



Policies And Procedures

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Montessori Method Of Education

“Montessori is an education for independence, preparing not just for school, but for life.”

What is the Montessori Method?

Montessori education, designed initially for preschool aged children, consists of a learning process based on each child's freedom of choice within a carefully prepared physical environment.

The Montessori philosophy recognizes each child's inborn desire for self-development as the source of all learning. The environment of the Montessori classroom is designed to support children in their own process of self-development.

The Montessori teachings assist children in their learning process by encouraging them in the use and mastery of specially designed self-instructional materials. The teacher uses techniques of observation, questioning, presentation of materials and the establishment of certain limits.

The Montessori Method is dynamic in that observation and meeting of needs is continual and specific for each child.

Montessori is not a therapy nor is it an approach useful only with certain categories of special children.

Who developed the Montessori Method?

The Montessori "method" was developed over in the early 1900's in Rome, Italy by Maria Montessori, an Italian physician-educator. (See "Who was Dr. Maria Montessori?")

Is Montessori affiliated with a religion?

Montessori is not affiliated with any religion. Church schools as well as private and public schools use the Montessori curriculum worldwide.

Who was Maria Montessori?

Dr. Maria Montessori, born in 1870, was the first woman to receive a medical degree in Italy. She worked in the fields of psychiatry, education and anthropology and never published a theory until she had observed it for many years, with children of all social classes and in many countries.

Working with underprivileged children in Rome in the early 1900's, Dr. Montessori discovered that young children became absorbed in a serious interaction with specialized, manipulative materials. Through this interaction and experience, the children developed an extraordinarily high level of intellectual and social ability at a very young age.

Expanding her study of the young child, she gradually refined her approach (the Montessori Method) to all child development areas through her experience and research in various countries, including Spain and India. She believed that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon.

Her main contributions to the work of those of us raising and educating children are in these areas:

- 1) Learning to prepare the best environment for the child, according to the different stages of life.
- 2) Learning to observe the child living freely in this environment, and to continually adapt the environment for the ever-changing child, in order that he may fulfill his greatest potential, physically mentally, emotionally, spiritually.

There are many books written about her amazing discoveries and Montessori teacher training centers and schools exist on all continents today. The Montessori method became a significant influence in the U.S. in the early 1960's as parents and educators began to appreciate the importance of early childhood education.

Dr. Maria Montessori died in 1952.

Excerpt from Michael Olaf's Essential Montessori, 1994 - 1995

Who can benefit from a Montessori education?

The Montessori method is effective with children in preschool, elementary school and high school. In addition, Montessori techniques can be used successfully with gifted children, the learning disabled and other "special" children.

Through experiences in a properly prepared Montessori classroom, the child acquires an increased ability to concentrate, an attitude of self-discipline, and a sense of order. These newly developed characteristics prepare the child for the challenging social and intellectual tasks that occur throughout life.

Many people think of the term "Montessori" as applied to communities of children between ages three and six. However, the discoveries of Maria Montessori are valuable for anyone living and working with children in any situation. There have been Montessori birth attendants and Assistants to Infancy in Europe since 1947, and they now exist in the US. There are Montessori schools for children up to age eighteen within public schools and as private schools. And many parents are using Dr. Montessori's discoveries to raise their children at home.

Montessori can also help adults. For example, several U.S. corporations have embraced the Montessori Method as they problem-solve in today's challenging business environment.

How is a Montessori class structured?

A Montessori class is ungraded, with an age span covering several years [18 months - 3 yrs] “toddler”, [3-6]“Early Childhood”, [6-9], and [9-12]. There is a wide range of activities available to the children at all ages and maturity levels, which reinforces and makes possible the Montessori ideals of individualized work, success and independence.

The combination of age differences allows the children the opportunity to learn from each other and permits the older children to reinforce their knowledge by sharing their skills with the younger children.

We believe that the third year at the Early Childhood Level (Kindergarten age) is of unique importance and we encourage five-year-old children to remain with the Early Childhood level class.

What is the teacher’s role in a Montessori classroom?

