



*Adobe Montessori School
Parent Handbook
2009-2010*

*"The child is both a hope and a promise of mankind.
If we therefore mind this embryo as our most precious
treasure, we will be working for the
greatness of humanity."
~~ Maria Montessori ~~*

www.adobemontessori.com



Adobe Montessori Schools

6400 W. Del Rio Street ~ Chandler, Arizona 85226 ~ 480-899-2980

www.adobemontessori.com

Dear Parents:

Welcome to Adobe Montessori! We are excited about the 2009-2010 school year and are delighted to have the privilege of working with you and your child(ren). This handbook contains our school policies and other school information. Please read these pages to help your child adjust smoothly to our school schedule. Keep it handy for easy reference.

All forms must be completed in full and returned to the school by the first day of school. This is of primary importance for the safety of your child, and for us to complete our requirements to the State of Arizona. Our Office Manager will be in touch with you if any forms are missing or incomplete.

We encourage you to learn about the Montessori method. Become involved by observing your child in the classroom, coming to our parent education nights, programs, and other school events. Maria Montessori linked the role of the teacher and parent to what she called the "organization of work." In Montessori terms, "work" is signified as "life-in-process" which Montessorians have vowed to respect and enhance in every child. The end of the learning process for a child, according Madame Montessori, was further growth.

Our faculty and staff welcomes your family as you begin a new year with us!

Sincerely,

Dwight and Holly Corriveau
Michelle Root
Administration

** Adobe Montessori School does not discriminate on the basis of race, color, national or ethnic origin. Enrolled students are entitled to all rights, privileges, programs, and activities available at the schools.

** AMS carries the general liability insurance required by the State of Arizona. It has a payment cap of \$5000 per child per accident per year.

** We do not transport children at the Adobe Montessori campus before or after school.

** Licensed by the Arizona Department of Health, Child Care Licensure, located at 150 N. 18th Avenue, Suite 400, Phoenix, AZ 85007. The phone number is 602-364-2539.

** Inspection records are located in the office and are available upon request. Please ask for Mrs. Root.

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SCHOOL HOURS

The Primary facility at the Del Rio location is open from 7:00am-6:00pm. PLEASE REFER TO THE SCHEDULE BELOW FOR SPECIFIC CLASS TIMES AND EXTENDED HOURS. Refer to the copy of the enrollment agreement included at the back of the handbook for the fees pertaining to the extended hours.

MESSAGES & PHONE CALLS

Our Administrator is Mrs. Root. Please leave a message and the teacher or Administrator will return your call. Teachers are not available to speak on the phone during the class time due to their involvement with the students.

PRIMARY CLASSES at ADOBE MONTESSORI SCHOOL

6400 W. Del Rio Street, Chandler, AZ 85226

Phone: 480-899-2980 Contact Person: Mrs. Root

Primary thru Kindergarten	(ages 3-6 years)	Teachers:
Morning Classes	8:30am-11:30am	Mrs. Michelle Root & Mrs. Elyse Coleman
Afternoon Classes	12:30pm-3:15pm	Mrs. Holly Hart
Full Day Students	8:30am-3:15pm	Mrs. Geri Galbraith

EARLY PRIMARY CLASS AT ADOBE MONTESSORI SCHOOL

6400 W. Del Rio Street, Chandler, AZ 85226

Teacher: Mrs. Justin Weatherly-Hawley

Phone: 480-899-2980 Contact Person: Mrs. Root

This is an Early Primary class for children ages two and one-half to three and one-half years of age. Your child must be potty-trained. This classroom has a very limited class size.

Hours: 8:30am - 3:15pm

EXTENDED HOURS

PRIMARY CLASSES

Morning Classes	7:00am-8:30am	AND	11:45am-12:30pm
Afternoon Classes	11:30am-12:30pm	AND	3:15pm-6:00pm
Full Day Students	7:00am-8:30am	AND	3:15pm-6:00pm

EARLY PRIMARY CLASS

Extended Hours	7:00am-8:30am	AND	3:15pm-6:00pm
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WAITING LIST

To put your child on the AMS Waiting List requires a completed Application Form and a \$25 nonrefundable fee. Upon enrollment, the \$25 is applied to your child's registration fee.

As openings become available, we will call parents whose child has been placed on our waiting list to inform them of the opening. We will do a courtesy hold for two business days. If we have not received an affirmative answer, we will call the next person on the list.

Adobe Montessori School
2009 ~ 2010

AUGUST 3	MON	NEW PARENT ORIENTATION 6:30-7:30pm Check-in begins at 6:00pm
AUGUST 5	WED	FIRST DAY OF SCHOOL
SEPTEMBER 7	MON	LABOR DAY – <u>SCHOOL CLOSED</u>
SEPTEMBER 15	TUE	OPEN HOUSE 6:00-7:30pm Last Names A-M 6:00-6:45pm Last Names N-Z 6:45-7:30pm
OCTOBER 12	MON	FALL RECESS – <u>SCHOOL CLOSED</u>
OCTOBER~~ DATE TO BE ANNOUNCED		PARENT EDUCATION NIGHT 6:30-7:30PM
OCTOBER 30	FRI	FUN-tastic Fall Fling! Parents Welcome
NOVEMBER 9 & 10	MON & TUE	PARENT-TEACHER CONF – <u>NO SCHOOL</u>
NOVEMBER 11	WED	VETERAN'S DAY <u>SCHOOL CLOSED</u>
NOVEMBER~~ DATE TO BE ANNOUNCED		PARENT EDUCATION NIGHT 6:30-7:30PM
NOVEMBER 26-27	THU-FRI	THANKSGIVING RECESS – <u>SCHOOL CLOSED</u>
DECEMBER 18	FRI	"PAJAMA DAY" at Adobe!
DECEMBER 21-JANUARY 1	MON-FRI	WINTER BREAK – <u>SCHOOL CLOSED</u>
JANUARY 4	MON	CLASSES RESUME
JANUARY 18	MON	CIVIL RIGHTS DAY – <u>SCHOOL CLOSED</u>
JANUARY~~ DATE TO BE ANNOUNCED		PARENT EDUCATION NIGHT 6:30-7:30PM
FEBRUARY 10	WED	VALENTINE EXCHANGE WITH MOMMY & ME!
FEBRUARY 11 & 12	THU-FRI	PARENT-TEACHER CONF – <u>NO SCHOOL</u>
FEBRUARY 15	MON	PRESIDENT'S DAY – <u>SCHOOL CLOSED</u>
MARCH 2	TUE	Craaaazy Hat Day! Celebrating Dr. Seuss' Birthday on March 2!!! He loved craaazy hats!
FEBRUARY or MARCH~~DATE TO BE ANNOUNCED		PARENT EDUCATION NIGHT 6:30-7:30PM
MARCH 12	FRI	LEPRECHAUN FUN! B'gosh & B'ghorra! We'll be wearin' the green this day!
MARCH 15-19	MON-FRI	SPRING BREAK – <u>SCHOOL CLOSED</u>

(over)

APRIL 2	FRI	SPRING RECESS – <u>NO SCHOOL</u>
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APRIL 22	THU	EARTH DAY~WEAR GREEN & BLUE!
APRIL~~DATE TO BE ANNOUNCED	SAT	2010 CHILDREN'S OPERETTA * "Nanny Goats Gruff" DOBSON HS AUDITORIUM 11:30am
MAY 7	FRI	WILD 'n WACKY TIE DAY
MAY 26	WED	LAST DAY OF 2009-2010 REGULAR SESSION
JUNE 7 – JULY 16	MON-FRI	2010 SUMMER SESSION ~ 6 or 7 WEEKS Passport to Summer Adventures!!!! ☺

2010 ~ 2011 SCHOOL YEAR

MAY 25, 2010	TUE	NEW PARENT ORIENTATION 6:30-7:30pm Check-in begins at 6:00pm
AUGUST 2, 2010	MON	NEW PARENT ORIENTATION 9:30-10:30 Check-in begins at 9:00am
AUGUST 4, 2010	WED	FIRST DAY OF 2010-2011 SESSION

Adobe Montessori's Mission

We are firmly committed to Maria Montessori's approach to learning in our overall program. The Montessori method strives to arouse the child's interest; to stimulate, and to provide an individualized learning atmosphere. This is the "Prepared Environment" which invites a child to get herself involved and puts her mind in gear. To catch the excitement inherent in discovery, and to know deep down that she did it herself because she felt the need to understand and to conquer a problem, is worth far more to a child's self-image and development than to respond to never-ending teacher direction.

