers. We go by our first names, as do the children.

Upon arrival on the first day, pull up to the entrance and use regular car procedures outlined below. Say a friendly good-bye, only one time, and leave. Parents should have a matter-of-fact attitude that gives the child great security. The teachers are responsible for what happens after you leave; please have confidence in their ability, so the child's adjustment will be a good one. Make the transition easier for your child by allowing for this procedure from the first day. You are encouraged to call us if you are having concerns about your child's transition to school. After years of experience we find that children who start out following the routine adapt much more readily to school and feel more secure because they are doing the same thing as all the other children.

Bring on or before the first day all **paperwork, extra clothing** and **comfort bag** (see specifics in this handbook).

ARRIVALS

Class begins at 8:20 and arrivals are from 8:00 to 8:20. The staff will meet your child at the car. The arrival procedure and traffic flow have been set up for your convenience and especially for the safety of the children. Please observe the signs. Drive to the front entrance, stop and put your car in park. A staff member will help your child out of the passenger side of the car. Please do not leave your car. It is very important that you let the teacher handle a reluctant child. If a parent gets out of the car and comes into the school during the early weeks of the child's school experience,

it can hinder his/her acceptance of the school environment by prolonging the separation process. A crying child rarely continues crying for more than a few minutes after the parent leaves.

It is imperative that we eliminate any obstruction of traffic on Espola Road. Never stop in the street, even in the bike lane, (**no part of your car may ever hang out beyond the curb**). If you cannot get in the driveway, please, pass the school and turn around where it is safe to do so. Please pull your car all the way forward to past the "NO PARKING" sign. Always turn right out of the driveway during arrival and dismissal. In the case that your child is not ready when you arrive, a staff member will ask you to pull into a parking space or circle around the driveway again so the cars behind you may continue to move forward.

Should the school drive be completely full, please **proceed past the school**, choose a safe area to turn around, and re-approach the school drive.

Please make every effort to arrive on time. If you arrive after class starts (**8:20**), park your car, escort your child into the building and check in at the office. Please **do not park in the fire lane**; the Poway Sheriff's or Fire Department may issue you a ticket. For your child's safety, always hold your child's hand when you are in the front area of the school. Please say "good bye" to your child in the office. Many parents entering the classroom after class starts is disruptive to the flow of the work period. If the teachers stop to talk to parents, it takes away from their valuable teaching time for your child and the other children. If you wish to observe your child as they enter the classroom, please watch the monitor in the office (appointments can be made to observe in the class when the teachers feel the children are ready).

Always try to be on time...a tardy start means something missed. The child who comes late disrupts the flow and may suffer embarrassment. One who consistently brings a child late shows a lack of respect for the school's program and for the child's feelings. Lifetime habits and attitudes are being formed during these critical years.

M.C.D.C. is a school, not a day care center and as such we expect children to be on time. We feel strongly that we must give preference to parents whose children are getting the most out of the program by being here for the full work period. Parents who bring their child late or tardy more than 3 times in one month will receive a warning. At that time, they may be put on probation for the next 30 days. If this tardiness continues the child may be suspended. Tardiness is considered any arrival after 8:30 a.m. that is unexcused. (Not only does lateness disrupt the classes but it also disrupts the office.)

DISMISSALS

Upon dismissal, follow the same traffic procedure. A staff member will bring your child to the passenger side of your car. **Be aware** of crowding in the driveway. Pull as far forward as you can to make room for more cars. **If the driveway is full DO NOT stop on Espola Rd. No part of your car may be beyond the curb. Follow the same procedure as the morning.** The California Highway Patrol currently states (children under 8 years old and under 80 pounds must be in a certified child's car restraint seat.

Children will be ready for dismissal at the scheduled times. It is very important for the child's sense of security that when he is ready for dismissal, you are there promptly. In the case of an unavoidable delay, please tell the child that morning. In unforeseen circumstances, call the school before 12:00 a.m. or 2:00 so that we may help the child to feel comfortable. Consistent late arrival to pick up your child may affect your child's feelings of security.

Pick-ups during class time may be disruptive. If at all possible, please, schedule early pick-ups for a dismissal time, and notify the school by phone or email. No early pickups between 2:10 and 2:25 please.

All exceptions to a child's regular daily program should be in writing, such as:

1. Doctor appointments.
2. Pick up by a different adult.
3. Requests for one-day Extended care.
4. Pick-up at dismissal time of a child normally in Extended care.
5. Vacations.
6. Medication Release (included in registration packet) - must be filled out completely, dated and signed by a parent. **Return to the office**; do not put it in the child's lunch bag.

SCHOOL CALENDAR & HOURS

MCDC follows the Poway Unified School District Calendar for vacations and Holidays as closely as possible (the calendar is subject to change), you can find it on our website, www.mcdcpoway.com). We will notify you as soon as they have set their schedule. A calendar of our school year schedule is enclosed with your confirmation packet. You may see that we have estimated some of the holidays. These may change when we see the Poway calendar. Note: you will receive calendar reminders from our School Cues program.

Classes begin promptly. We cannot overemphasize the importance of your arrival on time. All children should arrive between 8 and 8:20. Those arriving earlier should be enrolled in the childcare program. Class hours are:

- Half Day 8:20 - 12:30
- Full Day 8:20 - 2:30

TRANSPORTATION

The Montessori Child Development Center neither provides nor is responsible for transportation of any child. The transporting of the child to and from school is the responsibility of parents. If a staff member transports a child to or from school or baby-sits for a child outside of school, the parent must sign a release. Any such arrangement is not sanctioned by the school and considered a private arrangement and the school is not liable if such arrangements are made.

Children are to be picked up promptly by their established drivers (Emergency Information form). No exceptions will be made without prior written notification to the school.

Children will not be released into the custody of any individual other than the parent, guardian, or other authorized adult, over 18 years of age, without prior consent of the parent or guardian. Be sure both Mr. and Mrs. are indicated in your release, if this is your intent.

STUDENT FILES

The State of CA Department of Social Services Child Care Licensing and MCDC require certain forms to be in a student's file. Following is a list of forms that are currently required:

- Student application/Tuition and Fee Agreement
- Emergency Form/Consent for Medical Treatment
- Health History
- Physician's Report
- Immunization Record/Immunization Card
- Parents Rights (Lic 995)
- Personal Rights (Lic 613)
- Receipt of Sex Abuse pamphlet
- Pre-admission History
- Signature card for sign in/out
- Nap note
- Policy acceptance receipt

This list may from be revised time to time as law or circumstances dictate.