Since Montessori believes that children learn best through their own efforts, the role of the Montessori teacher is that of an “objective observer.” The goal is to help the child achieve independence and accept responsibility for their own actions and their own learning. The teacher’s job is to prepare an environment that teaches-- constantly adding new manipulative materials for the child to learn specific concepts. Teachers are trained to identify learning challenges and recognize developmental delays so the child will receive help quickly.

What is the training Montessori teachers receive?

There are training programs for certifying teachers in Infant/Toddler, Early Childhood, Elementary, and Secondary Education. Each program consists of Montessori philosophy, academic studies, observation, internship and research.

Training is available through nine major training associations requiring private Post Secondary Education authorization. Many colleges / universities offer Montessori Certification as part of their Education Program.

Qualified Montessori Teachers earn a diploma, which they display proudly in their classrooms.

Are there any group activities in a Montessori class?

Although the emphasis in Montessori is on a child’s ability to grow and progress on an individual basis, there are ample opportunities for them to socialize with the other children in the class. There are regular gatherings of the class as a whole for activities such and lunch, line time, storytelling, music, planning for future events and for discussion of matters relating to the group as a whole.

What is the Montessori concept of discipline?

Discipline is achieved by giving the child interesting, challenging work, whereby the child learns to focus, concentrate and complete meaningful tasks. Dr. Montessori found that many undisciplined children were really frustrated by the lack of proper stimulation

for their mind or by inappropriate adult interference.

When a child’s intellectual energies are utilized in a constructive manner, there is no energy left over for mischievousness or deviation. When the children are totally absorbed and happy at what they are doing, then a true “inner discipline” is achieved.

Do you issue Progress Reports?

Written progress reports are given out once a year for all children. Conferences with the teacher can be arranged at any time, but we have one scheduled conference each year.

Montessori schools do not use an “ABC” grading system. The teachers are trained to test the children with the use of the Montessori learning materials and to move the children ahead as they are ready for new skills. A detailed curriculum plan is followed; progress is documented and kept in the child’s permanent record. Teachers keep the parents informed when a child is having a learning challenge in any area.

Parents need to be aware that the Montessori environment is exceptionally broad and experientially rich for children. It does not demand specific grade level achievement for young children, rather it encourages an interest and an excitement in all learning endeavors. The test data is only one way the staff measures the child’s progress.

How will my child respond when leaving the Montessori environment for another school?

The goal of a Montessori education is that children will develop problem-solving skills to help them adjust to any new situation– socially or academically. The Montessori philosophy sets no limits on what children can achieve and respects the fact that children learn at different rates. As a result, children develop a strong self-image because of the successful accomplishments they have had everyday at traditional curricula.

In a non-Montessori (particularly public school) environment, Montessori children will often need enrichment activities to challenge them. Most children will miss their freedom to make choices and to move freely in their environment. Peer teaching is encouraged in Montessori and they may not find this philosophy in other programs.

It has been our experience that most transitions are made quickly because the children are flexible and able to adjust. Many of our students return yearly to visit on holidays or to join us for the summer.

How can I learn more about the Montessori Method?

There are several books and videos on the subject, as well as information on the internet.

Following is a partial listing of helpful references:

Books

By Dr. Maria Montessori

The Montessori Method

The Absorbent Mind

The Secret of Childhood

The Discovery of the Child

By Paula Polk Lillard

Montessori: A Modern Approach

Montessori Today: a comprehensive approach to ‘education from Birth to Adulthood

Websites

There is an extensive list of websites available from a variety of sources. Included are:

www.montessori.org; www.montessori.edu; www.montessori.com; www.amshq.org

“Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future.”

- Maria Montessori



Montessori Preschool vs. Traditional Preschool

In a Montessori Preschool...

