



LUNA'S MONTESSORI
BILINGUAL SCHOOL

Family Handbook

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Family Handbook

Introduction

The staff at Luna's Montessori Bilingual School, welcomes you and your child to our wonderful community. The Family Handbook presents the philosophy, goal, policies and procedures of the School. The Family Handbook aids you in the understanding of us, and it aids in your child's adjustment to the School. We encourage you to offer any comments insight that may enrich your time with us. If there are any questions, we are happy to help you.

We look forward to having your child with us!

Maria Montessori

Maria Montessori was born in 1870 in Italy and became the first woman to receive a Medical degree from the University of Rome. In the first decade of the twentieth century Dr. Montessori observed children carefully and experimented with different materials and teaching methods. Dr. Montessori visited various schools throughout Europe seeking effective teaching approaches. Unimpressed with the teaching styles and methods of the day she returned to her observation of the child to determine from the child effective teaching approaches. From careful observation and experimentation with children Montessori developed the world famous Montessori's method and Materials.

Montessori Method

The Montessori Method focuses on the nature of the child, the role of the teacher and the school as a prepared environment.

The nature of the child under six years old is that of a mind and psyche which effortlessly absorbs information from the surrounding environment. Montessori referred to this ability of the child's as the absorbent mind. Further, the child is in a sensitive period for order, language and movement to better interact and understand the world.

The role of the teacher is to observe the child to determine the child's knowledge and interests, and to prepare the environment in order to meet the needs and interests of the child. Knowing the rationale underlying each Montessori material and familiar with theories of child development, the teacher is available to encourage, to assist, and to

introduce the child to new materials designed to carry the child further in individual development.

The Montessori materials are in the areas of practical life (self help materials), sensorial the development and refinement of the senses, Mathematics, language arts, social studies and science.

Affiliation

The Luna's Montessori Bilingual School is affiliated with the American Montessori Society. The Society provides standards for the School, consultants and seminars for professional development. The School is equipped with the required Montessori materials.

School Philosophy Statement

The School believes that the child is naturally interested and curious about the world. The child effortlessly absorbed knowledge about the world. Additionally, the child has sensitive periods for movement, language and order that support further involvement in the world. Within the context of an accepting and nurturing environment the child's natural tendencies to know the world are supported. The School interfaces the family with community resources in order to support the child's development.

School's Purpose Statement

The purpose of Luna's Montessori Bilingual School is to provide high quality Montessori early childhood education to the community that we serve.

School's Goals for Your Child

The school's goal is for your child to experience nurturance, encouragement and direction in order to optimize the potentiality of your child in social and emotional development, in language and cognitive development, and in fine and gross motor development.

School's Goals for your Kindergarten Child – Standards

The State of California Department of Education has established Standards for the kindergarten year. In recognition of these academic expectations the School has defined academic goals in the area of language arts and mathematics.

Research has proven that the child's learning and overall productivity increases with the implementation of a standard-based educational system. Standards define the curriculum for the kindergarten child and identify the level of instruction appropriate to the kindergarten year. As teachers and the family understand the curriculum expectations at

the kindergarten level, they better provide the learning experience that allows the child to successfully achieve in all standards.

Montessori Learning Environment

The Montessori learning environment and learning activities for your child reflect the School's Montessori philosophy and goals. The environment supports your child's curiosity about the world and supports your child's development in language, in movement and in order. The teachers act with nurturance, encouragement and offer direction in order to optimize your child's social and emotional development, language and cognitive development, and fine and gross motor development.

Hours of Operation

The school is open Monday through Friday- from 7:30AM until 5:30PM

Summer Hours of Operation

The school is open Monday through Friday from 8:00AM until 5:30PM

Programs

Ages: 2 – 4 years old

Class size ranges from twelve to sixteen students with two Montessori trained qualified teachers who meet the children's needs on a daily basis. Children work with the Montessori Material at a basic level as well as Arts and Imaginative Play emphasizing in problem solving, learning to use their language skills, expressing their feelings, learning how to share and learning how to become part of a classroom environment. Colors, shapes, counting and numbers are introduced to them. Children do not need to be potty trained to attend LMBS.