PRIVACY

The school will not publish addresses and phone numbers of parents or staff. If a parent wishes to communicate with another family, you may do so by writing a note and giving it to a staff member to be passed on in the "go home" files. Parents must check with the office before placing anything in these files.

EXTENDED CARE

The Montessori Child Development Center provides Extended Care service for parents of regularly enrolled children only. Extended Care times are:

7:30 – 8:00 am
2:30 - 6:00 pm

All parents must walk their child into the building for Extended Care upon arrival and must check in with an Extended Care teacher. Please enter the classroom quietly and try not to distract the children who are busy with activities. We sometimes have children who are easily distracted, and it is hard if a lot of adults are interacting with them. Thank you for your help.

A child will be charged for Extended Care if:

1. He is enrolled in the Extended Care program.
2. He arrives more than fifteen minutes prior to the beginning of class or has not been picked up by 10 minutes after 2:30.

3. He comes to school with a written notice for his teacher indicating: a place and phone number where parent can be located; the probable time of pick-up.
4. She is enrolled in an after school extra program on the MDCD campus. There is a discount off the extended care weekly total.

Extended Care fees will be billed by the hour for everyone at the rate stated on your application or may be paid in a flat fee when chosen on the Tuition & Fee Agreement.

There is no extended care on minimum days. Any parent who has not picked up a child within 15 minutes of the published dismissal time will be charged a late pickup fee of \$40 for the first 15 minutes or part thereof, \$15 per the next 5 minutes or part thereof. This applies after 6 p.m. as well.

Parents who choose to leave their half day students in the afternoon, occasionally, will be charged \$ 15.00 per hour from 12:30 - 2:30. The child will be expected to nap for some of that time if they are less than 4 years old. Extended Care bills are due upon receipt.

Check with IRS for current tax exemptions and credits for Child Care. Our Tax I.D. number is 95-3215849.

OFFICE HOURS

If you have questions pertaining to billing, school policies, or procedures, please call the school office between the hours of 8:45 and 3:00.

On occasions when we are unable to answer the phone, please leave a message on our answering machine. We will return your call as soon as possible.

SCHOOL ATTIRE

While no school uniform is required, students will comply with the following basic standard of school attire:

1. Clothes are to be reasonably neat and clean.
2. Children should be dressed according to weather conditions, i.e. shorts are not desirable in cold weather.
3. Since much activity takes place on the floor, child should be dressed in comfortable, non-restrictive clothing.
4. Children should wear flexible rubber-soled shoes, such as tennis shoes, which permit active participation in body movement program and are safe when using the climber. **(No cowboy or snow boots, light up or rolling shoes, hard soled shoes, backless sandals or wedge heels.)** This is for you child's safety so please adhere strictly to this guideline.
5. Children should wear clothes that they can manage themselves. (Especially, no difficult belts, jumpsuits, overalls.) Remember, your child may have to get out of his clothes quickly to use the restroom!!
6. Wristwatches are permissible for a child who is learning to tell time.
7. No diapers or pull-ups.

8. All clothing should be marked with the child's full name.

The following are not appropriate for school: delicate, fragile clothing, long dresses, patent leather shoes, jewelry, and purses or any special clothing which cannot get dirty. These items hinder participation in gross motor movement and/or are extremely distracting to the child. **Super hero, rock star**, etc., clothing is not considered appropriate attire, as it distracts the children and may inhibit their creativity and imagination in play.

Each child should have an extra full set of clothing in a gallon Ziploc plastic bag, (each garment labeled with the child's full name) on hand in the school. These should accompany the child on his first day.

Please bring an extra set of clothes the first day of school.

THINGS BROUGHT TO SCHOOL

Playthings are not to be brought to class; however, items of special class interest and educational value, and simple nutritious treats for special holidays are welcome. Notify your child's teacher at least one day in advance (in writing or by phone) of sending these items to class, so she can plan accordingly. Items not labeled with child's name will be regarded as donations.

SHARING

The purpose of sharing in the Montessori classroom is to give children new experiences in vocabulary and research possibilities. Sharing is not necessarily done with the entire class. They may share privately with the teacher or with a small group of children. The teacher will decide what is appropriate and how it will be shared. Children may share any day. Children have many other opportunities to get comfortable speaking in front of groups of peers at school.

COMMUNICATION FROM PARENTS TO TEACHERS & OFFICE

It is very hard for the staff to recall all verbal messages given at arrival and dismissal time, i.e., Extended Care, birthday celebrations, absences, vacations, or an item your child would like to share. Please email or write your messages down or send through SchoolCues.

EMERGENCIES

Minor accidents occurring during school hours receive the prompt and careful attention by staff members. You will be notified via email. In the event of illness or serious accident, the family is notified at once and arrangements are made for the child to be taken home or to his physician. Parents are required to inform the school of any change of telephone numbers during the year. You are required to have *reliable* alternate parties available if cannot be reached. Please be sure you *cell phone number is up to date*. (It is imperative that we can reach you in an emergency.)

IN CASES OF EMERGENCY, PARAMEDICS WILL BE CALLED, AND/OR THE CHILD WILL BE TAKEN TO THE NEAREST HOSPITAL EMERGENCY ROOM.

DISASTER PLAN

MCDC is well prepared for a school-wide emergency such as an earthquake or fire. Parents can be assured that their child is being well cared for. We have food, water, first aid supplies and other emergency equipment on hand. We are prepared to care for children for up to 72 hours. If we need to evacuate you will be notified via text of our location.

We ask parents to remain calm and make your way safely to the school. Before you pick up your child be sure that you have a safe place to go. When you get to the school remain calm. We will have many concerned children and an agitated parent can disrupt the calm atmosphere the teachers are trying to maintain. Since we are required by law, as well as by moral responsibility, to know where each child is, we must follow dismissal procedures and have each child signed out by an authorized adult. Parents will wait by the north gate and a staff member will bring your child to you. Parents may want to stay and help; please check in with the head staff member for assignments. We would greatly appreciate your assistance.