- The child is encouraged to EXPLORE and DISCOVER at his will through an open environment furnished with child-size tables, chairs and shelves.
- The child is free to CHOOSE (make her own decision) from stimulating, educational materials
- The child is instilled with SELF MOTIVATION by working on his chosen project as long as he wishes
- The child LEARNS concepts for himself through repetition and repeated handling of materials designed to teach him to think, categorize, evaluate and systematize
- The child acquires a GOOD FOUNDATION and INNER CONFIDENCE by full understanding what's being taught so that he may better understand and succeed in the more advanced concepts.
- The Montessori method encourages SELF DISCIPLINE
- The child is encouraged to work with others, but group work is VOLUNTARY
- The classroom priority ins the LOVE OF LEARNING
- The teacher has an unobtrusive, yet supporting role in the classroom
- The classroom is a model of democracy
- Instruction is mainly individual
- Mixed age groups encourage children to learn from each other (younger children learn by example, older ones develop self confidence and leadership skills by teaching).
- The child progresses at her own pace, utilizing her potential to the best of her ability and readiness
- The child's progress is evaluated IMMEDIATELY by close teacher OBSERVATION
- The child reinforces his own learning by repetition of work and INTERNAL feelings of success (progress is from one successfully completed task to another).
- Highly trained teachers are ACCOUNTABLE FOR EACH TASK the child undertakes. The teacher ENSURES success in each task on an individual basis.
- Teachers are masters of their classroom materials and subject knowledge.

In Most Traditional Preschools...

- The child is assigned his own desk and chair where he will be required to sit quietly most of the day. The teacher dictates an assignment to the class. The teacher chooses work and allots a “period” of time, interrupting children’s work to change activities
- The teacher directs the child to memorize concepts using workbooks and chalkboards
Statistics show that many children their way through public schooling without really understanding much of what it’s all about.
The teacher is the “enforcer” of discipline
- The child in a assigned seat is REQUIRED to participate, sit still and listen during group instruction
- The classroom priority is to maintain order
- The teacher dominates the classroom as “controller”
- The classroom is a model of authoritarianism
- Instruction is mainly group oriented
- Classes are grouped according to the chronological age for the purpose of administrative control and standardized teacher evaluation
- Evaluation is delayed until tests are conducted.

Educational Programs



*The environment must be
rich in motives which lend interest
to activity and invite the child
to conduct his own experiences.*

—MARIA MONTESSORI

Primary Program - Ages 2 to 6 years

The Primary classroom is simpler and slower paced. However, this program is neither a watered down version of the Early Childhood Program, nor is it an academic preparation for subsequent years of Montessori education. The nursery program offers young children a unique time of self-development in a tender atmosphere of special understanding, respect and support. Of fundamental importance is the gradual separation of each child from his or her primary caretaker, usually the mother. The Montessori Primary program protects this fragile stage of development by creating a very gentle and slow parting of each adult-child couple. As the child gradually become comfortable in their new environment, they learn to trust the teachers and the other children around them.

Simple sensorial activities in the classroom respond to the child’s urge to use all their senses--

indeed their whole bodies-- to explore everything around them.

The Primary program also appropriately accommodates the very young child's sensitive period for language by offering creative and intriguing concepts to expand their growing vocabularies. Joining conversations, listening to stories, classifying objects and learning songs and poems all nurture their budding language skills. To help smooth their initial social interactions, the child also learn to use words for the feelings they experience in themselves and others.

Many of the activities in the Primary program highlight the self-help skills that lead to independence. Children are gently urged to hang up their own coats and aprons and to problem-solve rather than say, "I can't."

Since this is an age of very strong imitation, the teachers constantly model appropriate social skills, good manners and consideration of others.

Through song, dance and freedom of choice, the children have access to a variety of large muscle activities that offer them opportunities to jump, climb, balance, crawl, or skip. These exercises, as well as creative art activities, are offered to each child from which to choose. This freedom in a safe space is crucial to the nursery program. However, it is always tempered by two important limits that will be beneficial for a lifetime-- respect for others and respect for the environment.

Early Childhood Program

Dr. Maria Montessori believed that no human being is educated by another person. He or she must do it by him or herself or it will never be done. A truly educated individual continues learning long after the hours and years he or she spends in the classroom because that person is motivated from within by a natural curiosity and love of knowledge.

Dr. Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate the child's own natural desire to learn.

In the Montessori classroom, this objective is approached in two ways:

- 1) by allowing each child to experience the excitement of learning by his or her own choice, rather than by being forced; and
- 2) by helping the child perfect his or her natural tools for learning, so that the child's abilities will maximized for future learning situations.

The Montessori materials have this dual, long-range purpose in addition to their immediate purpose of giving specific information to the child.

