

Table of Contents

WHAT IS MONTESSORI?	1
MARIA MONTESSORI	1
THE MONTESSORI METHOD	1
THE MONTESSORI ENVIRONMENT	1
THE WHOLE CHILD APPROACH	2
PRACTICAL LIFE AND ART	2
SENSORIAL	2
LANGUAGE	2
MATH	2
SCIENCE	2
MONTESSORI VS. TRADITIONAL EDUCATION	3
MONTESSORI CHILDREN	4
WHAT DID YOU DO TODAY?	4
STAFF INTRODUCTION	5
TUITION AND FEES	8
SCHOOL HOURS AND POLICIES	9
SCHOOL HOURS	9
FULL-DAY PROGRAM	9
EXTENDED DAY - KINDERGARTEN	10
FULL-DAY LATE FEES	10
ARRIVAL AND PICKUP	10
CHILD RELEASE POLICY	10
SCHOOL CLOSING	11
SCHOOL CLOTHING	11
WINTER CLOTHING	12
CHANGE IN ENVIRONMENT	12
PROCEDURES	12
ADMISSION: PROCESS AND POLICIES	13
WHO IS ELIGIBLE?	13
PHASING-IN PROGRAM	13
SCHOOL FILES	14
BOOK TO SCHOOL	14
CLASSROOM: GOALS AND GUIDELINES	15
CLASSROOM GOALS	15
CLASSROOM GUIDELINES	15
LEARNING BLOCKS	15
DISCIPLINE	16
ILLNESS AND EMERGENCY	17
CONTACT POLICIES	17
ILLNESS	17
MEDICATION	18
ACCIDENTS AND OTHER EMERGENCIES	18-21
CELEBRATIONS AND SPECIAL OCCASIONS	22
TOYS	22

SHOW AND TELL (MONDAYS)	22
BIRTHDAYS	22
PARENT BOARD	22
OBSERVATION	23
PARENT CONFERENCES AND MEETINGS	23
SPECIAL TALENTS	23
FOOD	24
WEEKLY SNACK	24
BREAKFAST	25
LUNCHES	25
NAPPERS	25
ACTIVITIES OFFERED	26
SPANISH	26
DANCE	26
FUN BUS	26
SCHOOL OF ROCK (MUSIC)	26
ART-ALA-CART	26

What Is Montessori?

"Our aim is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inmost core."

-Maria Montessori

Maria Montessori

Maria Montessori was born in Italy in 1870. She became the first woman doctor in her country's history. Her early work was with special needs and poor children. In 1907 she was asked to direct a daycare center in a housing project. It was there that Dr. Montessori began creating materials for the children. She discovered that they were disciplined in the materials and had taught themselves. Dr. Montessori created materials that allowed freedom of choice and control of error. Maria Montessori became well known all over the world teaching people her methods. She wrote many books that are available in our office. Dr. Maria Montessori died in 1952, but her theory and practices as well as the unique materials are still used today.

The Montessori Method

The Montessori method is based on the child's developmental needs for freedom within limits and a carefully prepared environment. It guarantees exposure to materials and experiences to develop intelligence as well as physical and psychological abilities. It is designed to take full advantage of the self-motivation and unique ability of children to develop their own capabilities. The classroom is divided into many areas, so the child can choose work independently on his or her own level.

The Montessori Environment

When children enter the Montessori environment, they will be doing many things for themselves. They will want to continue these things at home as part of the process of becoming more independent. Help us by letting your child choose their own clothes, dress themselves, brush their own teeth, pour milk or juice from a small pitcher, or conduct any other easy household chores they enjoy. However, do not rush these things, as it will only frustrate your child. Showing children how to do a task correctly is far preferable to telling them they are doing it incorrectly.

This new environment may also cause changes in your child's behavior. Becoming independent may be a new experience and you may want to discuss this with your child's directress. We have parent meetings to enhance your knowledge of Montessori and discuss the concept of independence and how it encourages self-discipline.

The Whole Child Approach

The primary goal of a Montessori program is to help each child reach his/her full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive / academic preparation.

Practical Life and Art

Practical life is designed to develop the children's fine and gross motor skills by working with practical materials such as pouring, spooning, window washing and clothes washing. Practical life develops concentration, independence, and order. All materials have purpose to them. Creativity, fine motor skills, and imagination are truly amplified through working in our art area. This area of the classroom develops a child's ability to be independent, and care for themselves.

Sensorial

Materials in our sensorial area teach the children color, sizes, shapes, weight, texture, taste and scent. This area is designed to make use of their five senses. Children learn to coordinate the materials through their relationship of sizes and colors. Geometric shapes and the names of the shapes are learned as well as other language that applies.

Language

Montessori uses the phonetic approach to reading. After learning the sounds of the letters the children match objects or picture cards to the corresponding initial or ending sound. Once vowels are learned, three sounds are blended together to make a word. The children discover sounds make words, and they begin to "explore" this concept through reading. Older children build their own words and then sentences with the movable alphabet. Journal writing is brought to life in the Montessori classroom.

Math

All Montessori math is concrete. That is, the children learn by touching, seeing and counting the materials. Montessori sandpaper numerals are a wonderful way to introduce the names of the numbers. With a hands-on approach, children begin to understand the relationship between numbers and objects. Once this concept is achieved, children are introduced to the decimal system through the "golden beads." Since the children learn at their own rate, addition, subtraction, multiplication and division are introduced individually.

Science

Science is a great tool for the education of children. Montessori children receive concrete science and can use it in further abstract learning. The children are taught about the universe, biology, geography, zoology and natural science. The natural world around us is introduced through hands on exploration (bugs, water, dirt, etc.)