ABSENCES

Please call or email the school office if your child is absent. Use the SchoolCues app. In order to safeguard the health and welfare of his classmates, the child should be kept at home if he shows signs of communicable illness, i.e. green or yellow runny nose. A child must remain fever free for 24 hours without medication before returning to school. If a child is absent due to a communicable disease, a doctor's written release may be requested before the child can be readmitted to the school.

BIRTHDAY CELEBRATIONS

A child's birthday is probably the single most important event in the whole year. Since this event is unique to each individual, we feel each child should share in the experience.

Before the child's special day please contact the teacher for specific instructions. Our birthday celebration allows every child the joy of sharing some of his life's more exciting and meaningful moments. On the day of your child's birthday, please send to school a brief biography with a picture of each year of his life. For example:

- At birth: Born in San Diego on April 14, 1985, weighted 9 pounds. (You may include the derivation of the child's name, what it means, and why you chose it.)
- At year one: took his first steps, flew on an airplane to visit his grandparents.
- At two years: got a puppy, learned to ride a big wheel, etc.

Paste a photograph on each page provided by the teachers. Please choose a picture in which the birthday child is prominent. The school will keep the photographs/biography for a period of time, for display in a timeline arrangement.

On the day of the birthday celebration at school, the children put on a celebration of life. The birthday child takes the globe and walks around a large circle (representing the earth's orbit around the sun), while the rest of the class sings a song. A birthday candle is lit in the center of the circle to represent the sun. After birthday child makes a single orbit around the circle, the teacher reads the biography of the child from birth to 1; as the child makes the next orbit, the teacher reads the biography for year 1 to 2, etc. When the biography is completed, the teacher says, "and now he is 4," at which time the class sings Happy Birthday. At this time, if the birthday child wishes to share a birthday snack, he/she passes it out to the adults and snack for children is placed in the snack area.

If you would like to include a special snack for the birthday celebration, please let the school know in advance when you plan to send. It should be very small. Please avoid cakes, cupcakes, and foods with high sugar content. Some good examples are:

- Trail mix in small cups
- Small muffins (bran, banana, etc.)
- Quick breads
- Fresh fruits
- Fresh veggies, "ants on a log" (celery with peanut butter and raisins on top), etc.

Thank you for making this ceremony a special moment for your child. They are the center of the group at this time and enjoy the ritual of the event. This is a class community event and, as such, parents do not attend until the Kindergarten year. Children whose birthdays fall during a vacation will have the opportunity to celebrate before or after vacation. Please make arrangements with the teacher for a day.

HOLIDAYS

Halloween, Diwali, Thanksgiving, Ramadan, Christmas, Chanukah, Valentine's Day, Chinese New Year, etc., are all approached from a cultural and historical point of view. If your child comes from a cultural background that has a different New Year or holiday, please contact the teacher and allow the child to share the event with the class. We may not present every holiday every year.

SNACKS

A regular snack is provided, both morning and extended care. It is prepared as a practical life activity, and a child may choose to have a snack or not, as he wishes. Snacks are low in sugar. For example, veggies, fruit, cheese, crackers, etc. (Notify us of any allergies). Children in the extended care portion of the day are given a small snack. If you feel your child needs more than one serving of snack because they stay longer than 4:30, please provide a piece of fruit, small baggie of crackers, no chips, candy or cookies please.

LUNCH

Nutrition is an everyday part of our program. The children begin by learning the four basic food groups - protein, fruits and vegetables, cereals and grains, and dairy. We will encourage the children to have all these groups represented in their lunches every day. California state law requires that children have **1/3** of their daily food requirement met at lunch. The school is required to supplement missing items, and parents will be charged a fine for lunches prepared by the school and food supplemented pre this requirement.

Please send food that **does not need to be heated or refrigerated**. We suggest that you use a thermos or an ice pack for such foods.

Preparing lunch can be fun, educational and a part of every child's day. We suggest that the choices and main preparations be done the night before, since mornings are apt to be hectic.

Children should have a voice in preparing their lunches. The lunch can be prepared within the limits of availability and budget as well as nutrition. Present to the child the choices of 2-3 grains (crackers, whole wheat bread, roll, etc.). Do this for each food group (fruit and Vegetable; grains; protein; dairy). The lunch size should not be excessive. All uneaten food will be sent home, so that you and your child may adjust portions accordingly.

We do not allow candy, cakes, cookies, or other sweets in the classroom (these items will be sent home uneaten). If you would like your child to have desserts, please give them to him/her after school. In the past, we have found that desserts can cause bad feelings among both children and parents. We would rather not deal with this issue at school.

Lunch at school is an important activity for our students. It is structured to encourage table manners, grace, courtesy, and the fun of a meal with peers.

Lunch is also a nice time for you to visit with your child and have lunch together. Please call the school and notify the teachers if you care to have lunch here one day with your child. Due to space limitations we can only accommodate one or two parent guests at a time, so be sure to let us know in advance. (Parent guests will be scheduled eight weeks after the child enters school.)

See Addendum 3 regarding Friday "Parent Catered Lunch".

The child should also have:

A small cloth lunch bag (purchased, or make your own), indelibly marked on outside with the child's name (plastic and metal boxes are noisy and bulky). Bags should be easy for the child to open and close, have no cartoon or superhero designs and no long straps (which are dangerous for choking). Most lunch bags are not designed for preschool children so be aware of this when

you are purchasing one and look for compatibility with your child's size and developmental abilities.

No juice boxes or cans, please. We will serve chilled water to the children, and you may send cheese or yogurt for the milk group (please no "gogurt", drinkable yogurt or similar items as we are teaching table manners during lunch).

NAPS

State Licensing regulations require that all children enrolled in a child care center/preschool have a quiet time and an opportunity to nap. All children under 4 years old will be put down for a nap. If a child who has reached four years old no longer requires a nap parents may write a note waiving the nap. Teachers reserve the right to have a child nap if he/she is especially tired on a particular day or is just getting over an illness and needs rest. A parent who has waived nap may ask that a child nap occasionally as needed (please inform your child and teacher when you make these changes in order to allow for a smooth transition at nap time).