Early Childhood Program

Practical Life

Taking Care Of Self

Taking Care Of The Classroom

Grace And Courtesy Skills

Care Of The Person

Care Of The Environment

Control Of Movement

Food Preparation /
Nutrition Study

Sensorial

Sizes, Shapes And Colors
Texture, Temperature, Weight,
Smelling Tasting, Feeling
Sound Discrimination
Sizes, Shapes, Colors
Texture, Temperature, Weight
Smelling, Tasting, Feeling
Sound Discrimination

Language

Phonics/Sounds
Sandpaper Letters
Matching And Sorting
Vocabulary Building
Stories, Songs, Poems
Picture Cards
Feeling Objects, Shapes, Letters
Writing Skills
Phonics
Word Building
Reading Skills
Grammar
Drama
Storytelling

Mathematics

Counting Activities
Number Recognition
Writing Numbers
Decimal System
Addition
Subtraction
Multiplication
Division
Fractions
Simple Money
Measurement

Telling Time

Geography

Geology

History

Botany

Science Experiments

Art Creativity And Exploration

Music And Singing

Art And Music Appreciation

Spanish

Motor Development Skills

Activity Descriptions

Practical Life...

The Most Important Area in Class

For young children, there is something special about tasks which adults consider ordinary-- washing dishes, paring vegetables, polishing shoes, etc. They are exciting to children because they allow them to imitate adults. Imitation is one of the strongest urges during a child's early years.

In this area of the classroom, children perfect their coordination and become absorbed in an activity. They gradually lengthen their span of concentration. They also learn to pay attention to details as they follow a regular sequence of actions. Finally, they learn good work habits as they finish each task and put away all the materials before beginning another activity.

Dr. Montessori regarded the Practical Life Area as the most important area in her curriculum. These foundational skills paved the way for the other four areas of the curriculum: sensorial, math, language and cultural.

The obvious purpose of teaching practical life exercises is to teach the basic skills of daily living. These skills are merely secondary compared to the richly abundant, sophisticated thinking and motor-educational skills which the child eventually masters. Dr. Montessori designed the Practical Life teaching area to develop the underlying group of skills, such as orderliness, concentration, task analysis, persistence, and coordination. The more obvious skills gave purpose to the activity and offered incentive, pride, and self-esteem to the child.

The benefits of the shelf work are:

- body-mind integration
- body coordination-- gross and refined; physical strength in the arms, hands and fingers; eye-hand coordination
- establishment of the dominant hand; ambidexterity; variation of hand and finger pressure; free form variation such as with clay, sand or finger paint; preparation for

- writing through left to right and counterclockwise sequences; and motives of activity
- independence, self-reliance, self-discipline, self-control
- organization of work, neatness, cleanliness, love of order
- persistence, repetition, determination, patience, concentration
- awareness of and attention to precise detail, memory development
- language
- task analysis, the habit of work, goal-directed problem solving
- Sorting; sense stimulation; awareness; discrimination of sizes, shape, color, liquid amounts
- math, decision making
- love of beauty, creativity, imitation
- self-esteem, confidence

“The time comes in which the children begin to take an interest in something; usually, in the exercises of practical life, for experience shows that it is useless and harmful to give the children sensorial and cultural apparatus before they are ready to benefit from it.

Before introducing this kind of material, one must wait until the children have acquired the power to concentrate on something and, usually, as I say, this occurs with exercises of practical life.

...this interest corresponds with natural laws and opens up a whole cycle of new activities.”

--Dr. Maria Montessori, The Absorbent Mind

Sensorial Exercises

The Sensorial Materials in the Montessori classroom help children to distinguish to categorize, and to relate new information to what they already know. Dr. Montessori believed that this process is the beginning of conscious knowledge. It is brought about by the intelligence working in a concentrated way on the impressions given by the senses.

Mathematics

Dr. Montessori demonstrated that if children have access to mathematical equipment in their early years, they can easily and joyfully assimilate many facts and skills of arithmetic. On the other hand, these same facts and skills may require long hours of drudgery and drill if they are introduced to them later in the abstract form.