Our emphasis is not on short-term results but on growth and development in the right direction. To coax and push a child into activities which he is not ready is a temptation every good Montessori teacher is bound in conscience to resist, even if it means occasionally disappointing a parent who wants to see items the child has made to take home and show. Our environment is for the benefit of the child - his interests, needs, and academic success.

The Montessori approach is an organic method - one that lays a solid and "hands-on" foundation that the child can internalize thoroughly. It is on this type of solid foundation that academic and developmental success is fostered. The Montessori approach is bound to take more time because organic growth takes time -- time and patience and the will to wait. Growth is not always easy to see because it starts underground with good roots.

Research indicates that half of a person's intellectual capacity is achieved by the age of four. If that is true of mental growth, it must also apply to a child's outlook, and so it stands to reason that lifestyles are largely shaped before the primary years. As a parent, you must have a similar philosophy, otherwise you would have enrolled your child in a conventional school. We feel strongly about our convictions. What your child learns now will determine how he feels about learning as well as how he feels about himself. Will he move on his own or will he always need someone to push and prod? Will he be as excited about something new to learn at the age of 16 as he was at the age of three or eight? Will he move ahead and do his own thinking at the age of 25, or will he expect someone else to make up his mind for him?

We feel that every child is born with far greater ability than is usually developed, and we are committed to nurturing that ability and to protecting it from damage.

~~~~~  
*The Corriveau's and the faculty of Adobe Montessori School are concerned  
with the well-being of all our students and their parents  
as well as the faculty and staff members  
who provide an excellent educational environment.*

*Our function is to furnish excellence in the educational field.  
We want to help young people grow and develop in a way that is most conducive to a  
happy, healthy life. Laying a foundation for a love of life-long learning is our goal.*

*We shall relate to our students and parents in a manner whereby their lives and ours  
will have been enriched by our time together.*

## *Montessori Philosophy*

The basic idea in the Montessori philosophy of education is that all children carry within themselves the person they will become. In order to develop physical, intellectual, and spiritual potential to the fullest, the child must have freedom; a freedom to be achieved through order and self-discipline. The world of the child, say Montessori educators, is full of sights and sounds which at first appear chaotic. From this chaos children must gradually create order, learn to distinguish among the impressions that assail their senses, and slowly but surely gain mastery of themselves and their environment.

Dr. Montessori developed what she called the PREPARED ENVIRONMENT, which already possesses a certain order and allows children to learn at their own speed, according to their own capacities and in a non-competitive atmosphere. "Never let children risk failure until they have a reasonable chance of success." The years between three and six are the years in which children learn the rules of human behavior most easily. These are also the years that the child is in their SENSITIVE PERIOD for language and math skills. The functions of our oral language, de-coding the mysteries of the written language, and understanding - through the use of specialized materials - the order that mathematics brings to our world. The child is excited about each new skill and achievement! In this environment, the child is free to develop at a rate that is comfortable for him. It is not unusual for children to be reading at advanced levels, writing cursive, and functioning at advanced math levels. The elementary years build on this solid foundation and broadens the child's understanding in language arts, math, science, etc..... perfecting these skills and giving opportunities to advance their knowledge with cooperative and individualized learning styles.

Dr. Montessori recognized that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning. The teacher prepares the environment, guides the activity, and offers the child stimulation, but it is the CHILD who learns, who is motivated through work stimulation itself (not solely by the teacher's personality) to persist in a given task. If Montessori children are free to learn, it is because they have acquired an "inner discipline" from their exposure to both physical and mental order. This is the core of Dr. Montessori's philosophy. Social adjustment, though a necessary condition for learning in a schoolroom, is not the purpose of education. Patterns of concentration, "stick-to-it-iveness" and thoroughness, established in early childhood and continued through the elementary years, produce a confident, competent learner in later years. Montessori teaches children to observe, to think, to judge. It introduces children to the joy of learning at an early age and provides a framework in which intellectual and social discipline go hand-in-hand.

Parents should understand that a Montessori school is neither a babysitting service nor a play school. Rather, it is a unique cycle of learning designed to take advantage of the child's sensitive years between 2 to 6 years, when he/she can absorb information from an enriched environment. A child who acquires the basic skills of reading and arithmetic in this natural way has the advantage of beginning his elementary education without drudgery, boredom, or discouragement. By learning in an individualized, "hands-on" manner throughout his/her preschool and elementary years in a Montessori classroom, he gains an early enthusiasm for learning, which is the key to his becoming a truly educated person and developing the great potential within him.

### ***Behavior of the Children***

There is always a busy hum of activity in a Montessori classroom because the use of the materials involves many motions -- walking, carrying, pouring, speaking, and particularly the constant use of the hands. All activity, however, is guided by a respect for the teacher, a respect for the work of others, and a respect for the materials themselves. Dr. Montessori never equated goodness with silence and immobility. Children during these early years must have movement in order to learn -- but it must also be movement with a purpose. Self discipline, she felt, should be acquired gradually through absorption in meaningful work. When a child becomes vitally interested in a particular classroom activity, his behavior almost always matures. If a child misbehaves in a Montessori classroom, the teacher usually helps him to select work which will more fully absorb his attention.

### ***Noncompetitive Atmosphere***

Because the children work individually with the materials, there is no competition in the Montessori classroom. Each child related only to his/her own previous work, and his progress is not compared to the achievements of other students. Dr. Montessori believed that competition in education should be introduced only after the child has gained confidence in the use of the basic skills.

The use of individual materials permits a varied pace that accommodates many levels of ability in the classroom. A younger or slower child may work for the many weeks on the same piece of equipment without retarding the progress of the other members of the class. Advanced children in the very same room can move from one activity to another very quickly, thus avoiding the boredom of waiting for other members of the class to catch up. The children with a high level of ability are constantly challenged by the wide variety of materials and their many uses.

It is a well established fact that young children mature at very different rates and their periods of readiness for academic subjects vary a great deal. This continues to be true for the elementary age child. Because interest is stimulated and the materials are at hand whenever a child is ready, some students in a Montessori class begin to read and calculate at an unusually early age. However, very early learning was not ever Dr. Montessori's objective. Her idea was only that the learning experience should occur naturally and joyfully at the proper moment for each individual child.

“It is true, we cannot make a genius,”

Dr. Montessori once wrote,

“we can only give each individual the chance to fulfill his potential possibilities  
to become an independent, secure and balanced human being.”