Montessori vs. Traditional Education

Montessori

- Emphasis on cognitive structures and social development
- Teacher has unobtrusive role in classroom activity; child is an active participant in learning
- Environment and method encourage internal self-discipline
- Instruction, both individual and group, adapts to each student's learning style
- Mixed age grouping
- Children are encouraged to teach, collaborate, and help each other
- Child choose own work from interests and abilities
- Child formulates own concepts from self-teaching materials
- Child works as long as she or he wishes on chosen project
- Child sets own learning pace to internalize information
- Child spots own errors through feedback from the material
- Learning is reinforced internally through the child's own repetition of an activity and internal feelings of success
- Multi-sensory materials for physical exploration
- Organized program for learning care of self and environment (polishing shoes, cleaning the sink, etc.)
- Child can work where she or he is comfortable, moves around and talks at will (yet does not disturb the work of others); group work is voluntary and negotiable
- Organized program for parents to under the Montessori philosophy and participate in the learning process

Traditional

- Emphasis on rote knowledge and social development
- Teacher has dominant, active role in classroom activity; child is a passive participant in learning
- Teacher acts as primary enforcer of external discipline
- Instruction, both individual and group, conforms to the adult's teaching style
- Same age grouping
- Most teaching is done by teacher and collaboration is discouraged
- Curriculum structured for child with little regard for child's interests
- Child is guided to concepts by teacher
- Child generally given specific time limit for work
- Instruction pace usually set by group norm or teacher
- If work is corrected, errors usually pointed out by teacher
- Learning is reinforced externally by rote repetition and rewards/discouragement
- Fewer materials for sensory development and concrete manipulation
- Less emphasis on self-care instruction and classroom maintenance
- Child usually assigned own chair; encouraged to sit still and listen during group sessions
- Voluntary parental involvement, often only as fundraisers, not participants in understanding the learning process

Montessori Children

Montessori children are unusually adaptable. They have learned to work independently and in-groups. Since they've been encouraged to make decisions from an early age, these children are problem-solvers who can make appropriate choices and manage their time well. They have been encouraged to exchange ideas and discuss their work freely with others. Their good communication skills ease the way in new settings.

Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop strong self-images and the confidence to face challenges and change with optimism.

Social and Emotional Development

Montessori Children have a strong sense of social and emotional mastery developed through a sense of independence, problem solving and experiences throughout their day. Hands on techniques monitored and encouraged by staff, these children excel in a positive reinforced environment.

What Did You Do Today?

As we emphasize the process instead of the product, please don't ask your child what he or she did in school. Each child does many activities, and it is hard for him or her to respond with specifics. Usually, after an hour or more at home, your child may spontaneously tell you about the day. If you cannot wait, choose a specific question such as, "Did you build the Pink Tower today?" Best of all, come and observe. We have a helpful book on this subject for loan or purchase. Ask for a Parent's Guide to the Montessori Classroom by Aline D. Wolf.

When A Child Leaves Montessori School of Aurora

After your child has experienced our three-year Montessori Educational Program he or she will be very confident in their new surroundings.

Their love of learning has been nurtured and celebrated to ensure a continued academic curiosity. This curiosity will enable confident growth throughout their lives.

FaceBook

Find us on Facebook !!!

From time to time there will be posts of children involved in school activities. Please let our office know if you prefer that your child not be photographed or filmed for such usage.

One of the most important decisions parents make is to provide the best early childhood education for their children. Thank you for choosing a Montessori education for your child. We strongly recommend that parents inquire into the qualifications and training of the staff. We have a highly trained professional staff with many years of experience. We invite you as a patron of our school to take the time to review the capsule biographies of our administration and staff.

It is the absolute mission of Montessori School of Aurora to continually inspire and support every child in all endeavors of educational and personal growth. We are committed to teach, nurture and inspire children so that they may continue life's journey as confident and happy individuals.

*Sincerely,
Lori and Joseph Contreras*

Staff Introduction

Lori Contreras (Owner / Director) is a native of Colorado. She received her Bachelor of Science degree in counseling from Metropolitan State College of Denver in 1984. Lori counseled teenagers for a few years, but always had the desire to teach. She became an assistant at Greenwood Montessori in 1987, and remained there until 1989. She loved it so much that she decided to further her education in Boulder, Colorado where she did her Montessori training. Lori's internship was done at Lone Tree Montessori School, and she received her Preprimary Credential Certificate in May of 1990. Lori assumed her own classroom at Lone Tree and taught there for 5 ½ years. She became Director Qualified in 1993. Since then Lori's growing interest in the business world has caused her to excel as an entrepreneur. Together, she and her husband Joseph opened the first Montessori school in Aurora, Colorado. Montessori School of Aurora opened its doors August 1st, 1995. Lori heads the administration and is on site daily.

With an ever-growing community and high demand for good education, Lori and Joseph have decided to expand even further by constructing a new facility which houses 5 pre-primary classrooms and one Toddler classroom. The new facility opened its doors November 2000 on Smoky Hill & Tower Rd.

Lori has been married since 1984 and has two children, Rachel and Dustin.

Joseph Contreras (Owner) is also a native of Colorado. Growing up in Colorado enabled Joseph to spend much of his free time riding his Harley, fishing, snow-mobiling, and hiking. Through these hobbies, Joseph developed an appreciation and love for the great outdoors. He attended Metropolitan State College of Denver in order to learn more about the world of business. Joseph's love of art prompted him to take several art classes at Metro as well. Joseph has always dreamed of having a family of his own, and takes fatherhood very seriously. Together with his wife, Lori, he outlined and executed a business plan that soon became their dream come true, Montessori School of Aurora. The school has become his second passion. In addition to his outdoor pursuits, Joseph also enjoys reading, woodworking, home improvements, and family life.