Ages 4 - 6 years old

Class size ranges from fourteen to twenty students with two Montessori trained qualified teachers who meet the needs daily.

The Montessori classes and environment are designed to meet the needs of children two through six years of age. Each child learns at his/her own pace. Our philosophy is to prepare children to become independent, successful and self directed learners with respect for others accepting responsibility for their own choices.

Summer Program

Luna's Montessori Bilingual School's Summer Program runs during the month of July and August. Parents have the option of choosing the schedule that works best for them and their child during these two months.

We choose one of a few different topics of study each year such as the Solar System, Human Body, Nutrition or The Sea Life among others. We focus our time in the morning in learning one of these different topics.

Our afternoon curriculum is geared to the outside environment and indoor/outdoor activities. Each day of the week has focuses in Art, Cooking, Movement, Water-Play and Music.

Our goal is to have as much fun as we can, getting wet, having picnics and being creative in the Arts.

Bilingual Program

Monday thru Friday the older children, mariposa classroom have (30) thirty minutes Spanish lesson. Teachers introduce the Spanish language in both formal and informal instructions. The lessons are designed to introduce children to a second language and the basic understanding of Spanish with numbers, word, colors, games, songs and stories.

Parents have the option of choosing five days a week from the programs listed below:

Half Day/Afternoon Program 9:00am -12:00pm/3:00pm-5:30pm

The half day/afternoon program is based upon your child's interest, the Montessori curriculum components are matched to your child:

Practical Life, Sensorial, Mathematics and Language Arts

Extended Day Program 9:00am – 3:00pm or 12:00pm-6:00pm. In addition to the core Montessori curriculum components (*see half day*) the program is enriched to include Animal Studies, Geography Studies, Botany Studies and History Studies. Opportunities for napping are provided.

All Day Program 7:30am – 5:30pm

The all-day program is designed for children that need care all day. In addition to the core Montessori materials the program is enriched to include Animal Studies, Geography Studies, Botany Studies and History Studies, Movement, Music and Art. Opportunities for napping are provided.

Arrival and Dismissal Procedure

Prompt arrival is important for your child to fully benefit from the program. The general continuity and calm of the classroom is disrupted by late-comers. The following are the arrival and departure times for the three programs.

For the Part time Day Program:

Arrival is 8:50am.

Dismissal is 12:00pm.

For the Extended Day Program:

Arrival is 8:50am /Dismissal is 3:00pm.

For All Day Program:

Arrival is between 7:30am and 8:50am.

Dismissal is between 3:00pm and 5:30pm.

Sign-in and Sign out Procedure

Upon arrival and departure Community Care Licensing (CCL) requires families to sign a full signature at arrival and departure of your child. The front door will remain locked from 7:30am until 5:30pm. Please ring the front doorbell at drop off.

Release of Child to Authorized Persons Only

Your child is only released to those persons appearing on the emergency and Identification form that each family completes prior to attendance. Photo identification is requested if the person is not recognized by the dismissing teacher, if someone is picking up your child that is not listed on the Emergency and Identification form, a note may be given to the teacher in the morning.

Schedule of the Day

The Schedule of the Day is provided to the parents. The sequence of activities listed in the Schedule of the day is present each day unless there is a special event such as a field trip or holiday party. The actual time of each activity may vary slightly from the schedule depending on the needs of the children.

The schedule focuses on the Montessori Activity Period in the morning and in the afternoon. This activity period in the morning and in the afternoon lengths during the school year as your child's span of concentration lengthens.

Naps are provided for all children. The younger child naps longer than the older child typically but all children are provided opportunities to nap.

Orientation to Luna's Montessori Bilingual School

After your initial telephone call to the School, you receive an application by e-mail and an appointment is made for a pre-enrollment visit. During the School visit you will have the opportunity to observe the classroom, meet the Director and the possible teacher that your child will have. The school is available to answer any questions that may arise before the school year begins.