SCHOOL OBSERVATION AND TOURS

The Montessori Child Development Center encourages classroom observation by parents. Such observation will be scheduled commencing eight weeks after the child enters school, excluding each week before vacations. Observation of 30 minutes is recommended. A parent of an enrolled child may look in on their child at any time. Please realize that your child may have some separation anxiety when he or she sees you. You may want to look in by way of the monitors in the office. A "look in" should only be a few minutes and as unobtrusive as possible. When parents do a formal observation, it is time to sit back and watch your child and other children as they go about a normal "work day". It is not appropriate to sit and work with your child at this time or to conference with the teachers as they have many children to teach. Please take an inactive "fly on the wall" role in the classroom. The teachers are extensively trained to teach the children using very specific lessons with the Montessori materials. If you have questions about your child, please write them down and leave a note in the office to have the teacher call you or set up a conference.

When you arrive for an observation please read the observation information in the office before going to the classroom.

Tours of the school are given Tuesday or Thursday, from 9:30 - 10:00. Observations of the school are on Thursday, from 9:00 - 10:00. Please call the office to schedule an appointment. **All parents of second level students must observe at least once before the winter conference in January.**

PARENT CONFERENCES AND APPOINTMENTS

If you have an emergency and you need to talk to a teacher during class time the office staff will go into the classroom and interrupt her. Please do not walk into the

classroom and talk in front of the children. If you are concerned about something it can cause anxiety to children who are nearby and overhear.

Parent conferences are scheduled twice a year and a written assessment of the child's progress will be presented to the parents at the end of the school year. We feel that the Parent-Teacher Conference is an invaluable aid for both the parent and the teacher, and ultimately for every child. Since this is a very lengthy process for the teacher, please make every effort to keep your appointment so that the teacher does not require many additional hours of conferencing. It is MCDC's policy that in the case of divorced or separated parents, conferences are scheduled with both parents at the same time. This enables the staff to remain neutral and unbiased.

For other meetings with the teacher, please feel free to call the school office for an appointment. It is our policy to encourage the highest degree of cooperation between parents and teachers. Each teacher has regular time set up each week to talk to parents if you just want to catch up on what your child is doing. Call or send a note if you would like to set up an appointment. Please do not let a problem approach crisis proportions before you call.

PARENT EDUCATION

It is very important that you as parents are aware and involved in your child's experience at the Montessori Child Development Center. During the year there will be planned programs. These programs will include guest speakers, discussions on Montessori method and philosophy, questions frequently asked, workshops and potluck dinners.

PARENT PARTICIPATION

Parents are encouraged to participate in their child's schooling. Each year we have a "room parent" who helps to coordinate parties and parent functions. This parent will need assistance and would like to know that you are available. Also, parents participate in the "hot lunch" fundraiser by volunteering to prepare and serve a hot lunch for the students. We also need parents occasionally to help out in the classroom, garden and playground. Holidays, vocations and much more can be shared with your child's class. Check with your child's teacher to coordinate what you can do to be a part of your child's school. Any participation shows your child that you value and care about his or her school, and that education is important.

ANNUAL FUND DRIVE

From the time of MCDC's founding in 1978 as a non-profit corporation, until 1985, we have received total funding from tuition. In the current financial climate it is sometimes a struggle to meet unexpected expenses and repair needs. Therefore, in the spring of 1985 the Board of Directors established an annual giving by parents and friends of the school. Your participation in this program will be greatly appreciated and will assist MCDC in maintaining the highest standard in staffing and program. MCDC will also

sponsor other fundraising events during the year. Active parent participation is essential.

PROFESSIONAL GROWTH

It is the policy of the Montessori Child Development Center to maintain a highly motivated professional staff. To promote this, the school will include periodic professional growth days in the school year. Parents will be notified at least two weeks prior to the date on which their child would NOT be coming to school.

MEDICAL EXAMINATION, ILLNESS AND NOTIFICATION OF CONTAGIOUS DISEASES

In accordance with the requirements of the California Department of Health, no child may be admitted to the school unless his/her medical form, signed by his/her physician, and is on file in the school office.

The school will notify all parents of the existence of communicable diseases within the school. When your child has a communicable disease, please notify the school office immediately. As soon as the school is informed of the incidence of a contagious disease, other than the common cold, parents will be notified.

In compliance with the California State Regulation, your child may not attend school with severe cold symptoms, such as severe runny noses (Consulting a physician informed us that a green runny nose is a sign of an infection and probably contagious), coughs or sneezes. If your child has a *fever* over 100, he/she must be normal for without medication for 24 hours before returning to school. Though this is sometimes inconvenient to parents, this policy drastically reduces the incidence of children being sick and will result in each child being out of school for fewer days. Your strict cooperation with this policy is required. If a child is observed to have active symptoms of illness, the parent will be requested to pick up the child. If the parent cannot be reached, the person listed on the child's emergency form will be contacted.

MEDICATION

The school will administer medication to children after lunch. Please adjust your medication schedule to fit this time. Medication must be in the prescription bottle and handed to a staff member. If this is impossible, we ask that a parent come to school to administer the medication. A medication release form can be found in the on the website for your convenience. We will not give medication to any child who does not have a signed form filled out. We will send you a new form each time one comes in to us. A new form must be filled out and signed for each new series of medication.

DIAGNOSTIC TESTING

From time to time children exhibit puzzling behavior. The staff, after careful observation, may request that a child be evaluated by an outside professional other than a pediatrician. We have only the best interest of the child in mind and ask for

timely cooperation on the part of the parents so that we can best help children in their development. We are committed to working hand in hand with parents for the child's best interest.

DISCIPLINE

Discipline, by definition, is “the training of the mind and character”. MCDC's staff uses positive methods to assist the children in gaining self-control and positive actions. We help children to identify and express verbally what they are feeling. We have also found that redirection, lessons in grace and courtesy, role-playing and storytelling are effective methods helping children to gain self-discipline. If a child needs special attention a teacher may take that child with her and have him/her watch as she goes about helping other children.