Mindy Sawyer A mother, and now a grandmother, Mindy has always had a special love of children. She has an Associates Degree from the Community College of Aurora, and has completed several hours in psychology. She worked for the department of defense for 15 years, where she received awards for her abilities as an accountant, team leader, supervisor, and instructor. Prior to that job, Mindy was a licensed day care provider for 5 years. She has been a volunteer for the CFC charity organization, Special Olympics, and Children's Hospital. Miss Mindy started at MSA January 2001 in a pre-primary classroom. Mindy began her Montessori training January 2005, graduated January 2006 with a pre-primary certificate and is the directress in classroom #1.

Patricia Kilmer Hi, my name is Pat Kilmer and I have been part of the Montessori School of Aurora family since 2007.

I am so very proud to be the Head Teacher in the Toddler 2 classroom. I have a loving style of teaching, nurturing and supporting the children to ensure a great experience to their early education.

Montessori education and theories have always made sense to me and I truly support "follow the child". So much that I knew I had to be a part of it. My classroom is full of age appropriate Montessori materials and we have a great time using and learning with them.

I have plans to continue my Early Childhood education as I find it amazing.

I lived in Wyoming for four years and ran a daycare for children ages 3 months to 10 years. I moved to Colorado in 1981 with my wonderful family. I love it here.

When I am not enjoying the children and staff at MSA I am busy with gardening, traveling, jet skiing and spending as much time as I can with my children and grandchildren.

I cannot wait to meet you all and to thank you for allowing me to be part of your child's development.

Cuqui De La Rosa was born in Monterrey, N.L. Mexico. Through her educational experiences in teaching and mentoring children of all ages she has received Associates Degrees in Translation and Interpreter of the English language. These Degrees have allowed Cuqui opportunities to teach English classes as well as take on a job as a Bilingual Executive Assistant in Monterrey, Mexico.

Relocating to Colorado in 1998 with her husband, Cuqui further used her experience to help children with the English and Spanish languages.

She has received Certificate Awards for "Spanish with Children", "Writing and Reading in Spanish" and "Introduction to Montessori Philosophy".

Through a great love of teaching and mentoring children, Ms. Cuqui and her husband have been busy as founders of Great Sports Program for children 3 to 12 years of age (Soccer Summer Camp). They have 3 wonderful children of their own and truly believe in the family life.

Ms. Cuqui started teaching within a 3-6 classroom at Montessori School of Aurora as an assistant in 2008 and is quoted; "Montessori for me is.. Experience of Life".

As becoming more and more involved with the Montessori Philosophies Ms. Cuqui had decided to pursue and complete her Montessori training and become a Certified Montessori Directress. She will receive her Montessori Certificate in May 2013 and is proudly the Head Directress in classroom 3, she is on site from 7:30-3:30 M-F.

Jen Gilpin joined our staff in April of 2007. She is a native of Fairfield, Iowa. Ms. Jen attended and graduated from Fairfield High School in 1998. She attended and received her Bachelors of Science degree in Child, Parent, and Community Services in 1994 from State University in Ames, Iowa.

Ms. Jen has worked in residential treatment centers and day treatment centers for children at risk, and substance abuse treatment for teens. While living in Cedar Rapids, Iowa for six years, she worked with children who were diagnosed with severe behavior disorders as well as learning disabilities.

She moved to Colorado in 2003 and worked for the Cherry Creek School District as a Special Education Paraprofessional. Ms. Jen worked at the Joliet Learning Center for the next three years. During this time she married her husband Kent.

Ms. Jen received her Montessori Training Certification in May 2011 in Boulder, Colorado in August 2011.

When Ms. Jen is not at MSA, she enjoys spending time with her husband and their two cats, and family. She keeps busy with workouts at the local gym and yoga classes. Loves to travel and is an avid reader of many titles. Ms. Jen is the Directress in classroom #4 M-F 6:45-3:15

Rachel Contreras was raised in a Montessori atmosphere. She attended a Montessori program as a child and since childhood, has had an amazing love for learning and sharing learned knowledge. As Ms. Rachel grew older she began working at MSA in 2004 and fell in love with the program. She continued working as a teacher's assistant while attending Metro State University in Denver Colorado in pursuit of a Bachelor's Degree in Human Development, Director Qualification, her Teaching License as well as a Certification in Early Childhood Development. Ms. Rachel received her B.A. in May of 2012. She is currently continuing her educational goals to become a Certified Head Directress in the Montessori Educational field. She will obtain her certification May 2014. Ms. Rachel is the Directress within classroom #5 at Montessori School of Aurora. She has worked extremely hard and is very proud and excited to continue to work with children in a Montessori Program as a Head Directress.

When Ms. Rachel is not at MSA, she enjoys nature and loves the great outdoors. Hiking and exploring are a must. She stays busy with her friends, family and her dog Princess. Ms. Rachel is available M-F 8-4.

Shawn Hampleton was born and raised in New York. She completed her B.S. in Business Management at Hampton University, VA. She continued her education and received her MBA in Finance from Fordham University in NYC. She and her husband transferred to Colorado after visiting for a vacation. Their children attended Montessori School of Aurora.

Ms. Shawn has been and overwhelming support to our facility since 1999 and we are proud to have her as our Assistant Director.

In her spare time Ms. Shawn enjoys scrap booking and her family life.

Tuition and Fees

FALL

Registration Fee

This **\$100.00** fee is to help in the overwhelming cost of the entire materials used daily by our students such as: paper, crayons, paints, brushes, colored pencils, etc.

Tuition Montessori Full Day Program

Full Day: 6:30 a.m. - 6:30 p.m.

\$954.00 per month

Tuition Montessori Morning or Afternoon Class

Morning Class: 9:00 a.m. - 1:00 p.m.