Admission Policy and Procedure

Admission Policy – The School is an educational service for children ages two to six years old. Enrollment is available to children within this age range regardless of race, gender, ethnic background, national origin, religion, or disability. Returning students, siblings and legacies are accorded first admission. Enrollment is then open on a first come, first serve basis. The school reserves the right to refuse admission based upon likelihood to benefit from the school program.

Each child who enrolls in our school is first put on a thirty day probation period starting from their initial enrollment date. We use this time to fully evaluate your child's development and ability to blend into an everyday learning environment. At the end of thirty days, your child's teacher and/or director will meet with you to discuss his/her progress. We often find most children will seamlessly adapt to their new surroundings, if however we face a scenario in which a child encounters difficulty, we will work diligently with you to reach a solution that best supports your child's transition. In the unfortunate event that this cannot be achieved, enrollment may be terminated.

If a class is full, the child will be placed on a waiting list and you will be notified when a space becomes available

Admission Procedure – Observation of the School without your child is required before applying. Prior to admission a face to face meeting with a representative of school will be done to go over the school policies and answer any questions.

Upon receipt of the application and appropriate enrollment fees the admission procedure formally begins.

A child's file packet forms will be mailed to the family to complete. The forms are required by Community Care Licensing to be completed before attendance.

Tuition, Withdrawals Policies and Re-enrollments

- Tuition is billed in ten equal installments.
- \$25.00 late fee is charged if tuition is not received by the 5th of each month.
- Payments not honored by the bank incur a \$20.00 return fee.
- Accounts thirty five (35) days overdue must be brought current for a child to continue attending school.
- Enrollment is for the school year. Summer school enrollment is available in April.
- Your first payment is non-refundable once your child is enrolled.
- Application fee and Initial deposit are non-refundable
- No refunds or compensatory days for sick or vacation.
- The formula for calculating the late enrollment tuition is the academic tuition divided by the total number of school days times the number of days of your child's projected attendance. This dollar figure represents the pro-rata use of educational services. This amount is paid over the remaining installment months with the remaining tuition due at the beginning of the enrollment.

Withdrawals

- One month's written notice will be required to withdrawal a child from a school program. No notice of withdrawal from any school program is allowed after March 1st. After that date, parents are held responsible for the full tuition contracted to the end of the school year regardless of the reasons given for a child's withdrawal.
- Any credit remaining after proration of tuition will be refunded to you within one month of the withdrawal date.
- No registration, school development or material fees are refundable.

Re-enrollment

- In order to reserve a place for the following school year, we ask parents to complete a re-enrollment form and submit the re-enrollment application by the end of April

Child's File Requirement

Prior to attendance, the following forms must be completed and submitted to the School:

- ❖ Admission Agreement
- ❖ Introductory letter
- ❖ Identification and Emergency Information (LIC 601)*
- ❖ Physician's Report (LIC701)
- ❖ Child's Pre-admission Health History (LIC702)
- ❖ Consent for Medical Treatment(LIC627)*
- ❖ Red emergency card*
- ❖ Parent's Rights (LIC995)
- ❖ Personal Rights (LIC613A)
- ❖ Parent Participation Commitment Form
- ❖ Disaster Procedure Requirement form
- ❖ Family Handbook Acknowledgement
- ❖ California School Immunization Record
- Polio – at least three dosed (if the third or last dose was given before two years of age one additional dose is required)
- DTaP/TD – at least four doses (if the fourth or last dose was given before two years of age one additional dose is required)
- MMR (Measles, Mumps and Rubella) - one dose of each on or after the first birthday
- Hib & HepB – third dose at least four months after the first dose
- Varicella – on or after first birthday
- Booster Polio, DtaP and MMR between four to five years old
- Influenza

* These forms must be reviewed and updated each year of enrollment.

Day Care Hours

Daycare hours are not available on a drop-in basis unless an unforeseen circumstance occurs. The daycare rate will be charge at \$15.00 per hour.

