

2014-2015
School Year

Dear Parents,

Welcome to St. Andrews Montessori. This year we have expanded our toddler program to run full day, we have added 4th grade, and we have built a napping atrium for the preschoolers. This year marks 28 years of service to the Macon community. As always, we anticipate your involvement and support to make this a very successful year.

Policies and procedures are outlined in this year's handbook. It is everyone's responsibility to read the handbook and become knowledgeable and support our students by following these policies. We will keep you informed of updates and changes to this year's handbook. We will publish calendars on our website (www.standrewsmacon.org/montessori) and through our school's newsletter.

Please direct any questions or comments to the school at (478) 474-4465.

Sincerely,
Karen Mangham, Director

Items in this handbook that are preceded by an "*" are policies and procedures which have been approved by the School Committee of SAPC. Failure to follow the Guidelines and By Laws set forth in this handbook may result in immediate dismissal.

We are licensed by BRIGHT FROM THE START (BFS), -Georgia Department of Early Care and Learning, and adhere to their regulations and strive to exceed BFS standards. These standards relate to our physical facility, staff, health and safety procedures, nutrition, and record keeping. The school undergoes regular health inspections by the city and state fire and licensing departments.

School Information:

Administration

Karen Mangham – School Director

Deloras Moon – Administrative Director

Darcus Wicker – Administrative Assistant

Dr. Robert Moon – School Treasurer

Rev. John Napoli – Pastor, St. Andrews Presbyterian Church

Educational Staff

**Toddler Classroom – Toni Joseph (lead teacher), Melinda Toler,
Christy Kerr, Lindsey Johnson (pm)**

Primary Classroom 1– Ellen Wilson, (lead teacher), Meagan Laurens

Primary Classroom 2 – Eileen Sexton, (lead teacher), Chabbi Rahman

Kindergarten PM – Eileen Sexton (lead teacher), Chhabi Rahman

Primary 3 and 4 year old PM – Melinda Toler, Meagan Laurens

Lower Elementary – Karen Mangham, (lead teacher), Jeanette Davis

Fax: 478-474-0528

501 Bass Rd., Macon, GA 31210

Website under new construction

478-474-4465

kcmangham@gmail.com

Facebook: St. Andrews Montessori School

Our Vision

Vision for the School

Our vision is to be a leader in the field of early childhood education because “within the child lies the fate of the future” and to offer a refuge, an exciting safe haven, and an opportunity for all ages to learn and grow together as we foster understanding and knowledge.

Vision for the Child

St. Andrews Montessori School children develop intellectually, emotionally, spiritually, and physically to their greatest potential. They will develop their innate qualities of curiosity, creativity, and passion for learning along with a strongly held set of universal values. These values include respect for self and others, compassion, empathy, responsibility, integrity, and kindness.

Vision for the Teacher

Teachers at St. Andrews Montessori School are required to have a wide variety of personal and professional qualities in order to facilitate our Vision for the Child. All have a common passion for guiding children to meet their full potential and a commitment to nurturing the best in children through the Montessori method.

Teachers have an in-depth knowledge of Montessori philosophy including preparation and maintenance of a Montessori environment, an ability to observe and document each child’s development, and an ability to spark and continually nurture the child’s natural love of learning.

St. Andrews Montessori School teachers are committed to continued professional development and are able to communicate effectively with children, their parents, other teaching staff and school administration. St. Andrews Montessori School teachers reflect the schools’ Core Values of independence, respect, compassion and diversity, and believe that the continual embodiment of these values will contribute to the betterment of our world. Training and support is provided to ensure that all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive an orientation on inclusion policies and attend training focused on effective inclusion and/or other disability topics whenever possible. The director provides additional support and resources as appropriate.

Vision for the Parent

In order to effectively support the Montessori program and realize the Vision for the Child, parents involved in the St. Andrews Montessori School program should embrace the Montessori philosophy and theory of child development to better provide a continuous and active partnership between the home and school environments. In this way, they should be committed to their child’s Montessori education. St. Andrews Montessori School parents should understand and accept their responsibilities in the educational process of their children.

St. Andrews Montessori School parents should demonstrate cultural tolerance and openness within an international community, displaying respect for both individual and group differences by having a willingness to openly share ideas and participate in the school community.

Vision for School Leadership

The leadership of St. Andrews Montessori School will embody educational and Montessori values and conduct itself with utmost integrity. They will ensure stability and consistency within our dynamic international school community.

Leaders are effective and inspirational communicators. They have the imagination and passion to develop and convey the long-term and short-term plans for the school. Leaders are available and patient listeners, incorporating all St. Andrews Montessori School community members in a partnership of trust and respect.