\$593.00 per month

- Tuition payments are based on the entire academic year, and are divided into nine monthly installments.
- ***No refunds*** will be given if a child is sick, or time is missed because of vacations. If chronic illness is a problem, please contact the administrator.
- A **Tuition Agreement** form must be signed before your child is enrolled.
- Tuition fees include afternoon snack, art supplies, and Spanish class.
- Monthly tuition is due the first of every month.
- **LATE FEE:** *Tuition received after the third of each month is subject to a \$10.00 late fee. There will be an additional \$2.00 per day after.* Insufficient funded checks will have a \$25.00 fee.
- Our doors close promptly at 6:30 p.m. daily. Late pick ups do require an additional charge of \$2.50 per every five (5) minutes late – please pay the staff member who has stayed with your child this extra time at the time of pick up.
- Any fees unpaid will result in the child being withdrawn.
- There is a 10% discount applied for one sibling. Additional siblings will receive a 5% discount.
- **Tuition reflects August 28, 2017 – May 25, 2018 (179 Days)**

School Hours and Policies

School Hours

Early Morning	6:30am
Breakfast	6:30 am – 8:00am
Morning Session	8:45am - 11:45am
Lunch and Playground	11:45am-1:00pm
Pre-Kindergarten / Kindergarten	1:00pm - 3:00pm
Full Day Program	3:00pm - 6:30pm

Full-Day Program

Our program is built around the Montessori philosophy of letting the children do things for themselves, and respecting others and their work. Many individual and group activities are planned to create curiosity, stimulate independence, and encourage good feeling toward others.

This program combines early morning care with a Montessori Preprimary and Extended Day. A summer nature program is provided, including swimming lessons and field trips. The purpose of our full day program is to provide a nurturing, caring environment for the children of working parents. During the year, many creative play environments are designed to provide this aspect of growth and development. These environments are changed regularly to provide for extensions of our science and cultural curriculum of the Montessori classroom.

Change In Environment

If you are planning a vacation without your child, and he or she is staying with someone else, you must report this to the directress. We request this because it may cause change in your child's school behavior.

If a relative has died, a parent has changed jobs, a baby is born, or there are other departures from your normal family routine, please inform us. The emotional well being of your child is very important to us.

Kindergarten

This advanced curriculum for five and six-year-olds is followed throughout the year and focuses on in-depth studies in math, language, and cultural areas. Science exploration is an integral part of this program. Science experiments and field trips stimulate advanced concepts for children who are at this maturity level and exhibit good work concentration habits. Children at this level advance at their own level in every area of the Montessori environment. When children finish this year, they move into a Montessori elementary program, private school, or a first grade public school. Children who enter this program have their 5th birthdays before October 1st.

Full-Day Late Fees

A late fee will be charged after 6:30pm. Please pay the adult in charge. The late fee is \$2.50 every five minutes. If you know you will be late, please call the school. 303-617-0740

Arrival and Pickup

Children and parents arriving at 6:30 am will enter through the main entrance. Please sign in. A staff member will greet you, and assist your child with his or her coat. The time before school should be a period of calmness, so please do not rush your child. Children who come in after 7:45am will go into the common area and do creative play. Class time starts at 9:00am. If a child arrives late and his/her class is gone in cases of field trips etc. The child will be placed in another classroom within the school and the head teacher will be advised.

All parents and relatives who pick up children are expected to follow our common courtesy policies. On arrival, stand in the doorway to notice where your child is located or until a staff member welcomes you. This transition between school and home can be a joyous time when both parent and staff recognize that other children are still working or other parents and children are finishing the transition. Courtesy, short, quiet conversations, and respect for working children, parents and staff is required to set a good emotional tone for ending the day.

Child Release Policy

Frequently friends or relatives will pick up children. We will not release any child to anyone without permission from the parent(s). A note to this effect must be given to your child's teacher, or written in the information book up front. In an emergency, notification of a change may be made by telephone. However, identification must be shown. If your child is new to the school, identification must be shown when you pick up your child. Thereafter, request for identification is at the discretion of the staff in charge. *Identification is always asked when someone other than you picks up your child.*

End of our Day

Staff members check: 1) Sign out sheets to ensure that every child has been accounted for. 2) Walk through the entire facility making certain that all children are physically accounted for and gone for the day. 3) All perimeter doors have been closed and locked. 4) All windows have been closed and locked and all shades have been closed. 5) All interior lights have been turned off. 6) All interior doors have been closed. 7) Security system has been engaged.

Each Teacher

Has an attendance book and afternoon list. Children are accounted for throughout their day.

School Closing

The administrator is responsible for school emergency closing or early dismissal. Call the school and listen for a message for direction. (303-617-0611)

We also announce our School Closing/Delayed Start on Channel 9 news in the event.

School Clothing

Clothing in good repair creates independence and a good self-image. Children should wear clothes that encourage free play and movement. We encourage parents to place the responsibility of choosing clothes on the child. Have your child choose clothes the night before, and encourage your child to dress him or herself. Make sure the choices fit the season. A suggestion we would offer is a low rack in your child's closet so they can reach their own clothes. Place clothes that are out of season where the child can't reach them. All children will need a plastic zip-lock bag with a change of clothes in it. Label the bag and each item of clothing.

Please include:

- 2 pairs of socks
- 3 underwear
- 2 shirts
- 2 pants or short

Check your child's bag often to make sure it fits the season and your child hasn't outgrown them.

Winter Clothing

During winter season, all children need to bring boots, a hat, gloves, and snow pants. The children always go outside for fresh air and exercise if the temperature is above 20 degrees and not raining. *Be prepared!* Winter boots need to be large enough so the children can succeed in putting them on without assistance. Tie boots are a bad design for children. Quality, lined gloves suitable for wet outdoor play are a must. Snow pants can be left for the full-day children. Coats should have large zippers in good repair, or buttons that the children can easily fasten. This will help make the child independent. Ask the question, "Can my child learn independence from the clothing that is being worn?" Encourage children to zip, button, snap, and tie by themselves.