If you would like to extend an hour or half hour additional in the morning or afternoon to the program schedule you choose, please indicate your need on the application form.

Your timings are as mentioned on the enrollment form. Any early drop-off or later pick-up will incur Daycare charges of \$1.00 per minute after the first five minutes.

Last Pick-up is at 5:30p.m. Pick up after 5:30p.m will be charged at \$1.00 per minute.

Family Participation Commitment

Each family, as a part of their tuition, is asked to give 10, 12 or 15 hours of time per year, per child depending on your child/ren schedule.

Child Schedule:

9:00a.m -12: 00p.m – 12hrs. Requirement

9:00a.m -3: 00p.m – 15hrs. Requirement

7:30a.m -5: 30p.m – 20hrs. Requirement

The following is a list of activities that could be used toward your commitment. Please complete the form below and return to the school administration.

If you are unable to make a commitment for 15, 12 or 10 hours, then a charge of \$30.00 per hour is charged. Four of the 15, 12 or 10 hours must be given on a Saturday’s work days.

- _____ Hospitality (School Events – Hostess)
- _____ Classroom supplies, construction and/or materials restoration
- _____ Snack
- _____ Washing work rugs
- _____ Presentation in the class of academic subjects

The payment for the parent’s participation hours will be pre-charge as a deposit in October and will be returned at the end of June, when work commitment is fulfilled.

Lunch Policy

Lunch is not provided. Lunch is required to be nutritious. A nutritious lunch is low in sugars and low in fats. A nutritious lunch is high in nutrients which include vitamins, minerals and protein. Read the ingredients information on packaged foods. If one of the first three ingredients listed is sugar-based (sucrose, glucose, corn syrup, honey, etc) then do not send that food item in the lunch. The following items are to be omitted from lunches for the same reasons: soda, fruit drink (fruit juice is fine), cake, cookies, sugared cereals, chocolate items, candy and gum. If a child brings a high sugar or high fat food items you will be reminded of the policy with a note.

On special occasions such as a birthday or holidays, the School stretches the nutritious food rule in order to allow for treats. Please keep the sugar to a minimum. If you have a question about a food item that you are bringing, ask a teacher for advice.

Morning and afternoon snack are not provided.

Snack is low in sugars and low in fats. Snack consists of two of the food groups for each snack. *Due to children's allergies, no nuts are allowed!*

Please Advise the School if your child has a food allergy, or a dietary restriction.

Personal Belongings

Personal belongings that clearly relate to the intent of the classroom are welcome. The personal belonging is placed in the classroom and is available to all the children on the same basis as any other material in the classroom. Toys remain at home or in the car. Napping sheets and napping blankets are supplied by parents. If your child brings home an object that does not look familiar, please check with the teacher. Even seemingly insignificant objects may be critical to a Montessori Material. Please return all materials.

Routines

Routines are an integral part of the life of your child and the school program. Routines allow your child to apply practical life skills and develop self-help and social skills. Arrival and departure routines, eating (snack and lunch) routines, and nap preparation routines are predictable for your child. Routines follow a sequence so that your child experiences a relaxed and peaceful atmosphere as your child moves through routines.

Routines that affect the family, such as toileting and feeding, are discussed and implemented with family consultation.

Lunch is not refrigerated so the family must place cold and hot items in insulated containers to retain the proper temperatures. Any portion of the lunch not eaten by your child will be returned so that you can monitor preferences and intake. Lunch is expected to be nutritional which means the lunch is low in sugar and in fat, and high in protein, vitamins and minerals.

Advise the School if you child has a food allergy or a dietary restriction.

Birthdays – Celebration of Life

Your child is invited to have a birthday celebration at School. Birthdays are celebrated at group time. We sing “Happy Birthday” and tell the child’s life story through a personal time line. The personal time line is made with pictures brought from home depicting the child from birth to present. Please bring these pictures shortly before your child’s birthday. They will be returned.