***BITING** (or causing any physical harm to another child or adult) is a serious infraction. In that case the child is immediately removed from the class, parents are called and expected to pick up their child immediately. We take these measures to let the child know how strongly we feel about this behavior and we suggest that parents take it very seriously. The staff and administration will council the children who are exhibiting severe discipline problems and attempt to work out a solution that is mutually acceptable. Behavior that threatens the safety and well-being of other students is not tolerated, and parents are expected to assist with these matters. With cooperation problems are usually cleared up in a very short time.*

REMOVAL OF STUDENTS

It is the policy of the Montessori Child Development Center that a student may be dismissed from the school when his behavior indicates to the faculty that his presence in the school is deemed to be detrimental to his or her emotional and or physical wellbeing or that of any other students or adults. Procedure will be as follows:

1. Parent-teacher conferences will take place.
2. The head administrator will meet with the child's teacher to discuss possible solutions.
3. Parents may be asked to seek other professional help such as a physician or counselor. If a consultant is asked to observe the child at the school, it will be with the parent's permission and at the parent's expense.
4. If dismissal is seriously contemplated, the teacher and head administrator will thereafter meet with the parents of the child and apprise them of the problem and the decision to dismiss the child immediately or to place the child on probationary status with the possibility of dismissal at the end of that period.
5. Such probationary status will last a maximum of four weeks, at which time the parents will be informed whether or not the child is to be dismissed from the school.

The Head Administrator reserves the right to ask any family, without notice, to remove their child/children from enrollment if the staff or administration feels the parent's or child's continued presence in some way threatens the safety or emotional wellbeing of any other person attending or connected with the school. The Administrator or her

representative may also ask that that family not enter the premises or grounds after they are dismissed. Any fees paid in advance will be refunded at that time after deducting fees owed.

ADMISSIONS AND TUITION POLICIES

NON-DISCRIMINATION

The Montessori Child Development Centers of California does not discriminate in any education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, immigration status, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

ADMISSIONS

It is the policy of the Montessori Child Development Center that no child or family will be denied admission because of race, religion, national origin, or political belief. All children who meet age requirements will be evaluated fairly by the standards herein set forth.

Whenever possible, both parents should be interviewed along with the child. This is important, as Montessori education is best carried out with children of parents who understand and can cooperate with the long-term program Montessori education requires. The interviewer will assess parents on the following terms:

1. Have they a basic attitude toward the child and his potential, which is compatible with Montessori education?
2. Parents are committed to the program agreeing to their child completing the program through the traditional Kindergarten year. This may be three to four years.
3. Have they sufficient factual knowledge of Montessori education and/or are they willing to obtain more?
4. Are they willing to work within the structure of the Montessori Child Development Center, as set forth in this Handbook?
5. Have they the financial capabilities to maintain their child in the program for an appropriate length of time?

The basic tenet of Montessori education is the exposure of the young, sensitive child to the prepared Montessori environment. Therefore, children will be admitted as young as is practical. The usual entering age is between 2 $\frac{3}{4}$ and 3 years when the

child is toilet trained and developmentally ready are admitted. Class assignments are made when a child enters the program and the child remains in the same classroom through their Kindergarten year. No changes will be made year to year in accord with the Montessori philosophy.

The head administrator will admit children over the age of four years without previous Montessori experience only on a probationary basis after special screening and approval and a commitment of 2 years (through the Kindergarten year).

Children over four years of age who have reached the social and physical maturity to participate and have acquired the skills necessary to perform the work, should be enrolled in the full day program to optimize their social, emotional, physical and intellectual potential. The teacher will notify parents when a child is eligible.

It is recommended that four-year olds be enrolled in the full day program. It is required that a child of kindergarten age be enrolled in the full day program.

Admission preference will be given in the following order:

1. Children presently enrolled.
2. Siblings of enrolled children.
3. Siblings of previously enrolled students
4. Children with previous Montessori experience.
5. New applicants.

Those children with emotional or physical handicaps will be considered for admission on an individual basis. Specific medical information will be required. Admission will depend on the ability of the child to benefit from the program and probable effect of the child on other children in the school, and only if the faculty is qualified and willing to accept the child on probation. Children will not be admitted if they require unusual care by the faculty.

New students will be scheduled for a pre-admission orientation and evaluation, which will be held before school begins. A parent orientation will be scheduled during the first month of school. All decisions on admission will be in writing.

COMMITMENT TO YOUR CHILD

We ask parents to commit to continuing your child's education (primary 3-6) MCDC through the traditional kindergarten year, which may be the 3rd or 4th year depending on enrollment age. This commitment will be one of the factors considered in the acceptance of reenrollment. This will allow the child to bloom and go on to enjoy learning with a thirst that may not otherwise be developed. This final year is the most important year of your child's learning career. Join us to give your child the best possible start. Commit to keeping your child at MCDC through this wonderful and fruitful year.

THE FINAL KINDERGARTEN YEAR

MCDC is truly a multi-year kindergarten. When your child reaches the final year he/she must be 5 years old by 9/1 of their Kindergarten year to be considered for graduation. Certain achievements must be reached academically, emotionally, socially and physically in order to commence from Kindergarten to the First grade.

ADMISSIONS DURING SCHOOL YEAR

When an opening occurs, children accepted will be admitted primarily according to the chronological order of application. It may be necessary for the head administrator to deviate from the policy of chronological admission for educational reasons, or class balance.

RE-ENROLLMENT

Re-enrollment application for each child to the Montessori Child Development Center will be yearly on the regular Application form provided to the parents. All re-enrollment applications must be on file in the school office by the date indicated on your school calendar (March-April) in order to receive the re-enrollment discount. Re-application of children previously denied admission would be considered as new applicants.

Before any child attends a class, the child's Pre-admission Health Evaluation Physician's Report, Immunization Record, the child's Pre-admission History Parents' Report, and the Emergency Information form must be on file in the school office. Tuition requirements must have been met, and a Tuition and Fee Agreement signed, before entrance. (It is the parents' responsibility to update all information on file throughout the year.)

TUITION AND FEES

The Board of Directors will establish the tuition for the Montessori Child Development Center. It will be determined after careful and thorough consideration of the proposed school budget based on economic trends. Children are admitted for the full academic year, and parents agree to pay tuition for the full academic year.

A registration/materials fee (not applicable to tuition) must accompany the application form. This fee is non-refundable and must be submitted to place your child on the waiting list.

Upon confirmation of your child's enrollment, total yearly tuition is due. If you elected to make monthly payments, your first installment is due. Monthly installment payments thereafter are due on the first of each month beginning in September, with no payment in June. *NOTE: Installments are an equal division of the yearly tuition, divided by ten or twelve for your convenience.* The installment amount for a short month is the same as for a long month, since each installment is one-tenth of the yearly tuition.