### ***The Role of the Teacher***

Dr. Montessori always referred to the teacher as a “directress” and her role differs considerably from that of a traditional teacher. She is, first of all, a very keen observer of the individual interests and needs of each child, and her daily work proceeds from her observations rather than from a prepared curriculum. She demonstrates the correct use of materials as they are individually chosen by the student or teacher. She carefully watches the progress of each child and keeps a record of his work with the materials. She is trained to recognize periods of readiness. Sometimes she must divert a child who chooses material which is beyond his ability; at other times she must encourage a child who is hesitant. Whenever a child makes a mistake, she refrains, if possible, from intervening and allows him to discover his own error through further use of the self-correcting material. This procedure follows Dr. Montessori’s principle that a child learn through experience.

### ***Goals & Objectives***

The main objective of Adobe Montessori School is to provide a carefully planned, stimulating environment which will help children develop within themselves the foundational habits, attitudes, skills, and ideas which are essential for a lifetime of creative thinking and learning.

Our specific goals for the children:

1. To develop a positive attitude toward school and learning.
2. To develop a sense of high self-esteem.
3. To develop habits of concentration for lifelong study skills.
4. To develop and foster an abiding curiosity.
5. To develop habits of initiative and persistence.
6. To foster inner discipline and a sense of order.
7. To develop sensory-motor skills in order to sharpen the ability to discriminate and judge.
8. To develop socially acceptable behavior.
9. To acquire the basic skills necessary for a lifetime of learning.
10. To help develop each child’s innate, ultimate potential through high self- expectations.

~ ~ ~ ~ ~

***I hear and I forget***

***I see and I remember***

***I do and I understand***

~ Maria Montessori ~

## **Teacher Preparation**

Montessori Institutes for teacher preparation have been established on five continents to meet the growing demand for certified Montessori educators.

### **AMI/AMS/MACTE CERTIFICATED TEACHERS**

The Association Montessori Internationale (AMI) was founded by Dr. Maria Montessori in 1929. Its purpose is to assure quality Montessori education worldwide. Successful completion of its accredited course leads to an internationally recognized diploma which entitles graduates to teach in Montessori schools throughout the world. The American Montessori Society (AMS) certificate is nationally recognized and highly regarded in the academic community. The American Montessori Society was founded in 1960 by an AMI teacher trained by Dr. Montessori in London. MACTE is an international organization which accredits Montessori Teacher Training programs. Adobe Montessori Schools hires AMI/AMS/MACTE certified teachers because of the quality of the training they have received.

### **THE DIPLOMA**

An AMI diploma is granted upon satisfactory completion of course requirements, including written and oral examination conducted by the International Board of Examiners of the AMI. An AMS diploma is granted by a National Board of AMS Examiners. The faculty for both training centers include Montessori teacher trainers from all around the United States, Canada, and Europe. Both programs are intense, exacting, and are highly respected and recognized throughout the Montessori and educational communities. Teachers certified through one of these programs hold a certificate through one of the oldest and most highly respected teacher education programs.

### **COURSE CURRICULUM**

Lectures, presentations of materials and experience with children in the classroom comprise the Montessori curriculum.

Lectures: Montessori education, human development, and child psychology.

Presentations: Exercises in Practical Life, Sensorial Material, Language, Mathematics, Geography, History, Algebra, Geometry, Physical Science, Botany, Biology, Chemistry, Zoology, Environmental Awareness, Art, Music, Performing Arts.

Practice: 250 hours working on own and under supervision of instructor on all Montessori materials.

Observation: 120 hours of child and classroom observation, written and then discussed with instructor.

Student Teaching: 150 hours of classroom experience under the supervision of instructor.

The minimum length of the course is one academic year and guarantees the necessary time and continuity for the personal development required of Montessori teachers. The course prepares the adult for self evaluation, research, study and objective observation. The teacher is thus able to:

- \*See the child without adult preconceptions.
- \*Recognize the human tendencies within the child.
- \*Understand the child's Planes of Development, Absorbent Mind and Sensitive Periods.
- \*Prepare an environment based on beauty, simplicity, exploration and discovery.
- \*Guide the children into the development of a community.
- \*Help the children further their self-construction.

Because Montessori is concerned with human development, it is an ongoing commitment. Both the Association Montessori Internationale and the American Montessori Society offers continuing study after course graduation through workshops, study sessions, and conferences. A favorite conference to attend in the spring is sponsored by the National Center for Montessori Education (NCME). Participants meet people who are dedicated to the same service of the child, and through the child to humanity.

### **Montessori Primary Curriculum**

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 for knowledge. Dr. Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a preselected 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: first, by allowing each child to experience the excitement of learning by his or her own choice rather than by being forced; and second, by helping the child perfect his or her natural tools for learning, so that the child's abilities will be 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.

#### **Practical Life Exercises**

For young children, there is something special about tasks which an adult considers 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 children's' early years.

In this area of the classroom, children perfect their coordination and become absorbed in 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 working habits as they finish each task and put away all the materials before beginning another activity.

#### **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 (pencil and paper) form. Dr. Montessori designed concrete materials to represent all types of quantities, after she observed that children who became interested in counting like to touch or move the items as they enumerate them. By combining this equipment, separating it, sharing it, counting it, comparing it, they can demonstrate to themselves the basic operations of mathematics.

Children in a Montessori class never sit down to memorize addition and subtraction facts; they never simply memorize multiplication tables. Rather, they learn these facts by actually performing the operations with concrete materials. When the children want to do arithmetic, they are given a sheet of paper containing simple problems. They work the problems with appropriate materials and they record their results. Similar operations can be performed with a variety of materials. This variety maintains children's interest while giving them many opportunities for the necessary repetition. As they commit the addition facts and the multiplication tables to memory, they gain a real understanding of what each operation means. In a Montessori classroom, there are many materials that can be used for the mathematical operations of adding, subtracting, multiplying, and dividing.

### **Language**

In a Montessori classroom, children learn the phonetic sounds of the letters before they can learn the alphabetical names in a sequence. The phonetic sounds are given first because these are the sounds they hear in words that they need to be able to read. The children first become aware of these phonetic sounds when the teacher introduces the consonants with the 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 interest in using the Sandpaper Letters. Writing - - or the construction of words with the movable alphabet letters - - nearly always precedes reading in a Montessori environment.

Gradually the children learn the irregular words, and words with two and three syllables, by doing many reading exercises which 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 phonetics gives 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 questions, whether they are about frogs, rockets, stars of 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.

### **Physical Geography**

The large wood 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 concretely. Children also learn the common land formations such as islands and peninsulas by making them.

### **History**

Montessori offers the children a concrete presentation of history by letting them work with Time Lines. Time Lines are very long strips of paper which can be unrolled and stretched along the floor of the classroom. The line is marked off in segments which represent consecutive periods of history.

As an introduction to the idea of history, the children begin by making a time line of their own lives, starting with their baby pictures.