Contact the teacher if you wish to bring a special snack. The birthday child usually shares a special low sugar treat such as fruit cups, Jell-O cups, raisins, or breads. Parents are welcome to come during this time. Please check with the teacher in advance to schedule a convenient time for the celebration.

Field Study Trips

School fieldtrips are no longer provided due to Insurance restrictions!

Change of address

Please notify the office regarding any changes of address and/or telephone numbers. This is important in case of emergency or for any other reason that we might need to contact you.

Child Abuse Reporting

While everyone should report suspected child abuse and neglect, the California Penal Code requires that certain professionals and laypersons must report suspected abuse. The mandated reporters include Child Care Custodians. Failure to report suspected abuse by a mandated reporter within 36 hours is a misdemeanor punishable by 6 months in jail and/or a \$1,000.00 fine. Marks on your child that are not satisfactorily explained to the School are reported to authorities.

Family and School Partnership

Families are in partnerships with the School, establishing and maintaining regular, ongoing, respectful two-way communication to build trust and mutual understanding, and to ensure that your child’s learning and developmental needs are met.

You are informed about the program and about the curriculum through the school newsletters. Policy changes and other critical issues are communicated to you by direct e-mail or letter.

Unusual Incident/Injury Report to Family

Unusual incident and injury report is made to the family in writing. If the incident or the injury is of significant magnitude the family is immediately contacted.

Confidentiality

Confidentiality is maintained when discussions are held between you and your child's teacher.

Lost and Found

A lost and found box is maintained. Articles left over 60 days are donated to the Goodwill.

Releases

No child will be released to anyone whose name does not appear on your emergency and identification form. Photo identification will be requested if the person is not known by the staff.

Waiting List

All applications are dated and filed. The openings are processed on a first-come, first served basis with siblings of our current students having priority.

Family Observation of the Classroom-Scheduled

Informal observation of the classroom is always welcome. Arrangement are made with the teacher prior to observing so as not to conflict with scheduling of other activities such as a walking fieldtrip, study trip or a holiday rehearsal.

T-Shirts

T-Shirts with super-heroes, etc. are not allowed at School because of the negative behavior it encourages in the children.

The School Newsletter

The School Newsletter is issued once a month from September to June to serve as an update and reminder of upcoming events or activities.

Family observation of the classroom-Unscheduled

Parents are allowed to visit the classroom without advance notice at any time during the normal hours of operation. However, when a family member's behavior poses a threat to the health and safety of the children or other adults, entrance is denied. Everyone is expected to be respectful.

Family Conferences

Informally, you are invited to initiate a conference at any time you feel the need. A formal conference is scheduled in January. Your child's progress, accomplishments, and difficulties at home and at School are discussed. Both formal and informal conferences provide the opportunity for continuity of input between you and the School. At both formal and informal meetings we work together to make decisions about how to best support your child's development, progress, accomplishments and learning, or to handle problems or differences at home or at school as they arise. Teachers seek your specific ideas for working with your child when at the School.

The formal and informal meetings provide the opportunity to solicit and to incorporate your knowledge about your child into ongoing assessment and planning at School.

Calendar of Family Events

The Calendar of Family Events lists the events that involve the family in social and informational activities at the school and will be given to you at the time of enrollment.

Grievance Procedure for Families

Difficulties and differences that arise from interactions between teachers and families are resolved through special conferences, or individual meetings involving all participants. The school director facilitates the meetings.

The School may determine that the goals and values of the Family do not match the goals and values of School. The School retains the right to terminate enrollment in the event of non-compliance with school policies, rules, regulations, or unshared values.

Referrals and Community Resources

The director has the range of experience and the community resources to make appropriate professional referrals when necessary. The director and teachers are familiar with and make appropriate use of community resources including social services; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers.

The family is referred to resources and services based on the needs and interests observed by the director or teachers or expressed by the family.