You will receive a tuition and extended care statement approximately 2 weeks before the due date and another before the 15th of the month. Please keep your tuition statements for your tax records. You may use Tuition Express to pay by credit or debit.

A fee of \$35 is assessed after the 5th of the month if your payment is delinquent. An additional \$35.00 will be charged every 5 days thereafter. A \$35.00 fee is charged each time a check is returned for any reason.

As school expenses are not significantly diminished by a child's absence, regretfully, no tuition allowances can be made for illness, vacations, or other voluntary absences.

Your child will not be admitted into attendance if your account becomes delinquent beyond 15 days of the due date.

Tuition adjustment for children enrolled after the last phase in date shall be pro-rated as follows:

- Any child enrolled during the first two weeks of a school year shall pay the full tuition for that year.
- Any child enrolled more than two weeks after the beginning of a year will be charged tuition prorated for the remaining period of the year.

A limited amount of financial assistance may be available to those showing a need. Applications may be obtained in the main office and must be submitted for consideration to the Board of Directors by May 30, for the following school year.

THERE WILL BE NO REFUNDS UNDER ANY CIRCUMSTANCES FOR SUMMER TUITION.

The official school calendar as adopted by the Board of Directors will be used in the prorated calculations.

From time to time you may be billed for special field trips.

TAX I.D. NUMBER

If you claim a child care tax deduction you will need the school's tax I.D. number and the full corporate name: Montessori Child Development Centers of CA, Inc. # 95-3215849.

WITHDRAWALS

All withdrawals during the school year require 30 days written notice. (A call to the office does not constitute notification for withdrawal.) *Tuition due and owing will not be canceled, nor will tuition paid (including tuition deposit) be refunded should any parent withdraw his enrolled child from the school after the tuition deposit is submitted.*

If an extreme hardship case arises, a written refund request, with documentation of hardship, must be submitted at the time notice is given. The Board of Directors at its next meeting will consider the written request.

Under no circumstances will any withdrawals be accepted after April 1, nor will tuition owed be canceled after that time for any reason.

NON-PROFIT

As a Non-Profit (501-C3) Corporation, the Montessori Child Development Center is governed by a Board of Directors. The Board makes policy decisions. The Board is made up of local business people, educators and persons interested in the education of young children. The staffs at MCDC, including the administrator, are not voting members of the Board but the staff is represented as needed and the administrator acts as an advisor to the Board. If you have any concerns or ideas, you are welcome to put them in writing and pass them on to the Board. The Board meets annually and as needed throughout the year.

MONTESSORI AND M.C.D.C.

HISTORY OF MONTESSORI

Maria Montessori was an Italian physician and educator. In 1894, she was the first woman to receive a medical degree at the University of Rome. Born in 1870, she developed her method of education over a 45-year period of directly observing and working with children.

She recognized that the only valid impulse to learning is the self-motivation of the child. The child moves himself toward learning. The teacher prepares the environment, programs the activity, functions as the catalytic agent and exemplar, and offers the child stimulation and guidance; it is the child who learns and is motivated through the work itself to persist in his chosen task.

Dr. Montessori devoted her life to the education of children and was honored and respected throughout the world at the time of her death in 1952.

ACCREDITATION AND AFFILIATION

The Montessori Child Development Center works closely with the **Association Montessori International** (founded by Dr. Maria Montessori in 1929 and the oldest Montessori organization in the world), the **American Montessori Society** and the **National Center for Montessori Education**. We voluntarily join with these organizations to help our school maintain the highest standards in Montessori education. Our benefits include consultations, workshops, and publications to keep us informed of current trends. All MCDC head teachers are Montessori trained.

EDUCATIONAL PHILOSOPHY / CURRICULUM

The basic principle in the Montessori philosophy of education is that "each child carries within him potentialities of the MAN he can become." In order to develop his physical, intellectual and character powers to the fullest, he must have freedom - freedom to be achieved through order and self-discipline.

The world of the child is full of sights and sounds, which at first appear chaotic. From this chaos, the child must gradually create order and learn to distinguish the impressions that assail her senses. Slowly, but surely, she will gain mastery of herself and her environment. Dr. Montessori developed what she called the prepared environment, which already possesses a definite order and disposes the child to develop at her own speed, according to her own capacities. Providing positive direction, the Montessori teacher and parents realize the importance of allowing a child to develop "in her own time," not in a preconceived idea of the same.

From time to time students are presented with enrichment programs such as introduction of endangered species, conservation and ecology, study of certain animal life cycles, introduction to other cultures through secular and religious traditions and more.

"Montessori is not interested in accelerating mental growth but in helping each child to fulfill his potential. The way to facilitate the fastest possible attainment of this goal is to help the child follow his own inner time clock for development, for it is the child who must develop himself. No one person can do the development of another. The adult can only assist -- and cheer from the sidelines. The adult acts as a catalyst, not as a creator, in the child's development of himself." *The Montessori Elementary School and its Curriculum*, Jean K. Miller

INDIVIDUALITY

The method by which a child is taught in Montessori schools might well be called "structural learning." Since the child has learned to work independently in the prepared environment, he is ready to enjoy the presence of other children without necessarily working directly with them. The Montessori directress, thus, is able to work with each child individually. The structure of the Montessori learning and training involves the use of many materials with which the child may work independently. Dr. Montessori and her colleagues painstakingly and scientifically developed these materials over a 45-year period of work and observation.

SELF-MOTIVATION

Dr. Montessori recognized that true learning only results from the self-motivation of the child. A child by nature moves himself toward learning. To this effect, Dr. Montessori stated that any unnecessary help given to the child hinders him in growth. The teacher prepares the environment, observes and directs the activity, functions as the protector of the child and environment, and offers the work according to the readiness and need of each child.

If the Montessori child is free to learn, it is because he has acquired from experience both physical and mental order, the "inner discipline" which frees him. He becomes aware, not only of his freedom, but of his corresponding responsibility to himself and others. This is the core of Dr. Montessori's philosophy. The aim of Montessori is to develop the whole child. Intellectual, physical, and social developments are of equal value in the prepared environment. The teacher strives to encourage and guide the child and to help him to realize a balanced, happy, aware personality that will enhance his life as an adult.