### **Cultural Awareness Program**

The children gain an awareness of the world around them by exploring other countries, their customs, food, music, climate, language and animals. This helps to raise their consciousness about other people, to gain an understanding and tolerance and, therefore, compassion for all the people in the world.

### **Cooking and Nutrition**

The children study the four basic food groups and learn what their bodies need in order to be healthy. They cook nutritious foods that revolve around their studies of other countries.

### **Arts and Crafts**

Art in the primary environment strives to maintain the great joy the child finds in creating something of his or her own. The children have the freedom to explore their imaginations in a variety of mediums used for expression. The importance of the process is stressed at this time, not the end product.

### **Music**

Music is fundamental in the classroom. All types of music are integrated. Music appreciation is cultivated, and music used by the civilizations throughout history is unfolded before the child. Music will find its way in all aspects of the classroom - - as a subtle background during work time, to signal clean-up time, as an integral part of the cultural curriculum, as a form of celebration and fun. It's beautiful to watch a child identify and request Mozart or John Philip Sousa as he or she walks on the line!

### **Science and Nature**

In science the children's' natural curiosity is stimulated through discovery projects and experiments, helping the children draw their own conclusions. The plant and animal kingdoms are studied in an orderly fashion to foster a love and appreciation for all living things.

“A child’s work is to create the man  
he will become . . .  
he works to perfect himself!”

~ Maria Montessori ~

## **Adobe Montessori School Curriculum**

### **PRESCHOOL AND KINDERGARTEN**

|                                                |                                  |
|------------------------------------------------|----------------------------------|
| Reading, including phonics                     | Science:                         |
| Spelling                                       | Botany                           |
| Handwriting                                    | Zoology                          |
| Language (Function of Words)                   | Physical Science                 |
| Children's Literature                          | Household Economics:             |
| Mathematics                                    | found in the Practical Life Area |
| Geography                                      | Sensorial Education              |
| Music                                          | Physical Education & Yoga        |
| Arts & Crafts                                  |                                  |
| *Spanish/Sign Language (as staff is available) |                                  |

### **Children Requiring Special Needs**

Adobe Montessori School desires to meet the needs of its students in every developmental and academic areas possible. However, if a child has special needs which our curriculum, staff, or classroom cannot provide, or the need requires more intensive or specialized intervention than we can offer, then it is in the best interest of the child that his/her parents place their child in another environment which will be able to accommodate his/her specific needs.

## The First Days

When a child starts school for the first time, it's likely that both child and parent will experience mixed feelings.

It is normal, on the one hand, for the child to feel positive and excited about venturing out into the world beyond home, and to be attached to the other children and the interesting things to do at school. On the other hand, it is normal for parents to want the child to have playmates and the social and intellectual stimulation that school can provide. It is also normal for both to have some negative feelings right along with the positive ones.

The child may feel afraid that he/she may not be safe without mother/father, anxious about controlling himself (without the familiar safeguard of the parental presence); he may even wonder if he/she is still loved or feels angry about having to endure this new anxiety. The sadness at being parted for awhile from his parent may come rushing over him at the moment when he says "good-bye" at the school door.

The parent may, to her surprise, have many of the same negative feelings. She has arrived at this choice carefully, sure that Montessori is just what the child needs . . . and perhaps looking forward to a little freedom for herself for the first time in two-three years. Yet, when the first day comes, she too is filled with uneasiness, especially if the child looks downcast or even cries a little. Do the teachers here really know what they're doing? Maybe this child is too young after all. Underneath this layer may be some deeper fears, not even conscious:

- \* this child, who has defined her identity as "mother" is growing up, so who will she be now?
- \* the house will seem so empty while he's at school.
- \* she/he misses their child and feels a bit lonely already.
- \* will she still be needed?
- \* why can't her husband understand how upset she is about this?

In short, both parent and child are experiencing normal feelings of fear, sadness, and anger associated with separation. Recognizing these feelings and resolving them may be the most important tasks to be accomplished all year. This first separation will be the prototype for all those that follow in the child's lifetime. If negative feelings are denied and suppressed now, they may be harbored for years to come, an impediment to the child's healthy development and ability to learn. If his/her heart is home with his mother, his mind and body can't take full advantage of being at school.

## Some Signs of Separation Anxiety

### ... in the Child

- \* says she doesn't want to go to school
- \* resists getting ready in the morning
- \* cries when her parent leaves the school
- \* wanders instead of choosing something to do
- \* avoids teachers
- \* withdraws into thumb sucking or wets pants
- \* when the parent comes to pick him up, he runs away or wants to stay & play  
(it's your turn to wait, as he has waited for you)
- \* complains to the parent that she's afraid of the other children or that others hurt him
- \* gets angry with parents or siblings (about very little)
- \* complains of a tummy ache before school

### ... in the Parent

- \* finding reasons for being late to school
- \* needing to "explain" the child to the teachers
- \* feeling overly critical of the teachers
- \* ashamed or angry if her child cries
- \* trying to leave the school without saying "good-bye"
- \* saying "good-bye" more than once a day
- \* frustration at not knowing what the child did at school today
- \* asking teachers "how he/she did" each day
- \* staying with the child at school beyond the first few days
- \* getting angry with husband, child, or self (about very little)

## What to Do?

**Be Prepared.** Know in advance that some of these feelings are normal, and know their signs. If you have decided your child is ready and have taken care to choose a school you can trust, then relax and rely on the judgment you made at a less trying moment to carry you through the separation period.

**Decide ahead on how you'll handle the first few days, and let both the child and teachers know.** your child off at school, emphasize when you'll be back for her, and what will happen after that. If you feel you need to come with your child to get him started, discuss this need with your teacher and decide on the best way to handle it. Be sure to sit in the classroom and playground as a quiet observer. Perhaps bring something quiet from home or work to work on yourself while you sit in the classroom. The child needs to be quietly encouraged to disengage from you and explore the classroom/playground. After no more than a one to three days of doing this, tell the child that the next day you will drop him off and come back at pick up time.

**Be Honest with your feelings.** If it is hard to say good-bye, then let it be hard. Phony cheerfulness won't make it go away faster.

**Let your child have his/her feelings.** Let him/her know it is okay to feel sad, or scared, or mad -- and still go to school. This will lay the foundation in helping your child understand that although new experiences bring many positive and negative feelings, he/she can still forge ahead and jump into the new situation life brings, ready to face all the ups and downs that life will bring!

**Give support with your positive expectations.** Remember that you are happy that she/he can go to school, that she/he will have other kids to play with, and that you expect her/him to like it as you do.

**Let him/her walk into school, as this will give him a feeling of independence.** Carrying her/him into school will make her feel like a baby.

**Give special attention at home for awhile.** Set aside some “loving time” just for him/her every day, so your child can count on it.

## Conferences & Reports

Parent conferences are scheduled with the parents of all children in the Fall and Spring for the students. In addition to these two sessions, parents or teachers may call for conferences as the need arises. A written report is available for students ages 3-6 at the Primary campus after each conference, upon request.