Sickness Policies and Procedures

Sick children are not admitted to the School. Children are excluded from school when they exhibit the following symptoms:

- ❖ Fever (100.4) Child will be accepted back after 72 hours without temperature and after stopping medication.
- ❖ Diarrhea
- ❖ Vomiting
- ❖ Rash with fever or the rash associated with a virus called herpes simplex
- ❖ Sore throat with fever and swollen glands
- ❖ Coughing that is bad enough to make the child red or blue in the face or a cough That is followed by whooping sounds
- ❖ Mucus or pus draining from the eye (pink eye)
- ❖ Yellow skin or eyes
- ❖ Continuous crying or extreme irritability

Advise your child's teacher of special health conditions or considerations so that they are alert to the health of your child.

Should your child become ill or injured at school, we will notify you immediately and take whatever steps you have indicated on your emergency forms. You will also be informed if your child has had any minor bump or bruise during the day. If your child will be absent for more than two days, notify the school.

If your child has a communicable disease (e.g., chicken pox, measles, lice), notify the school immediately.

See paragraph on medication if your child requires medication while at school.

Please notify us if there are any changes in emergency numbers (your work or home phone number, new doctor, etc.)

Medication

The School will administer medication to your child on your written request noted in the **Administration of Medication Request** form.

Give all medication directly to the teacher. Prescription Medication containers are required to have the child's name, the name of the medication, the dosage, the expiration date, and the time and frequency of the administration of the medication. Non prescribed medication should be in original container and will be administer according to container directions.

Your child's medical problems and accidents at school are recorded and reported to you. A written record is kept of such incidents.

Notify the teacher if your child is taking any medication that may account for behavioral changes.

Medical Emergency

In a medical emergency the School will dial 911. The Family will immediately be alerted. Medical emergency information that you have provided (Consent for Medical Treatment LIC 627, and Identification and Emergency Information LIC 601) will be followed.

Discipline Statement

Children experience security where there is consistent adult guidance and discipline. Adults, in their role of caring for children, model, teach, and reinforce pro-social behavior. Teachers use constructive and consistent methods of discipline in order to maintain a peaceful and nurturing environment that supports learning.

The teachers do not use negative physical touching such as spanking, tapping, pulling, pinching, etc. Additionally, teachers do not use humiliation, intimidation, ridicule, coercion, threats, mental abuse, or interference with daily living functions.

The teachers are trained in observation to anticipate possible conflicts and to prepare the environment to minimize difficult situations. Techniques such as redirecting, natural and logical consequences, active listening and I-messages are techniques used by the teachers. The family is contacted in situations in which the child is or potentially may inflict harm to self, others, or the environment.

Consistent ground rules and reminders of proper behavior result in clarity for children in a majority of the time. If a child does not adjust to the school routine, the school's position is that this environment is not meeting the child's needs and a more suitable environment is required.

Teacher – Child Interaction

❖ **Teachers interact frequently with children showing affection, interest, and respect.**

Teachers interact non-verbally by smiling, touching, holding and by listening to children during activities and routines. Teachers verbally interact by speaking with children at eye level throughout the day. Teachers actively seek meaningful conversations with children.

Teachers are available and responsive to children.

Listen to children with attention and respect

Teachers are aware of the activities of the entire group even when dealing with a smaller group; staff position themselves strategically and look up often from involvement

Teachers spend time observing each child without interrupting an actively involved child

Teachers speak to children in a friendly, positive, courteous manner.

Speak with individual children often

Ask open-ended questions

Call children by name

Include children in conversations; describe actions, experiences, and events; listen and respond to children's comments and suggestions

Teachers talk with individual children, and encourage children of all ages to use language.

For example,

Ask preschoolers open-ended questions. Talk positively to children about family members, family events, traditions, and routines.

Teachers treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration.

For example,

Teachers initiate activities and discussions to build positive self-identity and teach the value of differences.

Teachers make it a firm rule that a person's identity (age, race, ethnicity, family life, physical appearance, and ability) is never used to tease or reject anyone. Teachers speak positively about each child's physical characteristics and cultural heritage. Teachers react to teasing or rejecting among children by intervening to discuss similarities and differences.

Teachers encourage children's development of individual functioning, as appropriate.