Language

In a Montessori classroom, children learn the phonetic sounds of the letters before the alphabetical names in sequence. The phonetic sounds are given first because these are the sounds they hear in words they need to be able to read. The children first become aware of the phonetic sounds when the teacher introduces the consonants with sandpaper letters.

The individual presentation of language materials in a Montessori classroom allows the teacher to take advantage of each child’s greatest periods of interest. Reading instruction begins on the day when the children want to know what a word says or when they show an interest in using the sandpaper letters. Writing-- or the construction of words with the moveable letters-- nearly always precedes reading in a Montessori environment.

Gradually children learn the irregular words, and words with two and three syllables, by doing many reading exercises that offer variety rather than monotonous repetition. Also available in the Montessori classroom are many attractive books using a large number of phonetic words.

Proceeding at their own pace, children are encouraged to read about things which interest them. Their skills in phonics give them the means of attacking almost any new word, so that they are not limited to a specific number of words which they have been trained to recognize by sight.

The children's interest in reading is never stifled by monotony. Rather, it is cultivated as their most important key to future learning. They are encouraged to explore books for answers to their own questions, whether they are about frogs, rockets, stars or fire engines.

In a Montessori class, the children are introduced to grammar by games, which show them that nouns are the names of things, adjectives describe nouns, and verbs are action words. The activity becomes most enjoyable.

Geography

The large wooden puzzle maps are among the most popular activities in the classroom. At first, the children use the maps simply as puzzles. Gradually they learn the names of many of the countries as well as information about climate and products. The maps illustrate many geographical facts correctly. Children also learn common land formations such as islands and peninsulas by actually creating them.

History

Montessori offers the children a concrete presentation of history by letting them work with Time Lines. Timelines are very long strips of paper, which can be unrolled.



Using the Montessori Approach at Home

- Be patient with your child about sharing his news of his day. All of the children have been busy in the class-- he will share the news when he is ready.
- Try not to interrupt a child at his work even though you may perceive it as play. Can he help you or come with you a little later? These periods of concentration are very important for his development. If finishing the task appears to be too complex or tiring, help him to finish, but try not to do it yourself.
- Take the child's feeling of time into consideration. A child has his own rhythm, one that is much slower than an adult's. Respect his rights as a person to work at his speed. Plan ahead where possible so there is no need to rush your child. Give him advance notice. Try to arrange time with your child once a day that is leisurely and fun for both of you.
- Try to give your child some choices. What may seem to be insignificant choices are really a beginning of skills needed to function in a free society. Does he want vanilla or chocolate ice-cream, to go to the park or play with a friend, to put the napkins or the glasses on the table.
- Help your child to be aware of himself and his environment. Stop to smell a flower, look at a tree, or feel the wind.
- Listen to and consider your child's ideas and feelings. Physically get down to his eye level. Involve him in family discussions and decisions whenever possible.
- Be flexible. modify rules to suit the changing needs of your growing child. Discuss these changes with the child and explain why they are being made. Be open for a suggested change from him, if it is acceptable to you.
- Provide freedom within a definite structure. Firm, sensible rules make your child feel secure. Be sure to state and explain the established rules. Be willing to re-evaluate a rule that is particularly troublesome. Be consistent.

- Don't do anything for your child that he can do for himself. Allow him and encourage him to try to do for himself. Demonstrate each activity slowly and simply; don't correct mistakes, but show that activity again soon. Never force. Accept his product gracefully, and don't redo in his presence.
- Try to state corrections positively. Instead of "You can't bang on the table," say, "The table is for eating on, go bang on your clay." Try to avoid "can't, don't, must not, shouldn't, wrong."
- Use precise language. Instead of "Give me that over there," say, "Give me that red book on the coffee table."
- Provide real objects instead of a toy facsimile where appropriate. Toys that look like the real thing, but don't work like the real thing are frustrating and confusing.
- Provide your child opportunities to be with other children, his age as well as others. This will assist his intellectual growth and is essential for his social development.
- It is particularly important that your child gets enough sleep and has an unhurried and adequately nourishing breakfast (low sugar) before coming to school. A three-year old needs an average of 12 hours sleep per night. He needs to awaken early enough to have time to slowly dress himself and have an adequate meal with no pressure to rush. If you establish a routine and stick to it every day, your child will adjust a lot easier and get more out of his school experience.
- Prepare your child for new experiences through a brief, calm explanation. Mention the activity for a few days ahead of time.
- Answer all your child's questions honestly and simply.
- You are the hero / role model your child is watching and emulating. Parents have tremendous power in shaping the personality of their children.