## Observation Guidelines

TO PARENTS AND VISITORS WHO VISIT THE ADOBE MONTESSORI PRIMARY CAMPUS ON DEL RIO

As you probably know, while you are in the classroom, your child may not behave as he/she usually does in the room. We, therefore, would like you first to watch the group as a whole.

1. Notice how the children initiate activities.
2. Note the different lengths of time the children are involved in the work. Notice that different children have different abilities to concentrate and be absorbed in their work. Notice, too, how some children, even when distracted, return easily to their work.
3. Are some of the children working in small groups? Observe the level of interaction between and among children.
4. Notice the different types of activities in which the children are engaged.
5. Notice how the teacher presents lessons. You will see that the individual reactions to the presentations are different. Generally, observe for individual differences of many kinds in the children relating to age, experience, motivation and interest, etc.
6. Observe your child in relation to the above points.

\*\*\*\*\*

7. Please remain at your place and refrain from talking with teachers or children or other observers. If a child approaches you or talks with you, respond briefly, but do not engage in any extended conversation or activity with him/her.
8. If you want to arrange for a follow-up discussion with the teacher or Administrator, please leave the message for her, or there may be an opportunity to talk with her **briefly** while you are in the classroom, **if time and situation permits.**

## **Observation Policy**

We encourage parents to visit the class during the school term. In addition to parents, we welcome students, teachers, and others interested in education to observe. Parents of enrolled students are always welcome to observe on an open door basis. Please keep in mind, though, that your child may not be ready to have you observe. Children often act quite differently in front of their parents. Either they won't leave your side or they begin to act silly! It is important that the classroom remain undisturbed by the parent or the child in order for you to enjoy a valid observation of the classroom in its normal condition. Discuss with your child's teacher when a good time for an observation would be.

Drop-in observers will be accommodated at the discretion of the Administrator, Mrs. Root or the school's Office Manager, Ms. Kai. They are responsible for maintaining an orderly environment. Observation times may begin at the end of September. This helps the students become adjusted to their classroom and its routines. Please follow the suggested guidelines for observing that are included in this Handbook.

## **Responsibilities of the School, Parents & Child**

### **SCHOOL**

- \* To provide an environment that is clean, safe, and attractive
- \* To maintain the standards and licensing required by state, county, and city agencies
- \* To provide a program that is stimulating, developmentally appropriate, and the best possible
- \* To remain committed to professional growth and be open to new ideas

### **PARENTS**

- \* To bring and pick up the child on time
- \* To fulfill financial obligations to the school promptly
- \* To support both school and child by:
  - \* Attending parent meetings and conferences
  - \* Keeping informed on goals and policies of the school
  - \* Volunteering time, effort, and talent as possible
- \* To support your child's teacher in helping your child attain his/her potential academically, socially, and developmentally

### **CHILD**

- \* To be an active participant in the Montessori classroom
- \* To accept responsibility for his/her actions
- \* To construct the adult she/he will become

## **Ground Rules of the Classroom**

- \* We are here to respect each other, not to hurt one another.
- \* The only activities allowed are safe ones.
- \* We all have the right to go about our business undisturbed if we so choose. We may touch items that are ours or if we have received permission from the owner. This includes classroom work that is temporarily “owned” by the user.
- \* We may interrupt by waiting silently to be recognized by the speaker. For emergencies, taps on the teacher’s shoulder will draw her attention quickly.
- \* A child involved in work is not a behavior problem, and normalized children love to work.
- \* Running is allowed only on the playground if it is done safely.
- \* Loud voices and boisterous movements are considered disturbing and will be brought to the attention of the initiator (for consequences, see Discipline).
- \* Physical attacks made in anger (as opposed to play, if not too rough) are never allowed.
- \* A fair discussion with a teacher as “referee” must ensue, until all involved are satisfied.
- \* Participation in Group Time activities is optional unless the teacher indicates otherwise. Students choosing not to participate may work or sit at tables in adjoining areas. The alternate activity, however, must not disturb the group in any way.

## **Discipline at Adobe**

- \* When a child first breaks the rules, it is assumed that he did not know the proper way to behave.
- \* The teacher will demonstrate to the child how to behave and what to say in a particular situation.
- \* When a child willfully disobeys, disrupts, injures or destroys, he is immediately, but gently removed to a place apart from the group, but within the same room, when possible. This enables the child to observe other children behaving in a positive way. He may join the group or activities when he feels he can control disruptive actions. Sometimes the child must be held on the staff member’s lap until he/she gains control of their body.
- \* When a child repeatedly has problem behavior, the parents are called in for a conference. Consistent methods of discipline are discussed, and the parents and teachers try to establish a constructive plan of action.
- \* If all efforts fail to help the child and he/she is a negative influence on the classroom, parents may be asked to remove the child permanently from the school. To experience negative attention brought about by negative behavior, reinforces nothing but negative behavior. This would be hurtful to the child’s self-esteem. A change in the child’s school environment may be helpful or may at least help to identify the source of the child’s problem behavior. This is never an easy decision, and never taken lightly. Alternative placements may be considered, if a change in classroom is thought to be helpful in the child’s development. However, this is only done on the approval of the teacher of the suggested classroom and on approval by the Administration. (See Enrollment Contract - section on Termination/Withdrawal - second paragraph.)

## **Conditions That May Require a Child's Permanent Dismissal from School**

We will work with children for an extended period of time and exhaust all avenues before requiring a student's enrollment be terminated. The length of time we work with a child is determined on an individual basis by the teacher and administration. We always try to meet the needs all concerned - foremost, the student, then his/her classmates, and then the staff. It is always a difficult decision, for the teacher and administration, as well as the parents, to terminate a student's enrollment. It is made only after great efforts have been made to help the child adjust to the classroom and after conferences with parents, teachers, and administration to find ways to help the child adjust her/his behavior. We are firmly committed to creating an environment that is positive for all of our students.

We ask that parents be aware of the love and nurturing that a teacher puts into her classroom and students. She will make every effort to have a positive environment for each individual child. She is an advocate for all of her students and a Montessori directress will guard each child's right to work undisturbed. Respect for each other and the environment is a high priority in a Montessori classroom. The materials and classroom routine will enable a child to calm himself/herself and maturity will be able to develop. If your child is not ready for this classroom or has a particular need that our classrooms cannot meet, our teachers will bring this concern to the attention of our administration and the parents. We will then meet and discuss your child's specific needs. Recommendations will then be made determining the suitability of our classroom for your child.

There are occasional rare situations that arise that necessitates a child's placement to be terminated sooner than normal, such as within a day or week of enrollment. This is extremely rare, but in the best interests of the child or the classroom, it may be necessary to delay enrollment. For example, if a young child begins school and is overly distraught and won't allow the teacher or assistant to comfort him/her or get the child interested in activities; perhaps there is a language barrier which is too difficult to overcome, then on a rare occasion the teacher may suggest that the parent withdraw the child, giving him/her time to grow and develop until he/she is developmentally ready to embrace our environment - or another educational environment. Again, this is a rare occurrence, and not taken lightly. Montessori teachers have a high commitment level to their students and will advocate what they feel is in the best interests of the new child, as well as all of their students.