Hot Weather

Once the weather reaches excessive temperatures, (90 degrees or higher), the children are permitted outside for a limited amount of time. Once outside, the children are closely supervised to make sure they are not over heated and are given plenty of liquid to insure they do not become dehydrated. Please dress your child appropriately.

Sunscreen

Although we supply Sunscreen from April through September, you may choose to supply your own. Make sure that all Sunscreen is clearly marked with permanent marker with child's name. Children will not be allowed to share their Sunscreen, so please make sure that your child has their own. Please have your child practice applying Sunscreen onto them self.

Procedures

Child Departure Policies (daily)

Attendance must be checked and recorded throughout the day indicating time of arrival and departure of each student.

Head counts are required of staff every ten minutes throughout the day.

All departing children are accounted for on Check Out List.

All parents/legal guardians are required to indicate time of drop off / pick up and initial our provided student lists. These lists are checked nightly and are verified that all children have been picked up. If a child has not been picked up by closing time we contact parent/legal guardian through the use of emergency lists. If all efforts to contact parent/legal guardian have been exhausted, proper authorities must be notified (police, sheriff's office).

If your child for any reason has not been added to this classroom list, please let your head teacher or administration know immediately.

We reserve the right to deny any person who attempts to gather any student from school grounds if:

- An alternate cannot or refuses to produce adequate Identification.
- An alternate or parent/legal guardian is suspected of being under the influence of alcohol or medication in which clearly impairs them from transporting a student safely. Authorities will be notified if necessary.
- Abuse is suspected.

Please see Child Release policy.

Lost Children

In the event that a child is presumed missing and only after the entire school grounds are searched completely and all records/checklists indicate that the child should be present, the parent or legal guardian will be contacted by school administration. The police and / or fire rescue will be contacted.

Tornado

In the event that the National Weather Service has issued a tornado warning for our immediate or surrounding areas: all children, staff, parents and administration will be gathered into the most inward area of the schools building. Will be advised and follow all severe weather procedures.

Fire

In case of a fire any employee must activate fire alarm, which are located throughout the school. All employees are trained to follow procedure, which is calmly gathering all children while checking all areas of the room and taking a head count. One staff is to lead all children to a designated area of the parking lot and complete role call. All attendance sheets are checked by head teachers and reported to administration.

Test Safety Drills

Once per month we practice and administer Fire, Severe Weather, Lockdown and Evacuation drills. We have determined in the event of an evacuation that our alternate location(s) will be the postal building or the library (Smoky Hill Road and Biscay).

Admission: Process and Policies

Who Is Eligible?

- The school is open to all children one to six years of age.
- Children with special needs are admitted after parents observe a full Montessori work cycle and feel the program will be beneficial.
- This school admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies and other school-administered programs.

Phasing-In Program

A phasing-in program is conducted after a child is registered. There are three steps in this process:

1. The parent(s) and the child first visit the school.
 2. Upon exception to the school, the parent(s) and the child return to the school for a more in depth tour. During the same day, a teacher will do a “home visit”. This visit is to help the child feel more at ease upon entering their new school environment (this visit usually lasts about 15-20 minutes).
 3. When the child attends school, he or she is gradually introduced into the environment.
- We have found that our phasing-in program promotes good feelings for both the parents and the child, and provides a smooth adjustment to the school experience.
 - In early childhood, separation emotions often occur between parents and child. Frequently parents feel a great loss, and the child feels insecure. To ease this adjustment, consult with your child's teacher about your previous experience with leaving your child. This should be discussed during the phasing-in visits and before the first real day of school. If necessary, we will be happy to repeat the school or home visit to insure a smooth transition.

Security Camera

We employ the use of CCTV to monitor our facility. Although we invite our parents/legal guardians to use this tool to view their children during their day, we also reserve the right to discontinue this system at any time and for any reason. This is not part of our tuition agreement. Please request the use of this system through Mr. Joe at: Mrjoe5206@q.com

School Files

Each child will need to have a completed file within the first week of school. This includes:

1. Application
2. Tuition Agreement Form
3. Emergency card, Medical Report Form, and Immunization card from a doctor
4. Authorization Form
5. Child Care Questionnaire Form
6. Picture of your child
7. Questionnaire Form for Parents

Children MAY NOT begin school without:

1. Medical Records

2. Proof of Immunization

- The Department of Social Services and Colorado Statutes dictate the reporting requirements for suspected child abuse and child neglect.
- Social Services regulations require that all visitors sign in and out, noting time of arrival, departure, and purpose of visit. Sign in/out sheets are located in the front of the school. There is also a book in the front of the school in which you may note anything about your child, such as who will pick him or her up if it isn't the parents. Administration staff and the directress will read the book every day to keep communication open. Visitors may be asked to sign a register and wear an identification tag.
- Childcare services play an important role in supporting families, and strong families are the basis of a thriving community. Your child's education, physical, emotional, and social development will be nurtured in a well-planned and run program. Remember to observe the program regularly, especially with regard to children's health and safety, equipment and play materials, and staff. For additional information regarding licensing, or if you have any concerns about a child care facility, please consult the Colorado Division of Child Care at

**1575 Sherman Street
Denver, Colorado 80203-1714
303-866-5958**

Reporting Child Abuse

You have a legal right to make a report to Arapahoe County Department of Social Services if you suspect wrong doing within our school, school staff member, or other clients. Our case number is 3281.

Before making such a report, we ask that you contact our office as we can assist you through this process.

Classroom: Goals and Guidelines

Classroom Goals

- The continual happiness of each child
- Building self-esteem
- Understanding and providing for the social, emotional, and academic needs of each child
- Respect for others and our environment
- A feeling of independence

Classroom Guidelines

We express our discipline goals to the children in six simple statements:

1. Be kind to others.
2. Talk quietly.
3. Walk slowly.
4. Be responsible for yourself.
5. Do your best.
6. Listen.

Remember that we, as teachers and parents, need to be in continual communication regarding social interactions of each child. We as teachers and parents also have to follow our classroom guidelines.