UNGRADED CLASSES

A Montessori class is un-graded, and the children are grouped within the environment by ages 3 to 6, 6 to 9, and 9 to 12. The younger child is thus exposed to the exciting work performed by his older classmates, which spurs his interest. The older child has the advantage of teaching the younger child, thereby clarifying everything he has learned. The most important aspect of the mixed age grouping is that it provides social interaction and development. It allows the positive aspects of the child's personality to assert themselves and become habit.

THE FOUR PLANES OF DEVELOPMENT

by Jim Fitzpatrick, AMI Elementary Director

The Four Planes of Education is a concept developed by Dr. Maria Montessori as a result of her observations of the "Sensitive Periods" during the development of the child.

These planes are in six-year groupings: 0-6, 6-12, 12-18 and 18-24. The first three years of each grouping is characterized by the greatest changes in that plane of development (physically, mentally, and spiritually), and the last three years in each plane is characterized by crystallization and continuation of the previously experienced growth. Generally, the child experiences rapid growth and development for the first three years of each "plane," and then experiences an equal time of refinement and stability again followed by another period of growth, etc.

This comparative experience of growth and stability can be seen between each of the four planes of development. 0-6 is a period of great physical and emotional change, while 6-12 is its stable counterpart. The years 12-18 are again years of great change, while 18-24 are more settled.

Following is a comparison of the first two planes of development, [so] you might have a general understanding of where your child has been and what he is moving toward [at MCDC].

THE FIRST PLANE OF DEVELOPMENT - "INFANCY" (0-6)

The child of 0-3 (Period of the Unconscious Absorbent Mind)

At this time the child learns through his unconscious absorbent mind. He takes in his immediate environment through his senses, and later with movement, without intentioned work. This is a period of great physical and emotional growth and instability. Basic faculties are created for later development.

The child of 3-6 (Period of Conscious Absorbent Mind)

The child may now bring into consciousness what his unconscious mind has taken in during the years of 0-3, through movement of his body, particularly the hands. The child finds memory, but still experiences the joyful, effortless learning of his earlier years, through direct absorption of his environment, sensorially and factually.

HOW DO WE PREPARE THE ENVIRONMENT FOR THE CHILD OF THIS AGE?

- Prepare a fruitful environment rich in materials that answer the child's many sensitive periods: sensitivity to sound, writing, language, color, etc.
- Provide an orderly environment that the child can count on, orient himself to, that he might begin classifying his reality.

- Encourage the child to speak and write his language, thereby encouraging independent functioning later.
- Encourage the child to work in home-oriented activities to develop skills of self-worth.
- Provide a wealth of sensorial and factual experiences for the child to explore.
- Avoid directing or dictating adult wishes to the child, as this can hamper the child's natural evolution as a child.

THE SECOND PLANE OF DEVELOPMENT -- "CHILDHOOD" (6-12)

This is a period of great stability, of calm and serenity, of growth without unsettling transformation. Now the child comes to know his world through reason -- the intellect -- and the imagination, rather than through his senses. The period of the absorbent mind is behind him -- the period that allows the child to learn without the use of the will, absorbing all that comes to him. Now he must draw on his will and intention to learn about his environment.

PHYSICALLY: The child's hands have become controlled, and he is able to direct them to minute movements. His skeleton begins to calcify, milk-teeth fall out and are replaced with adult teeth, and the child is given some awareness of the adult body.

The following **PHYSIOLOGICAL CHARACTERISTICS** begin to evidence themselves:

1. **IMAGINATION:** Imagination is at its peak. He understands symbols and allegory. Factual information is given as a basis for the child's imagination.
2. **EXPLORATION OF SOCIETY:** There is an inner urge to incarnate society of the group. Special preferences are exhibited. He is not as self-centered. He reaches out socially beyond himself. He becomes detached from the family.
3. **HERD INSTINCT:** A Montessori term for the phenomenon exhibited at this time. The child is impelled to join and form a small society.
4. **MORALITY:** The child wants to know what is just and unjust. Tattletaling takes place at this time.
5. **DEEP SENSE OF JUSTICE:** The sense of justice includes a compassion for the underdog and an admiration for the great. The child learns best through his feelings. Give him stories [that compare weak and strong]. Give reasons, not rules.
6. **INDEPENDENCE:** This takes two forms.
 - i) Moves away from the family. Prefers his companions. He loses gracious habits and exhibits tough behavior.
 - ii) Group work...In the classroom the group shares responsibilities in a project and therefore is given the opportunity to practice Society.

7. **NEED TO EVALUATE HIMSELF:** He measures his worth by his peers, the standard made by the group. Self-Evaluation and Self Assurance: He has a need for appreciation. He must know where he is in society. He enjoys displaying his work for approval.
8. **GREGARIOUS TENDENCY:** The child needs a wider field of exploration; the classroom is not enough. He needs a dual environment, School and the outside. Sense of Adventure takes the child away from the home.
9. **NEEDS TO SEE WHAT HE CAN'T:** This Montessori term called the "hunting instinct." He wants to know how and why things work. He dissects things to find out what is inside. He no longer accepts sensorially.
10. **EXTRAORDINARY:** The child is deeply affected by this so we should attach the wandering intellect to what is great, what is beyond our capacity.
11. **TENDENCY TOWARDS REALTY:** Wants to know if it "really" happened.
12. **HERO WORSHIP:** Because of the importance of the child's peers, hero-worshipping begins. Supply the child with good biographies on the men and women who have contributed to man's development.
13. **GREATNESS OF CLARITY:** Tendency to work. This is the most intelligent period of life. The child learns through repetition and exactness, improved repetition, not the exact same thing. The child prides himself on the amount of work he is suddenly able to perform during these years.
14. **ABSTRACTION:** This is the period of the ability for the child to abstract. Give a complete picture to something and then from this move to an understanding. This ability to abstract begins with the Sensorial Materials in the Primary.

Requests for the complete "*Four Planes of Development*" by Jim Fitzpatrick should be in writing and directed to the school office.