Please refer to the Enrollment Contract, Section: Termination/Withdrawal, 2nd paragraph.

### **Snack Program**

The staff at Adobe Montessori School encourages and appreciates your participation in the snack program. Please refer to the Snack Calendar that is sent home each month to see what day your child gets to bring home the snack basket! Your child enjoys a sense of pride as his/her snack is displayed and served on their day. Also, at Line Time your child is thanked by all of their classmates for providing the day's snack. This ritual not only helps the school budget, but provides variety in the types of snacks enjoyed throughout the month. It is also a vital part of the Montessori community experience for your child. To comply with health standards, food must be purchased at the grocery store and be unopened at the time it is brought to school. Juice must be 100% fruit juice.

## **Lunch & Nap Routine**

Full Day Primary students and Early Primary students are asked to bring their lunch. Students will begin their lunch/playground time at 11:30am and finish by 12:30pm. This hour will give a 20 minute lunch time, a 20 minute game/story period, and a 20 minute recess. At 12:25pm students will line up and return to their classrooms with their teachers. Early Primary children will have a 20 minute lunch period, a 20 minute story time after lunch for a pre-nap calming period, then your child will lay down for their nap. Prior to napping, your child will be given the opportunity to go to the bathroom. Immediately upon awakening, they will again go to the bathroom and be aided in their grooming needs.

### **Rollee Pollees for all Napping Children**

Any parent who wishes their child to nap must purchase a Rollee Pollee from the office. They are \$26. A Rollee Pollee is a pillow and blanket built into a one-piece, sleeping bag design. It has two labels for the child's name ~ which is a big help for the staff and child. The children love their Rollee Pollees! They are also very convenient for the parent to wash since you can just toss the whole thing into one load in the washer. We've had parents and grandparents purchase them for sleepovers and traveling. At the end of each nap time, the Rollee Pollee is rolled up and put into the child's labeled, clear backpack-style holder for ease in storing, as well as sanitation. The backpack makes it very convenient to take home and transport in the car. Parents will be given their child's Rollee Pollee each Friday to take home for washing. Make sure you bring it back on Monday! No worries, your child will insist on bringing back to school.

## **Birthday Celebrations**

A "Montessori Celebration of Life" has been planned for your child on his/her birthday. We emphasize the wonderful changes which have taken place since your child entered the world. Each classroom celebrates birthdays in a variety of ways. We ask that parents prepare a posterboard with a pictorial history of your child. Make a family project of making your child's birthday poster colorful and interesting by decorating around the pictures, adding the child's own artwork, etc... If you would like, write a short narration and attach it to the back of the poster for the teacher to read to his/her classmates. Talk about the child's family members, pets, and favorite foods, book, family vacations, songs, etc

**Note:** Please do not send treat bags or food treats! We ask that no food treat be brought to school. Sadness mars the celebration when absences occur and a child who is absent misses the treat bag, treats are spilled or lost, and parents feel pressured to measure up to their child's perception of "what everyone else brings".

The joy of having the family work together to make the Birthday Poster, along with the "Celebration of Life" experience in the classroom will allow the child to enjoy his/her birthday in a new way where the focus is on the milestones the child has made, rather than what goodies he or she brought!

**BIRTHDAY BOOK** - Many parents & students have loved giving a book to their classmates on their birthday. This is a very special tribute to your child! Books that are given have the child's name and birthdate written in the front of the book, along with any greeting you may want to write. In that way, anytime that book is read by the teacher or a student, your child's name is seen and mentioned in class. Good books are a treasure - to be appreciated and loved for many years! Speak to your teacher or Ms. Kai, if you would like to give a birthday book!

**BIRTHDAY PARTY INVITATIONS** - If you would like to plan a birthday party for your child outside of the school hours, we ask that this be a private matter that does not involve the school. You may ask your child's teacher for the names of the children you would like to invite, then put a request in to the office for the names and/or addresses we are authorized to give. Please give the office at least a **full week's notice** to have the list ready for you.

**PLEASE DO NOT ASK THE TEACHER/STAFF MEMBER TO GIVE OUT INVITATIONS AT SCHOOL. Please send them by mail.** This often hurts the feelings of the uninvited classmates, as well as sometimes a child is absent and misses getting the invitation - or drops it on the ground or on the floor of the car and the parent never sees it!

## **Sharing - Show & Tell Days and Toys & Cuddlies**

YOUR CHILD'S OFFICIAL SHOW & TELL DAY AT SCHOOL WILL BE ON THEIR SNACK DAY. Spend some time with your child planning what he/she would like to share with their classmates. The sharing item must be of educational value such as a book, pictures of family/pets, rocks, shells, geodes, special items that he/she collects, nature items, etc..... Please have the items **clearly marked** with the child's name. Pet animals are not permitted. We also cannot accept toys or personal treasures; this includes money, gum, candy, special toys, jewelry, and miniature cars. We are encouraging your child to look for - and see the beauty in nature and foster a love of reading! Our emphasis is on nature and books versus toys for your child's Show & Tell. The teacher and school cannot be responsible for lost or damaged items (refer to Paragraph 2 of the General Release Form).

Items from home that "accidentally" find their way to school (children can be ingenious!) will be immediately placed in a special place out of reach of students for the duration of the class period. It will be sent home at the end of class. Toys, cuddlies, bottles, and blankets are not allowed in the classroom. They are disruptive to classmates and inhibit your child's ability to concentrate on his/her work.

### **Items from School**

Children enjoy bringing home books that they are learning to read or the teacher has read to them. We invite them to take a book, enjoy it with you, then return it the next day. Also, if your child comes home with some small object that looks like it belongs to the school, it may be part of a puzzle or other "set" material. Please return them as soon as possible. Montessori materials are extremely expensive. When one part is missing, the activity becomes invalid and it must be replaced. Our teachers are very careful in helping students become orderly in returning materials to their proper places on the shelves. However, Montessori materials do "call" to a child and are very inviting! Somehow they find their way to a pocket and go home with children! We appreciate help from the parents in identifying these small pieces and returning them to your teacher. She will be so grateful for your support!

### **Child-Friendly Clothing Guidelines**

Your child should wear washable and comfortable clothing. The clothes should emphasize independence by being easily manageable for the child, such as elastic waistbands, etc. Children should not wear clothing that parents would be upset if they got paint on! Students wear paint aprons - but it is amazing how creative a child can be in getting paint on themselves despite all efforts to protect the clothing! Soft-soled shoes are best for playground and indoor activities.