Teachers foster the development of age-appropriate self-help skills such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials, and other skills. (Cultural perspectives of family or community may influence expectations for independence.)

For example,

Three and four: dressing, picking up toys

Kindergartners: doing responsible jobs within the school building, setting table, cleaning, acquiring self-help skills

Teachers facilitate the development of responsibility, self-regulation, and self control in children.

- 1) Teachers set clear, consistent, fair limits for classroom behavior.
- 2) Teachers use children's mistakes as learning opportunities, describing the situation and encouraging the children's evaluation of the problem rather than imposing the solution
- 3) Teachers anticipate and eliminate potential problems, redirecting children to more acceptable behavior or activity
- 4) Teachers listen and acknowledge children's feelings and frustrations and respond with respect.
- 5) Teachers guide children to resolve conflicts and model skills that help children to solve their own problems.
- 6) Teachers encourage appropriate behavior, patiently reminding children of rules and their rationale as needed
- 7) Teachers apply logical or natural consequences in problem situations.

Teachers do not use corporal punishment or other negative discipline methods that hurt, humiliate, or frighten children.

Food or beverage is never withheld as a form of discipline

The environment is arranged so that a minimal number of "No's" are necessary, especially for young children

Overall sound of group is pleasant most of the time.

For example:

Happy laughter, excitement, busy activity, pleasant conversation rather than harsh, stressful noise or overly enforced quiet.

Adult voices do not predominate.

Classical music.

Teacher's support children's emotional development, assisting them to be comfortable, relaxed, happy, and involved in play and other activities.

Comfort and reassure children who are hurt, fearful, or otherwise upset.

Help children deal with anger, frustration, or sadness by comforting, identifying, and reflecting feelings.

Help children use various strategies to express emotions and solve social problems, as appropriate for age of the child.

Intervene quickly when children's responses to each other become physically aggressive, discuss the inappropriateness of such action, and help children to develop more positive strategies to solve conflicts.

Encourage children to verbalize feelings and ideas, including both positive and negative emotions. For example, supply words for every young child to describe feelings; discuss alternative solutions with children.

Teachers recognize and encourage pro-social behaviors among children.

Teachers use a variety of teaching strategies to enhance children's and development throughout the day.

Teachers stimulate children's thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestion. Teachers introduce children to new experiences, ideas, or challenges and guide children in the acquisition of specific skills as needed, being careful to challenge, but not frustrate.

School Holidays/Teacher work days/Teacher Vacations

Reference to the Calendar!

Dismissal

The Montessori School reserves the right to dismiss a child who is not suited to our individualized program, who is not benefiting from the School environment, or who exhibits inappropriate behavior patterns includes biting, pinching, etc. of children or teachers. The family is legally liable for any damage done to property or to another person. Further, a child is dismissed if the family member(s) exhibits abusive or disrespectful behavior to children or adults at the School. Finally, any tuition not current by the end of the month results in automatic dismissal of the child.

Recommended Readings

The Absorbent Mind, Maria Montessori
The Secret of Childhood, Maria Montessori
The Discovery of the Child, Maria Montessori
Montessori: A Modern Approach, Paula Lillard
Positive Discipline, Jane Nelson

Disaster Procedure

In the event of a disaster such as an earthquake your child remains at the School unless advised by authorities to evacuate. If your child is moved, the location will be posted on the front Door. All reasonable precautions for your child's safety and health will be taken.