Home Responsibilities

A Two Year Old Can...

1. Pick up unused toys and put in the proper place
2. Put books and magazines in a rack
3. Sweep the floor.
4. Carry boxed or canned goods from grocery sacks to the proper shelf. Put items away on a lower shelf.
5. Place napkins, plates, and silverware on the table. (The silver is on the table, but not correctly placed at first).
6. Be given a choice of two foods for breakfast.
7. Clean up what they drop after eating and wipe up own spills (with help).
8. Clear own place at the table and put dishes on the counter after clearing leftovers off the plate.
9. Practice simple hygiene i.e. brushing teeth, washing and drying hands, and brushing hair.
10. Dress and undress self (with a little help with certain items).
11. Start toilet training.

Three and Four Year Olds Can...

- Spread butter, jam, or peanut butter on sandwiches.
- Prepare cold cereal.
- Make a simple recipe i.e. salad, granola, etc.
- Hold a hand mixer to whip potatoes, mix batter.
- Help parent prepare plates of food for the family dinner.
- Set the table – with “good” dishes, too.
- Help do the dishes or fill/empty the dishwasher.
- Help with grocery shopping i.e. compile a grocery list, get light/small items from store shelves/put groceries away.
- Polish shoes and clean up afterward.
- Help with yard and garden work.
- Help make the bed, vacuum, and dust furniture.
- Feed the pets.
- Hang socks, handkerchiefs and washcloths on a lower line.
- Polish silver.
- Get the mail.
- Learn responsibilities using a Goal Chart (prepared by the parent).
- Sharpen pencils.
- Share toys with friends (practicing courtesy).
- Play without constant adult supervision/attention.
- Tell parent his or her whereabouts before going out to play.

Enrollment

- We accept ages 2 to 6 years old.
- Children are enrolled without regard to race, color, religion or nationality.
- All children accepted into our program are expected to continue the full school year. We cannot accept short-term enrollments.
- If your child has a behavior or learning problem, he or she will be accepted on a 2-week trial basis. Please discuss and share all pertinent information with us to assist us with your child's placement.
- We must have an enrollment form, medical history form, emergency card and immunization record for each child before the child can enter our program.
- In case of divorce, guardianship must be proven with a birth certificate or other legal document.

School Hours

School Hours Months of Operation: August through May

Days of Operation: Monday, Tuesday, Wednesday, Thursday, Friday

Hours of Operation: 8:00 am - 3:00 p.m.

*We will follow the Gwinnett County School calendar for holidays and closings.

Program Hours

Half Day Program 8:00 am - 12:00 pm

Full Day Program 8:00 am - 3:00 pm

2 - 4 years old program - each child will attend no more than four hours per day, not to exceed twenty hours per week.

School Programs

Program includes all areas of the Montessori Curriculum:

- Practical Life
- Sensorial Work
- Reading / Writing

- Math
- Science
- Art / Music
- Geography
- Food / Nutrition Lessons
- Caring for Plants & Animals
- Nap time
- Afternoon snacks
- Story time
- Outdoor free play

Tuition

See the current tuition fee schedule for tuition rates.

Sibling discounts

A 5% discount is given for each additional siblings.

Late tuition fees

Tuition fees are due on the first of each month. A \$30 late fee will be charged if payment is made after the 6th of the month.

No credits can be allowed for absences due to illness or vacation. As long as a place is reserved for your child, full payment is expected.

Student records and report cards will be released if transferring to another school, as long as financial obligations have been met.

If your child arrives before 8:00 am on a regular basis, or is picked up after 3:00 pm there is a \$30 per day fee for early arrival or late pickup.

If your child is enrolled in the Half-Day Program and is picked up later than 1:00 pm, the \$30 per occasion fee will be charged.

Returned Checks

A \$30 penalty will be charged for each check returned by your bank. If the bank charges us a penalty, this amount will be added to the \$30.00.