Learning Blocks

As teachers working with parents, we begin to form a partnership for a successful school experience. All Directresses are asked to observe the phasing-in process closely during the first three weeks of school. By this time, the children's natural curiosity has led them into good work habits and an acceptance of being with other children. As children move into independence and free choice, we can begin to identify any evident learning blocks. If we note such blocks are developing, a conference will be scheduled to help identify the area of growth and development necessary for a successful school experience. Testing by an outside professional may be suggested. It is crucial that we all work together as advocates of the child. During the next three weeks, a determination will be made as to whether the child can be successfully integrated into our academic environment or if another solution would be in the best interest of the child, parents, and school.

Discipline

In searching for ways to help build each child's self-esteem and ability to respect others, we strive for a calm and satisfying environment. Children learn behavior from observing other children and adults. It is the responsibility of adults to help foster healthy and happy interactions. Social attitudes are learned at home as well as at school.

Our two rules of the classroom teach the children respect for their environment and respect of one another. They are:

1. You may not hurt the materials.
2. You may not disturb another child's work.

Since we are continually showing the children by our smiles and manner that we like what they are doing, both socially and academically, they feel happy and through their "work" gain self-worth. Usually, all that is needed to stop any disruptive behavior is a look from the adult in charge.

If a child is in need of quiet space to calm their bodies, they are directed to one of our front offices and cared for with proper supervision.

Classroom rules center on respect for others and our environment. The children are not permitted to do anything that will disturb someone's work. This usually happens by accident, and the children generally tell the other child what he or she did to disturb the work. This often is sufficient. If the behavior continues, the teacher's help will be enlisted, and together they will talk to the child involved. If the problem persists, the teacher isolates the child for a "time out and away" from working, or being a part of the group. There is no special place for this in the room. Any chair, mat, or floor space serves the purpose. If the behavior continues, parents are asked to explore, with the assistance of the teacher, the reason for the child's inability to function within the school or on the playground. A decision is reached on how to handle any further disturbances or harmful activity. In rare cases, it will be suggested that the parents seek professional guidance, and the child may be required to shorten their day or withdraw from school.

Establishing good feelings continues on the playground. What may be unacceptable play is discussed with the children, the goal being the understanding of what is "unacceptable play." If such activity occurs, the children are encouraged to first handle the problem by discussing it, then with a teacher's guidance to help solve the problem. If a decision is that the child needs to be removed from the playground, he or she will be required to come inside for a determined amount of time. Consistency is the golden rule of any disciplinary action, and the emotional ability of each child to help solve the problem is always considered. Conflict resolution skills are encouraged at age three.

Further assistance recommendations: 1) Check with Pediatrician. 2) Children's Hospital. 3) Child fine.

Illness and Emergency

Contact Policies

We must have two emergency numbers on the application. If serious illness or emergency occurs and we are unable to reach you, we will contact your personal physician, or if necessary, call an ambulance or other emergency service. It is absolutely essential that you keep the school up-to-date on any changes in telephone numbers, emergency numbers and other pertinent information.

Illness

If an illness arises we will attempt to contact you immediately. Your child will be taken to an isolated area, you the parent will be contacted and asked to pick up your child *WITHIN 45 MINUTES* after being contacted. If your child has a contagious infection, we require a written note from your physician that your child is no longer contagious before admission to the school.

A note about illness. If your child has any of these indications, chances are they are not healthy enough to attend school:

- A fever of 99 degrees or higher
- Deep coughing
- Yellow or green nasal or eye discharge
- Upset stomach
- Vomiting or diarrhea

If your child is ill enough to be sent home with any of these symptoms, he or she may NOT return to school the next day. Wait a minimum of 24 hours without the use of medication to make sure that he or she is symptom free before returning to school.

If a child exhibits any of these symptoms at school, a parent will be notified to make arrangements to take the child out of school. The child may return to school after he or she is symptom free. We are aware that this can be a real burden. However, it not only makes the child more comfortable, but also prevents exposure to the rest of the students.

A note about contagious diseases: The school must be notified immediately so notices can be circulated. *If strep throat is contracted, the child must be on medication for 24 hours before returning to school.*

This School will report to the Colorado Department of Public Health and Environment if there is an outbreak of any communicable illness.

Our Schools Nurse

For any further questions or concerns, please feel free to contact our schools nurse (Debbie) at: Tender Care Consulting 303-359-9553

Medication

We discourage the giving of medication at school. If possible, an alternative scheduling of dosages should be explored with a doctor. If medications are given, the following will be needed:

1. A note must accompany all non-prescription medication from the doctor stating the times and dosages as well as the length of treatment. *This includes over-the-counter medicine, such as Tylenol, Motrin, etc.*
2. Prescription medication must remain in the container bearing the original label, which shows the prescription number, name of medication, date filled, physician's name, child's name, and directions for dosages.
3. A release from parents stating that the Montessori School of Aurora has your permission to administer these medications.
4. All medication should be handed from adult to adult, and enclosed in an appropriate container.
5. Sign-in sheet for medication should be done daily and filled out in full or medication cannot be given. A Pediatrician must fill out the permission slip in order for us to administer medication of any kind. Medication forms will be provided by the school and must be used for each medication to be administered.
6. If your child has an ongoing prescription, you must complete a HealthCare Plan Form. This includes Nebulizers, EpiPen etc. Prescription must be updated annually.
7. We are in compliance with the Nurse Practice Act.

Accidents and Other Emergencies

Given the nature of children, accidents will happen. Hopefully, they will always be minor bumps and bruises. In the event of an accident or injury, the staff member present will care for the child. He/she will notify other staff members and the administration as to the severity of the injury. If necessary, a parent will be notified as to the possibility for medical treatment or the need for the child to be taken home. Professional emergency aid may be summoned in the event of severe injury or illness. An incident report will be made and signed by the adult in charge as well as the parent. The report will be kept in the child's file, and parents may request a copy.