**NO FLIP-FLOPS, BOOTS, OR COWBOYS BOOTS, PLEASE!** They slip easily, and boots hurt fingers and toes much more than the normal shoe. Each piece of removable clothing should be labeled with the child's name. A change of clothing for children ages 2 to 4 1/2 must be sent in case of water spill, bathroom accident, etc..... **EACH ITEM MUST BE LABELED** and placed in a LABELED GALLON-SIZE ZIP-LOCK BAG. When a child is sent home with wet clothing, please replace the spare clothing as soon as possible so your child always has a change on hand. Please include gallon size zip-lock bags to send home the wet clothing.

**GIRL'S HEADPIECES & BOY'S HATS & SUNGLASSES:** Head gear, whether decorative or serviceable cannot cause disruption and tears in the classroom. Avoid having your child wear decorative headbands, etc that will fall off, be taken off and shared with a friend, or have pieces that will not hold up well with playground activity. Hats may not be worn inside the building. Be sure they are labeled clearly inside with your child's name. Please remember that we are not responsible for lost or misplaced items.

**REMEMBER:** LABEL ALL COATS, SWEATERS, JACKETS!! Each year we send several articles of clothing to charitable organizations. During cold weather, students bring in numerous jackets, sweaters, etc... Parents go crazy wondering where all their child's warm clothing went! Often it is easily found in a classroom, on the coat rack. Sometimes it went home with another child because it was confused with another student's clothing. The only way this can be helped is if the item was labeled clearly.

**REMINDER:** We do not encourage children to bring backpacks. However, if they do ~ LABEL CLEARLY ON THE EXTERIOR OF THE BACKPACK WHERE WE CAN EASILY SEE THE CHILD'S NAME.

**LABEL ~ LABEL ~ LABEL ~ LABEL ~ LABEL ~ LABEL**

### **Arrival & Dismissal Times**

To empower your child and make their transition into the classroom as smooth as possible, we greet cars at the Arrival time and escort your child into the school, then bring them to your car at Dismissal time. Read the procedure for this time on the next page. The Car Line times are as follows:

Early Primary Students Do not use the carline. Please walk your child into the classroom. When your child transfers to the Primary classroom, he/she is old enough and ready to make this transition.

|                     |                                       |             |
|---------------------|---------------------------------------|-------------|
| Primary Classrooms: | Morning Class Car Line Arrivals       | 8:25-8:45   |
|                     | Morning Class Car Line Dismissals     | 11:25-11:45 |
|                     | Afternoon Class Car Line Arrivals     | 12:25-12:45 |
|                     | Afternoon Class Car Line Dismissals   | 3:05-3:15   |
|                     | Full Day Students Car Line Arrivals   | 8:25-8:45   |
|                     | Full Day Students Car Line Dismissals | 3:05-3:15   |

If you arrive before or after these times, please park your car in the parking lot (not in the pick-up lane) and come inside to check out your child through a staff member.

If a class is in session or a group activity is in progress, please make your dismissal as quiet and non-disruptive as possible.

These ARRIVAL and DISMISSAL times are designed so that your child's arrival and dismissal can be safe and orderly with minimal time waiting in line. We expect parents to use these times, unless you need to use the extended times. Please avoid coming into the building during these 15-minute periods. This prevents congestion and confusion during these important transition times.

The staff has been asked to avoid conversations during these time periods. We want to minimize the time spent waiting in line. If you have a question or concern, please call the office and leave a message for your child's teacher.

## Arrival & Dismissal Procedures

### **EARLY PRIMARY STUDENTS:** PLEASE WALK YOUR CHILD INSIDE.

Please park in the parking lot and walk your child into the classroom #6~Mrs. Preston's & Mrs. Weatherly-Hawley's classroom.

### **PRIMARY & KINDERGARTEN STUDENTS:**

YOUR CHILD IS READY TO USE THE CARLINES DURING POSTED TIMES. Please enter the school as shown on the Traffic Pattern Map and wait in your car until a staff member has helped your child from the car. **If you wish to come into the school for any reason, please park your car in the parking lot so as not to impede the traffic flow.**

If you bring your child before or after the CAR LINE TIME, make sure you bring your child into the school. Do not leave until a staff member sees your child arrive, and you have signed him/her in on the attendance board. **NEVER** just drop off a child without some contact with the staff. We appreciate your efforts with these policies. It is for your child's safety.

We will dismiss your child by bringing him/her to your car in the CAR LINE at dismissal time. If you use a carseat, please have it placed on the right side of the front or back seat so that it is in place **before** you have driven into the car line. We will place your child into the seat, but you will need to buckle it, after you have pulled ahead enough so as to allow the cars to continue the traffic flow. If necessary, pull into the parking lot to complete the buckling process.

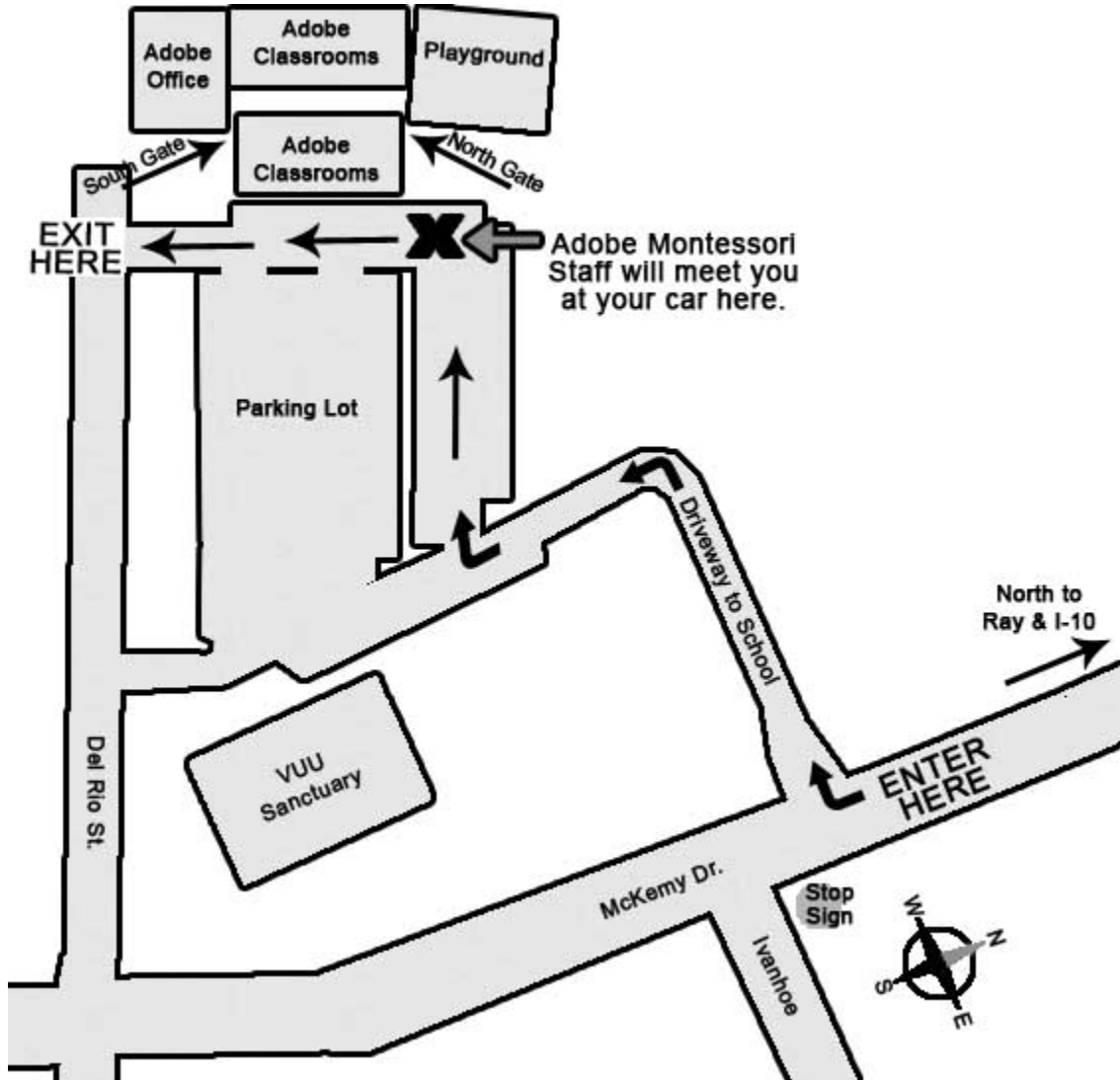
A major problem in dismissals is when parents have asked someone else to pick-up their child and we must check identification and authorization. Should someone other than the regular pick-up person come, please give the teacher a note to that effect when you drop your child off in the morning. We cannot release a child to any unauthorized person not on the Emergency Card Signature List. If there are any questions on our part about the person picking up your child, we will ask that person to park and a staff member will call the parent to verify. **The State of Arizona requires a picture I.D. and a parent authorization** to release your child. Whether the pick-up person is on the Emergency Card or you sent a note in, we must have a picture I.D. This is simply to double-check the identity of the pick-up person and to guarantee the safety of your child; no offense or lack of trust is intended. We will I.D. fathers, grandfathers, relatives, babysitters, nannies, etc... until we become acquainted with them. Please let your pick-up people know our policies and come prepared with picture I.D. They will also be required to sign the attendance board.

### **FOR ALL PARENTS**

**DO NOT LEAVE OTHER CHILDREN UNATTENDED IN YOUR CAR AT ANY TIME.**

AGAIN, IF YOU NEED TO COME INTO THE BUILDING OR WISH TO SPEAK TO A TEACHER (EVEN FOR A FEW MINUTES) DURING THE CAR LINE TIMES, PLEASE PARK YOUR CAR IN THE PARKING LOT SO AS NOT TO RESTRICT THE FLOW OF CARS IN THE CAR LINE.

# CAR LINE MAP



## **Illness**

Any child who appears to be ill upon arrival at school will not be allowed to attend class. If you notice signs of illness before bringing your child to the school, such as a fresh cold, sore throat, inflammation, fever, rash, diarrhea, vomiting, etc., please keep your child at home. This is an Arizona State Department of Health regulation which is enforced not only to protect the ill child, but all children and staff at the school in case of communicable disease. The observation of this policy will lessen your child's risk of illness and allow a faster recovery in the home environment. In the event of communicable disease in the school, ie, chicken pox, strep throat, etc..., we will notify all parents immediately of its presence and of the symptoms. Please refer to the information given along with this handbook that outlined the symptoms of the most common illnesses. A call to the school is expected if your child will be absent.

If your child's illness require medication, your child cannot return to school until he/she has been on the medication for a **minimum of 24 hours from the time of the first dosage.**

If your child becomes ill during the day, we will isolate him/her from the group and a parent will be notified. The blue Emergency Information Card, which you completed prior to your child's admission to class, will provide us with information regarding persons who can be reached in this type of emergency, if you are not available. If your child should be injured and require medical attention, you will also be notified immediately. The Emergency Information Card, with your signature, gives parental permission for medical and hospital care. If this is not done, emergency treatment cannot be given to a minor child.

Please help us reduce the rate of illnesses at our school by cooperating fully in keeping an ill child at home. Plan ahead for alternative child care in the event of illness.

## **Injury**

Some minor injuries are to be expected when normal children are allowed to explore their physical environment and their own capabilities. We do our best to maintain the playground and the classroom in a safe condition. Standard first-aid procedures include washing the area with antibacterial soap, hydrogen peroxide (if necessary), first aid creme, and a band-aid. Ice, when necessary may be applied to small bumps. A notice is sent out the day of the injury for parents to be aware of any injury. In the event of a severe injury, a parent will be notified and/or fire fighter/paramedic will be called. Students having any severe condition such as asthma will have paramedics called in the event of a severe reaction or difficulty with breathing, etc.

## **Procedures for Unforseen Events**

1. Police will be called in case of any threat to the safety of the children or staff caused by civil commotion, riot, or any other threatening behaviors. Children will be kept in the safest location possible on the school premises and protected by the staff until the police arrive and pronounces that the threatening event has passed.