Withdrawals

If you find it necessary to permanently withdraw your child, please give us a 30-day written notice. You will be responsible for the one month's tuition after notification.

Arrivals and Dismissals

- School hours are from 8:00 am to 3:00 pm, Monday through Friday.
- School starts at 8:00 am. A record is kept on your child's attendance, and attendance records are a part of your child's permanent educational record that transfers with the child after leaving our program. Frequent tardiness and absences will result in a conference to discuss the problem. Arriving late causes class disruption and important lessons to be missed. Punctuality is an important habit to establish from an early age. Please cooperate.
- If you are sending someone else to pick up your child, you must notify us in writing or by phone prior to the release. This person will be required to show a valid Driver's License or another picture identification.

Closings and Holidays

If it becomes necessary to close the school due to inclement weather, we will announce the closing via email. It is our intention to remain open unless conditions are too dangerous for students, parents and staff to travel.

We will follow the Gwinnett County School calendar.

Transportation

Parents are expected to provide their child's transportation to and from school.

Dress Code

Students are required to wear the approved school uniform. Details will be given upon enrollment.

Toileting

Children must be potty-trained. We will have a 2-weeks trial period to ensure kids are potty-trained and able to participate in our program.

Toys

Please have your child leave toys at home.

Naps

There will be a supervised nap or rest period during the day for preschool children in the full day program. Children who do not sleep will remain on mats no longer than one hour. Quiet activities shall be provided for non-nappers.

Illness

Please call the school if your child is sick and cannot attend.

We will notify you immediately if your child becomes ill at school, and you are expected to pick up your child as soon as possible. He or she can return to school as long as there is no fever for 24 hours.

In case of a communicable disease, a doctor's permission slip is required for the child to re-enter class.

Children who have the following diseases should be excluded from school for the designated period of time.

Illness

The child may not attend school...

<i>Chicken Pox</i>	for at least seven days after the onset of rash and until all lesions are crusted.
<i>Conjunctivitis</i>	during acute stage, until eyes are clear or three days after onset of treatment.
<i>Diarrhea</i>	while acute, infectious; may not return to school as long as child has elevated temperature and loose watery stools.
<i>Fever</i>	for as long as the child has fever and for 24 hours after fever returns to normal for the child.
<i>Hepatitis</i>	for seven days during onset of jaundice (yellow skin or eyes) and diarrhea subsides. Authorized release is required.
<i>Impetigo</i>	until after antibiotic treatment has been given and lesions are crusted and healed.
<i>Measles</i>	for four days after onset of rash or until rash disappears.
<i>Meningitis</i>	until child is well.
<i>Mumps</i>	for nine days after swelling appears or until swelling is gone.
<i>Pediculosis</i>	until treatment is begun.
<i>Rubella</i>	for four days after onset of rash.
<i>Scabies</i>	until treatment is begun and parents present proof of treatment, e.g., box label, empty bottle.
<i>Streptococcal pharyngitis</i>	for 24 hours after beginning therapy.
<i>Tuberculosis</i>	for 14 days after beginning treatment
<i>Vomiting</i>	(with temperature of 101 F or above) until vomiting stops, temperature is normal for child and other symptoms are gone.
<i>Whooping Cough</i>	for two weeks after antibiotic treatment is begun. If not treated, child may not return for 21 days.

- Supervision is provided on the playground. If the child is too sick to get fresh air, then he is too sick to be at school. Please remember children are not allowed to be in school when they have had a temperature, or diarrhea, or vomited within 24 hours.
- Green mucus from the nose indicates infection and should be treated accordingly.

Medications

- Please notify us if your child is on any kind of medication.
- If your child needs medication during the day, you must fill out the medicine slip completely, sign it and give it to staff member. Please note any reaction to medications. This is the only way we can administer medicines.
- Medicines must be left with a staff member and not in the child's book bag. Medicine slips expire after two weeks. If your child takes medication on an ongoing basis, please see the office for the Parent/School agreement, which will remain in your child's file.
- Medicine slips must be filled out for all medications.

Lunch and Snacks

The school will provide healthy balanced vegetarian meals and snacks. Milk and water will be served with meal and snacks. Non-vegetarian food items including eggs are not allowed on the school premises.