Procedures for Emergency (staff)

- A) Survey scene to notice other children and look for any continuing emergency or danger. Ask for assistance to maintain safety.
- B) Examine the child and assess the injury, call for help from another teacher. Apply First Aid as needed. Make sure the administrator or staff supervisor has been notified. Make sure parent, legal guardian, or physician has been contacted. Call 911 if needed.
- C) Incident reports must be completed entirely for any injury. Incident reports must be completed legibly with correct spelling, punctuation, and grammar.

Medication(s) storage:

Room Temperature Storage Medications:

In inhalers, nebulizers, prescription medications are stored within a sealed plastic container and are placed in a designated area marked with a RED CROSS symbol.

Cold Storage Medications:

Are stored within a kitchen located refrigerator marked with a RED CROSS symbol.

CNS stimulant (Central Nervous System) medications are to be locked within a container and placed in designated area above kitchen sink.

EpiPen are stored within each classroom accordingly within a plastic and sealed container along with a picture of child and healthcare plan. To be located within a cabinet and placed on the top shelf. Cabinet must be marked with a RED CROSS symbol.

Policies for Field Trips:

- Seating is arranged and noted for each vehicle
- Corresponding paperwork for each child is placed within each vehicle
- Proper car seats are distributed and placed within each vehicle properly / securely
- Children weighing 40 lbs. or less must be in a car seat
- Head counts must be completed frequently. Especially upon arrival and departure
- Company transport must be equipped with First Aid Kit
- NO children in the front seats
- In case of emergency, children must be safely removed from the vehicle and at a distance of at least 30 feet
- Emergency response is to be notified and summoned
- Montessori School of Aurora Administration must be promptly notified

Procedure for changing Preschool age children:

- Staff must wear gloves at all times
- Use wipes as directed
- Wash hands accordingly
- Spare clothing is utilized
- The use of plastic bags for soiled clothing
- Items soiled in feces will be contained in plastic and discarded accordingly

Videos

Occasionally the children will be watching educational videos. They are also permitted to watch rated **G** movies on certain occasions. However, we will require written permission from you for your child to be allowed to participate.

ALL Visitors MUST sign in and show Identification.

Procedure to vacate building:

Teacher must react quickly and calmly, give DIRECT instruction to staff, visitors and children / special needs children

Teacher must have:

- Emergency list
- Current attendance
- Allergy list
- Pictures of all students within the classroom
- Head counts must be done frequently and accurately

Meet at designated SAFE building(s)

* Post Office: 18555 E. Smoky Hill Road, Aurora, CO. 80015 (303) 699-8907

* Smoky Hill Library: 5430 S. Biscay Circle, Aurora. CO. 80015 (303) 693-7449

- Parents must be notified and given direction for reunification

School Lock Down Procedure:

Administration must react quickly and calmly, give DIRECT instruction to staff, visitors and children / special needs children

- Lock all exterior perimeter doors and windows
- Close all classroom doors
- Move all children, staff, visitors to center of building
- Head counts must be done frequently and accurately
- Await instruction from authorities
- Parents must be notified and given direction for reunification

Emergency Plan For Unwanted Visitor:

In the unfortunate event that someone enters our facility with the CLEAR intent to harm students / special needs students, staff, parents or guests:

Procedure:

- Engage the fire alarm firmly, locate the blow horn within your classroom and press the trigger
- All staff members who can locate the blow horn will react by also pulling the trigger
- If you are unable to vacate the building, hide the children, staff and guests as best you can

Teacher must react quickly and calmly, give DIRECT instruction to staff, visitors and children / special needs children

Teacher must have:

- Emergency list
- Current attendance
- Allergy list
- Pictures of all students within the classroom
- Head counts must be done frequently and accurately

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Celebrations and Special Occasions

Toys

Please keep toys at home. Children will fight over their toys and want to play with them. We ask that no toys come to school. Thank you!

In the event that toys or personal items such as money etc. are brought into the facility, they will be placed in child's file (at facility entry way) away from the classroom mainstream.

Show and Tell

One day of each week, a period is set aside for showing or telling about our weekend. Objects from nature are usually brought and the children learn to speak in front of a group. This is an excellent way of gaining self-confidence at an early age. We want children to observe our natural environment, ask questions, and enter into stimulating conversation. Books are always welcome for show and tell. Please mark the show and tell item with your child's name. NO TOYS are allowed for show and tell.

Birthdays

Your child's birthday is an important time and a learning experience for everyone. We invite you to sit with us at "line time" on this special day. Please send photographs of your child (one for each year of his or her life, if possible) during the week prior to the celebration. Each child makes a time line of his or her life. At "line time" we dramatize the years of the child's life in "the walk around the sun" and you may wish to share special events that happened in those years.

Since sharing has always been a part of our birthday celebration, some parents have asked if their child could contribute something of use to the school. Although you should not feel you need to give anything, books and discs are always welcome, or your child's teacher may have other suggestions for items that are needed in the classroom. Children can mark their name in the book as a gift to the school.

We have experienced difficulties with private birthday invitations. Please send them by mail rather than passing them out at school, or ask the administrator to help you, or you may clip them to the files in the front of the school.

Parent Board

Parents of children attending the Montessori School of Aurora are invited to join the Parent Board, which meets once a month. Issues involving the school or school policy are discussed in an open forum with the owners of Montessori in order to clarify or amend policy, suggest improvements, or devise fund raising strategies

Observation

Our doors are always open, and we encourage you to visit the school. At least twice a year, we would like to see each parent actively involved in observing the class. To visit the room and have an opportunity to work with your child, call the school to schedule a convenient time.