2. In the event children are to be sent home due to school closure for an unexpected reason, the parents will be notified, and the children will be kept in the safest location possible on the premises until the children are picked up by the parents or other authorized person(s). When the children are picked up by the parents or other authorized person(s), the school's responsibility for the children ceases.
3. In the event of fire, the fire alarm will be sounded and the children will proceed outdoors, as outlined by the fire department. The fire department will be called, and the children will be kept in the safest location on the school grounds until the fire chief declares that the fire danger is passed. If necessary, parents will be notified to pick up the children as outlined in item #2 above.
4. In the event of a bomb threat, the procedures outlined, including calling the police department, in item #3 will be followed.

## Health Habits

In keeping with good health habits, we teach children to wash their hands with soap every time they use the toilet, before eating, and anytime a child is observed touching his/her personal parts of his/her body. This should be encouraged at home until it becomes a life-long habit. Teach your child to blow his nose, discard used tissues, and cover his mouth when he coughs or sneezes. Instead of covering their mouth with the hands, we teach and encourage children to cough or sneeze into their elbows. This reduces the spreading of germs by the hands which would have been used to cover the mouth!

We strongly discourage the administration of medication at school for the obvious liability reasons. The State of Arizona asks that we encourage parents to give their children the necessary dosages before and after school. Medication that is needed 2-3 times a day may be given at home. An antibiotic, for example, may often be given at home before school, a second dose after the child is home, then a third dose before bedtime.

## Medication Policy

1. No medication will be given that is not prescribed by a doctor; over the counter medications must accompany a permission slip and be in the original container! If medication must be given, please get a medication authorization form from the school office.

**No medication will be given without this form.**

2. No medication will be given without permission from the parent to administer the medication.

3. No medication will be accepted that is not in the original prescription bottle. Any over-the-counter medications prescribed by your doctor must be in the original bottle and labeled with the child's first and last name, in pen.

4. All medications are to be personally delivered by a parent to a staff member. Medications **may not be brought to school by the child, or sent in his lunch container.** Medications sent in without appropriate forms, sent in a lunchbox, or delivered by the child will not be administered until contact has been made with the parent and forms filled out completely. This is in consideration of your child's safety!

5. If possible, medication should be administered by the parent at home. **We cannot stress this enough.**

6. If a child required antibiotics, he should not return to school until he has been on the medication a **minimum of 24 hours from the time of the first dosage.** in order for the antibiotic to take effect completely.

## **Immunization Information & Schedule**

The State of Arizona requires that all students have the following immunization schedule completed before attending school. If your child is missing any of the immunizations, we will inform you of this and you will need to contact your doctor to get your child updated. All students must have the required immunizations or a letter of medical exemption from your pediatrician. The State does allow a religious belief exemption. Either exemption must have paperwork signed and placed in your child's file. Please see page 29 of this handbook. Adobe requires these immunizations to be updated at the time of registration. The State of Arizona's Department of Health requires this policy and is enforcing it.

### **IMMUNIZATION SCHEDULE FOR 3-5 YEAR OLD CHILDREN**

| <u>IMMUNIZATION</u>          | <u>NUMBER</u> | <u>REQUIRED AT WHAT AGE</u>                                                                                              |
|------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------|
| DPT                          | 4             | 2mo,4mo,6mo,12-15mos                                                                                                     |
| OPV                          | 3             | 2mo,4mo,6mo                                                                                                              |
| MMR                          | 1-2           | 12-15 mos, 4-6 yrs or 11-12yrs                                                                                           |
| HIB                          | 3-4           | 2-15 mos (in phases)<br>Usually is given as a combo injection with the DPT                                               |
| Hep B                        | 3             | Birth-18mos (in phases)                                                                                                  |
| ** Hep A required as of 1992 |               | Birth-18mos (in phases)<br>2-5 years administered 6 mos apart. Required as of 10-1-99 (series completed as of this date) |

A fifth DPT and a fourth OPV is given between the ages of 4-6 years, typically at the beginning of the Kindergarten year. The above schedule reflects the minimum number of immunizations required between the age of 3-4 years of age. The child between the age of 4-6 years must have the 5th DPT and the 4th OPV by the Kindergarten year.

### **IMMUNIZATION SCHEDULE FOR ELEMENTARY AGE CHILDREN**

| <u>IMMUNIZATION</u> | <u>REQUIRED NUMBER</u> |
|---------------------|------------------------|
| DPT                 | 5                      |
| OPV                 | 4                      |
| MMR                 | 1                      |
| HIB                 | 1                      |
| Hep B               | 3                      |

**A copy of your child's most current immunization schedule must be attached to the enrollment forms or the emergency card must be signed by the doctor's office.**

***FOR THE MOST CURRENT INFORMATION REGARDING THE  
RECOMMENDED 2009 CHILDHOOD IMMUNIZATION SCHEDULE  
POSTED BY THE  
DEPARTMENT OF HEALTH & HUMAN SERVICES ~  
CENTERS FOR DISEASE CONTROL & PREVENTION***

***PLEASE CLICK ON THE IMMUNIZATION SCHEDULE BUTTON UNDER  
"INFORMATION"  
ON ADOBE MONTESSORI'S WEBSITE  
THANK YOU!***

## **Exemption Information**

Medical Exemption: If a child has a medical condition which contraindicates administration of vaccine, a specific form must be signed by the parent and the physician and be on file at the school.

Personal Belief Exemption: The State does not allow this exemption for the preschool age child.

Religious Beliefs Exemption: If immunizations are against the religious beliefs of the parent, the "Request for Exemption to Immunization" must be completed and signed. The State only allows religious exemptions for the preschool age child.

### **\*\*\*IMPORTANT NOTE\*\*\***

If the child is exempt for any reason other than laboratory evidence of immunity and there is a disease outbreak, the child will not be allowed to attend school/child care/preschool until the risk period ends. The risk period can be in effect for weeks and months, depending on the various outbreak factors.

## **Parent Education & School Events**

Parent Education Nights are held three times during the year for the preschool parent. Films, slide presentations, and discussions, etc will help the parent to understand various aspects of Montessori education and philosophy.

Please plan to attend. These nights are not only educational, but fun!

Also ~ Circle these dates:

Fall Open House, an evening event

FUN-tastic Fall Fling! & Valentine Exchange with Mommy & Me! ~ two daytime events  
&

THE Event of the Year ~ Adobe Montessori's Children's Operetta! ~ a Saturday morning event  
You cannot miss out!

## **2009-2010**

### ***Children's Operetta ~ Nanny Goats Gruff!***

At the end of each school year students look forward to what has become our culminating year-end tradition - the CHILDREN'S OPERETTA! These are exciting events for our students. Our productions have been perfected and have grown in size and attendance through the years; we needed to find stages and auditoriums large enough for the productions to be mounted effectively, as well as to accommodate the comfort of our parents.

The 2009-2010 preschool's Children's Operetta will be **Nanny Goats Gruff**. This is our **twenty-first** production and is held at Dobson High School's auditorium.

To help defray the costs, a \$15 fee per student is charged in the billing for Payment #10. This aids in the budgeting and rental costs of the auditoriums, staging, sound equipment, costumes, scenery costs, the mandatory janitorial or technical crews required by the auditoriums, etc... that these productions require.

The students and faculty appreciate your support, both financially, as well as collaboratively, with your volunteer efforts. These productions require the creative genius of our talented parents and faculty. We greatly appreciate your interest and support!