Emergency Procedures

Emergency Weather

- The teacher in charge will follow the emergency response plan until the danger is over.

Fire

- The teacher in charge will follow the fire drill plans.
- The teacher in charge will remove the children from the classroom and assemble at the right side of the building.
- The teacher's assistant will bring the emergency kit and call 911.
- The teacher's assistant will then shut the doors to contain the fire if possible.
- The parents will then be notified to pick up their children if necessary.
- If necessary, the children can be moved to the shed on right side of the building.

Physical Plant Problems

- In case of loss of water, power, or heat, the children will be taken to American Legion across the street. The parents will be notified to come pick up their children.

Serious injury or death in the classroom or on field trip

- The teacher in charge will give CPR or necessary first aid, if possible, to the child.
- The teacher's assistant will call 911 and contain the other children away from the injury.
- The teacher's assistant will then notify the parents.

Communicable Diseases

- Please see the Communicable Disease chart on the wall of the classroom.
- The teacher will follow the recommended procedures and separate the sick child from the others.
- Parents will be notified by email.

Suspected Child Abuse

- The staff should notify the Administrator, who will call the Georgia Child Abuse Office: 1-855-422-4453.

Loss of a Child

- The teacher in charge will stay with the children while the teacher's ai calls 911. Then the parents will be notified.
- The teacher's assistant will start the search until the authorities arrive.

Discipline Policy

The Montessori philosophy is such that each person within the environment has certain rights. Ground rules are set up by and for the class and are expected to be followed for the social cohesion of the entire activity. The aim of the method is self-discipline through purposeful activities. The idea is to like what you do, but not to do as you like. When the rights of the individual within the environment are infringed upon, positive steps for correction are made.

The following measures will be taken in disciplinary actions:

- Positive example by the teacher
- Counseling with the child
- Repeating lesson with the child
- Behavior modification techniques
- Community service is assigned whereby the child would need to do something to help the school if the behavior is such that she is disrupting the others or is destructive. To learn, he must use his energy in a positive way.

If these steps for correction do not help and the child is harming other children within the class, the parent will be called and asked to pick the child up from school immediately.

In severe cases, e.g., biting, hitting, destruction of class materials, etc.:

- Parents will be notified of the behavior.
- The child will be sent home.

The following techniques are followed by the staff to manage discipline in the class:

- Treat each child with respect
- Be courteous and professional

- Get to know and understand each child
- Offer encouragement
- Give plenty of hugs and praise
- Reinforce positive behavior
- Discuss any problems that should arise among children
- Be alert and aware
- Use a soft, but firm voice if a problem should arise
- Never shout or scream
- Use time out when necessary. Isolate the child from the group and discuss the problem with him or her. Allow the child time to think about what happened (no longer than 5 minutes), then allow the child to rejoin the group.
- We are non-violent. Under no circumstances shall the child be subjected to corporal punishment or mistreated in any way. Non-humiliating statements are used in behavior correction.
- If there is suspicion of child abuse, please call the Gwinnett County Department of Human Services 24-hour Hotline number 1-855-422-4453 to seek assistance in caring for the child.

Parent Involvement

- Check your child's Friday Folder weekly and return empty folder to school on Monday.
- Parent meetings are scheduled for evenings throughout the year to inform parents about the Montessori method of education and other workshops which will help educate parents in raising their children. These will be announced by email.
- All parents will be asked to volunteer their time and or services with special events and fundraising activities.

Observations and Conferences

- You may visit your child at any time, although we request cooperation in not disrupting our program. Please call to make an appointment to visit your child and or your child's teacher.
- Please do not interrupt the teachers when they are supervising the children. It is vital that the teacher's full attention be directed to the children's activities and their safety.
- Conferences regarding your child's progress can be made with the teacher by calling for an appointment. Progress reports go home once a year in preschool. Individual parent-teacher conferences are required at least once a year in May.

Notes

Flower Grove
Montessori
2769 Duluth Hwy
Duluth GA, 30096

Policies and Procedures

I have read and understand the Policies and Procedures as set forth in this booklet.

Signature of Parent _____

Name of Child _____

Date Signed _____