Parent Conferences and Meetings

Parent conferences are held in late fall and in the spring. Your child's directress will schedule dates and times. If need arises, special conferences may be held. Don't hesitate to discuss any area of development you feel is important so that we may fully help your child to grow.

Parent meetings will be held throughout the year. An aspect of Montessori or a related area of study will be presented. This is an excellent chance to expand your knowledge of how your child learns through discovery, and how you can use this in the home. It is also a time to share areas of growth and development as well as learn how to become a more effective parent.

Special Talents

We would appreciate you sharing with us any special talent or area of expertise that would benefit our children. For example, we always incorporate a study of the continents in our curriculum. If you have visited or lived in another country, we would appreciate your sharing this experience and any artifacts you may have. Children feel excitement and pride when their parents are able to come at "line time" and share something special with the class.

Food

Weekly Snack

A healthy snack is provided each day during our schoolwork period. Parents are responsible for the week's snack, which are usually one or two weeks per year. Snacks consist of nutritious foods from items on our snack list.

Frequently children decide to continue to work rather than having a snack. Therefore, please make sure your child has an ample breakfast. On holidays or special days, we will be cooking with the class. We all enjoy and look forward to these rewarding occasions.

This year we are implementing a new food preparation activity in our classroom, which will coincide with the daily snack. The children will participate in the actual preparation of the snack-washing and/or slicing the fruit and vegetable, spreading the cheese, butter or other spreads, grating cheese, or any other activity which may be involved in the food preparation.

Every child will be responsible for bringing a snack and preparing it for the entire week. We encourage you to talk with your child about the nutritious choices from the suggestion list and allow him or her to be a part of the decision in what to bring. Try to include some things from each of the four food groups during the week: protein, grains, fruit and vegetables, and dairy. Below are a few simple suggestions:

Please note that we are a NUT free facility due to the many allergies of our children.

- Celery and cream cheese
- Crackers and cheese
- Oranges, grapes or other fruit
- Dried fruit
- Banana bread or other quick bread (without nuts)
- Muffins (without nuts)
- String cheese
- Yogurt dip and vegetables
- Granola bars (without nuts)
- Bagels and cream cheese
- Apples
- Rice or popcorn cakes
- Tortillas with butter and jelly
- Homemade trail mix - dried fruit, cheerios, etc. (without nuts)
- NO CARROTS PLEASE

Please make the snack as simple as possible so your child will have an enjoyable experience preparing it for the class. Approximately 30 children per day have snack. Many of us are conscious of limiting the amount of sugar, fat, and preservatives in our diet. So, please limit these choices or save them for special times. Feel free to use your imagination. This is a nice togetherness time for you and your child in choosing a snack, and then shopping for it.

You will receive a snack schedule. Please look it over, and mark your week to provide snack on the calendar. If your child's appointed week conflicts with your schedule, please make arrangements to trade with someone on the list.

Breakfast

If your child eats breakfast at school, the staff will assist your child. Breakfast is served until 8:00 am. There is an additional \$10.00 per month charge if the child eats breakfast at school 5 days a week.

Lunches

Children are asked to bring their own lunch. Please place their lunch in their own lunch box. Make sure all lunch boxes are marked with their name. Make their lunch nutritious and please pack only one dessert. Make sure you rotate their lunches and do not give your child the same lunch every day. Check snack list for ideas for lunch. Mark all plastic items and place their lunch in the refrigerator in the morning.

NO SIPPY CUPS PLEASE.

NO NUT PRODUCT(S) PLEASE.

PLEASE CHECK ALL INGREDIENTS OF SNACK ITEMS (Granola bars, candy bars, lunchables)

If you choose to bring SOY product in place of Peanut Butter PLEASE place a note in the your child's lunch container indicating the use of SOY.

Nappers

Children who take a nap will be provided with their own sheet and blanket from the school. They will be washed weekly. We ask that no blankets or pillows from home come into the school. We encourage no stuffed animals to nap with unless your child is attached to it.

No stuffed animals or toys allowed. All children 6 or younger are required by Social Services to rest for 30 minutes each day. After rest time, afternoon class will begin.

Activities Offered

At Montessori School of Aurora

Spanish Class

Monse' Arisa teaches Spanish once per week in mornings and afternoon for one half an hour per group. Taught in a fun and accurate way with the use of many educational materials. Cooking, singing, games, visual creativity, and lots of fun and laughter.

This is offered as part of our curriculum and is included in tuition requirements.

Fun Bus

The Fun Bus is a refurbished bus whose seats have all been removed and walls and floors padded and carpeted. A year round climate controlled full-sized school bus that is guaranteed to bring FUN right to you! The Fun Bus philosophy is to enhance learning going on inside the classroom and home, using a hands-on approach to FITNESS while making it FUN! This bus is equipped with: Tunnels, Climbing Shapes, Barrels, A Trampoline, Bars, Parallel Bar, and Balance Beam. This padded and safe equipment varies week-to-week depending on our lesson plans and children.

Fun Bus is on site Tuesdays starting at 3:00 pm.

Glam Dance

Kimberly Michels comes to us with years of dance experience and holds a Bachelor of Arts degree in dance. A choreographer and instructor for studios, high schools and collegiate teams. Time to get the children up and moving in a fun and safe way !

Dance is on Monday's 3:00-4:00.

School of Rock (music)

Little Wing music classes are offered at Montessori School of Aurora on Thursdays from 3:30-4:00. Ages 3^{1/2} - 6. Little Wing is the answer to early childhood music education. Using games, creative activities, and movement to support the learning experience.

For video examples of classes offered inaction, go to: **littlewing.com**

Art-Ala-Cart

Explores and introduces many subjects with the use of watercolors, oil and soft pastels, color pencils, and markers. Develop concentration, listening skills, fine motor skills, and self confidence. Every Tuesday 9:00 am.