RECOMMENDED READING FOR PARENTS

Many parents have asked about books on the Montessori philosophy and also other helpful books on child raising. Listed below are some suggestions:

- *The Absorbent Mind*, Dr. Maria Montessori
- *From Childhood to Adolescence*, Dr. Maria Montessori
- *Spontaneous Activity in Education* (The Elementary Program), M.M.
- *The Secret of Childhood*, M.M.
- *The Discovery of the Child*, M.M.
- *Montessori, A Modern Approach*, Paula Polk Lillard

- *The Hurried Child, Growing Up Too Fast Too Soon*, David Elkind
- *How to Get Your Children to do What You Want Them to Do*, Dr. Paul Wood
- *Six Weeks to Better Parenting*, Caryl Krueger
- *Children: The Challenge*, Richard Dreikurs
- *Positive Discipline*, Jane Nelsen
- *Raising Self-Reliant Children in a Self-Indulgent World*, Jane Nelsen

Parents may borrow many of these books, and others, from our school library. Stop in the office to see what we have.

Addendum 1

MCDC is a Multi-Year Kindergarten

Kindergarten literally translated means “Children’s Garden”. It is a place where children will grow and flourish in their beginning education.

MCDC’s Primary program for three, four and five-year olds is a three to four-year kindergarten depending on a child’s birthday. There is no pre-schooling. Kindergarten foundations for learning begin immediately.

In order for your child to truly gain all the benefits from the Montessori experience, it is necessary that he or she stay in the same Children's House classroom until graduating to 1st grade. The initial year is the year of " *This is...* showing him all there is to learn, explore, discover, and practice?" We are very involved with a child during the first year. The teacher will invite the first-year child to a considerable number of one-on-one lessons in the different areas of the classroom, all delivered with copious amounts of encouragement, repetition and precision.

During your child's second year of Montessori education, we will encourage her to explore the environment much more independently. This is the " *Show me...*" year. Your child begins to develop more confidence than the first year and is usually able to concentrate on activities for longer periods of time and choose her activities with intention.

Then, during the last and most important year, the " *What is...?*" year, all of the previous experiences are synthesized. This final year is the most crucial one for the Montessori student because it allows him to bring together all that he has been working toward in the previous years. In this year your child internalizes and really understands much of the knowledge he has been absorbing in the two previous years by mentoring and teaching it to the younger children. This is the year he experiences an increased sense of self-confidence. Empathy and compassion are developing. She becomes a class leader, teaching and giving lessons to younger children in the class and is the example for the younger classmates to follow. It is at this time that she really understands and integrates the concepts she has been learning. Your child is now beginning to experience the world of abstractions. The world of Geography, Mathematics, Reading and Language, and even the lessons of Practical Life reach a new and more independent level in the last year in a Children’s House classroom.

By the end of the final Kindergarten year, your child is ready to move on to the next level of development, that of the *Reasoning Mind; The Age of Imagination*.

Addendum 2

Child Care Procedures

In keeping with the Montessori Philosophy; we have implemented a system for pick-up when the children are in extended care. We will continue the extended care activities following the Montessori Method of learning and help children who have a long day with us to experience a peaceful end of the school day.

Enter the school through the side gate, if the children are outside proceed to the red table and have a seat. You will find the “sign-out sheet” and “go home” folders there for your convenience. A teacher or child will go quietly to the yard and summon your child. If the children are inside enter through the red door. To your immediate right are the “go home folders”. Please check your child’s folder for notes, bills, newsletters, and most important your child’s work. You may then have a seat at the red table and a teacher or child will go quietly to the classroom and summon your child. We ask that you not enter the classroom or yard as it can disturb children who are engrossed in their activities.

When speaking to a child or adult please use quiet voices so as not to disturb children who are concentrating on their activities. In Montessori we promote a minimum of interruption of a child’s concentrated work so the optimum learning can occur.

If your child comes to you ask, “Have you finished and put away your work?”
Encourage him/her to do so.

We encourage you to communicate with other parents as you come and go. Please, use the table be seated and chat. We will continue to be responsible for your child while you do so. Children should stay in the classroom or on the grass until you are ready to leave. You can help your child understand this by role playing at home (child greeting you quietly, putting away activities, saying good bye to the teachers quietly and leaving).

Once your child has finished and comes to you please sign him/her out on the sign-out sheet. The teachers also keep track of when you leave with your child. *Your child care time out is when you leave the building for your car.*

Children must be supervised at all times. Please never allow your child to wander unsupervised to other parts of the building or offices even to fetch something like a coat or lunch bag. We know that children are capable of doing these tasks alone but the law requires that children be supervised at all times. (Thank you for understanding).

Help reinforce school behavior guidelines and grace and courtesy. Make sure your child walks inside and on the deck and uses a quiet voice. Example is the best teacher

Always precede your child out the gate and hold his/her hand in the parking lot and driveway. Please do not allow your child to run around in the parking or driveway or any part of the front yard for their safety.

Addendum 3

Friday-Parent Catered Lunch

Parent Catered lunch is a special ongoing fund-raiser that the children enjoy (and parents get a break from fixing lunch). Parent donors bring in a completely cooked and balanced hot meal for the children who have paid for it. The parent donors, together with other parent volunteers help serve the lunch and clean up after.

The menu is usually posted the Wednesday before the hot lunch. Most parents find it easiest to pay for hot lunch monthly. Individual lunches are \$6.50 or \$25.00 for 4 lunches. Since this is a fund-raiser, the money is deposited into a different fund and **should be paid separate from** the tuition payment. The payment may be in cash or by a separate check, due by each Monday of each week. **Please make sure you label the payment: Parent Catered LUNCH with your child's name.** The office will send reminders home when your lunch credits get low. If you have paid for hot lunch, there is no need to send a lunch on Friday.

If you are interested in donating a lunch or would like to help serve a lunch, please sign up or call the office.

Addendum 4

After School Enrichment Activities Policies

These activities are separate from our program and are provided as a convenience to the parents and children. While on site after school, even when participating in an after-school program, the children are still using our facility. Therefore, **extended care fees are applied.** You are billed along with your monthly tuition with a discount. The individual program teacher handles all charges for enrichment classes. You may correspond with them through the file (in the children's go home file box in folders designated for each class) or call the number listed on the Enrichment Activities form.

All these programs are purely optional. If you have any questions about the content of a particular program, please use the phone # listed on the form provided to you when the classes are offered. If you plan on having your child participate in any of these programs, we must have the waiver signed by both parents before the first class.