We ask each child to bring a complete pack on the first day of school. Please follow the directions below in preparing your child's pack:

***Fill a one-gallon zip lock bag with the following items:
(Only use one-gallon zip lock bag. They should be able to fully seal)***

- ✓ *One 5x7" file card with your child's name written with marking pen in large letters, the child's class and the date. Place this card facing out so it can be easily read to identify the bag.*
- ✓ *A space blanket, which can be purchased from any sporting good store.*
- ✓ *A mini-flashlight with extra batteries.*
- ✓ *Wet wipes and/or waterless antiseptic soap.*
- ✓ *If your child frequently requires special medications, please include a 3-day supply with directions for administration.*
- ✓ *If your child wears prescription glasses, and you have an old pair, please include these in the bag.*
- ✓ *A pre-addressed postcard to your out- of- state contact.*
- ✓ *A family photograph.*

Annual Curriculum:

September

Botany- *Living/Non-living, Parts of the plants, Recycle items*

Geography- *our Earth: Layers of the earth, the Volcano, clouds (Water cycle)*

History- *Discussion of September holidays, fall and Months of the year*

Zoology- *Human Body external and internal parts, five senses*

October

Botany- *Parts of the tree, what is in the soil, Harvest vegetables from the garden, prepare soil take out tulip, crocus and daffodils bulbs and re- plant them. (Spring blooming)*

Geography- *Mapping, land and water globe, Elements of the earth, Island and Archipelago*

History- *Seasons of the year, calendar, Discussion about the different festivities/holidays and days of the week*

Zoology- *Invertebrates and vertebrates/ Mammals focusing on the horse in which element do they live, how do they move, in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.*

November

Botany- *Parts of the Root and Stem/ discuss composting and introduce the worm farm*

Geography- *land and water forms: Peninsula and Cape.
Continent globe, go through all of the names of the continents and world puzzle map*

History – *Calendar, cardinal points, (north, south, west, east) days of the week, Veterans Day and Thanksgiving.*

Zoology- *external parts of the birds in which element do they live, how do they move, in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.*

December

Botany- Roots that we eat.

Geography- land and water forms: Golf and Bay Continents: North America and Antarctica.

History- Calendar, Past/present/future, the clock and discuss all winter holidays.

Zoology -continuation of birds with focus on the penguin and animals that live in Antarctica in which element do they live, how do they move, in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.

January

Botany - Shapes of leaves each child makes its own terrarium for the class. **Project-** How does water travel through a plant? (Both classes)

Zoology – All different kinds of reptiles, focusing on the turtle. in which element do they live, how do they move, in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.

Geography – Africa: shelter, transportation, food and artifacts are presented to the children, three counties during the month

History – The clock focusing on the hour (long hand), fractions, and Martin Luther King Jr.

Cooking Activity- Mariposa Class- Lemon Parfait Loaf/**Oruga Class-**

February

Botany – Parts of the flower

Zoology – Reptiles, dinosaurs. in which element do they live, how do they move, in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.

Geography – Asia: shelter, transportation, food and artifacts are presented to the children, three counties during the month

History – “Left” and “right”, Valentine’s Day, President’s Day, black history month.

March

Botany – Fruits, different shapes of flowers

Zoology – Life cycle of the Amphibians- in what climatic region do they live, what do they eat, how do they reproduce, how do they take care of their offspring.

Geography – Europe shelter, transportation, food, language, introducing three countries at a time

History – Introduction to Money and St. Patrick's Day.

April

Botany – Gardening and Parts of the fruit

Zoology – Insects and Spiders

Geography – South America shelter, transportation, food, language, introducing three countries at a time.

History – Continuation with the study of money, Earth Day, recycle and Easter.

May

Botany – Plant fruits, vegetables, herbs, and flowers.

Zoology – Life Cycle of Butterfly and Life Cycle of Cricket.

Geography – Australia shelter, transportation, food, language, introducing three countries at a time.

History – Calendar and Cinco de Mayo.

June

Botany – Plant fruits, vegetables, herbs, and flowers.

Zoology – Sea Life External parts of fish.

Geography – Children make their own continent globe.

History – Calendar and passage of time with the time line.

Luna's Montessori welcomes your family to the school, we hope the information you found in this handbook helped you to better understand our program, if at any given point you have any suggestions, questions or concerns please bring it up to our attention as soon as possible. Our goal is to offer your child the best quality service where he/she can experience positive guidance, encouragement, nurturing among all the different wonderful experiences that will help them become great citizens. Working in partnership our goal will be attained!

Kind Regards,

*Abigail Luna
Director*