Mission

Children deserve a caring, loving environment in which to learn, grow and develop. St. Andrews Montessori School provides a peaceful place enriched with beautiful didactic materials to nurture children's natural desire for learning. We promote stability and understanding, encourage academic achievements, instill the wonder of nature and inspire creativity within the whole child. Children are our future.

St. Andrews Montessori's Core Values

St. Andrews Montessori is a community partnership between parents, children, and staff. We strive to actively engage in what Dr. Maria Montessori called "an education to life." In a climate of mutual respect and support we each strive to develop and support the following values:

Toward Self

- To recognize oneself as being special and to acknowledge the unique character of every other person;
- To have realistic knowledge of one's own strengths and weaknesses, not ignoring nor dwelling on them;
- To develop a personal code of ethics and to remain true to these values under pressure;
- To develop emotionally, spiritually, intellectually, and physically.

Toward Others

- To understand the inner-dependence of humans, animals, plants, and the natural systems of the Earth;
- To be able to work with others to accomplish a goal, to learn to contribute ideas, to listen to others, and to compromise;
- To communicate clearly and comfortably with individuals of all ages and backgrounds;
- To be courteous, caring and respectful toward others;

-To be able to use a variety of effective non-violent techniques for resolving conflict;

-To be reliable and responsible, by taking into account the effect of an action before performing it, and then being answerable for it afterwards; and

-To accept responsibility for making a contribution to benefit future generations.

Toward Work and Learning

-To be self-directed, to be able to initiate activities, set goals, organize time, and complete projects;

-To be capable of working to the limit of one's ability in everything one does;

-To think logically and rationally, to evaluate information and seek out different opinions and facts before making a decision;

To be creative, using imagination to generate fresh and new ideas in all areas; and

-To love learning, to find knowledge interesting in itself, to pursue interests with enthusiasm and for fun.

**DR. MARIA MONTESSORI
1870-1952**

Montessori Philosophy

The St. Andrews Montessori School is based on the philosophy and method developed by Dr. Maria Montessori, the first woman to graduate from the University of Rome Medical School. She became interested in education while treating mentally retarded children at the University psychiatric clinic. Gradually, Dr. Montessori realized that these children were capable of learning much more than it was generally believed. Her teachings brought about remarkable results and set the foundation for the Montessori system. Dr. Montessori began her work with normal children in 1907, when she was invited to organize a school in the reconstructed slum area of San Lorenzo, Italy. She later resided in India and started more Montessori schools. Toward the end of her life Dr. Montessori moved to

Holland. The author of several volumes and many articles about education, Dr. Montessori died in 1952 in Holland.

The Montessori system is both a philosophy of child growth and a means of guiding such growth. Inherent is the belief that children develop more fully through the active engagement of their whole personality. The unique components of the Montessori system are the prepared environment, specially designed didactic materials, and the Montessori-trained teacher. The fourth component is the child as he/she experiences joy in learning, acquires a sense of order, learns the intellectual skills of problem solving and perseverance, the social skills of mutual respect and the responsibility for one's actions, and the character traits of self-discipline, self-motivation and independence.

Dr. Montessori described the function of education as an "aid to life." "The task of the child," said Dr. Montessori, "is to construct a man, orientated to his environment, adapted to his time, place and culture."

She emphasized two main points: first, that it is the duty of the teacher to help rather than to judge; and second, that true mental work does not exhaust, but rather gives nourishment.

The prepared environment allows children to pursue their interests and to succeed on their own as they learn. Its spaciousness lends itself to quiet beauty and simplicity through the use of soft colors, a minimum of wall displays, and child-sized furnishings. The didactic materials, placed on low shelves, are organized into five major areas: practical life, sensorial, language arts, mathematics and cultural subjects. During the day, the children spend time in one or more areas, working as long as they like, and restoring the area before moving to another. In the practical life area, such exercises as buttoning, tying, washing hands, sweeping, mopping, washing, cutting, and serving of fruits and vegetables, washing tables, watering plants, polishing silver, and more help children learn to care for themselves, others, and the environment. The outdoors is considered an extended classroom for nature studies, gardening, hiking, exploration, and discovery. The materials in the sensorial area help children develop intellectual skills of classification, and mental organization by refining their senses of touch, taste, smell, hearing, and sight. Work in the language arts area enriches oral language and develops skills for creative writing and interpretive reading. Listening to stories and music and viewing art prints by the masters, the children learn to appreciate aesthetic qualities. Exercises in science, history, geography, and foreign language, as well as concrete experiences with mathematical materials such as counting and number recognition, making sets, measuring, patterning, and geometry provide an essential foundation for future work with abstract concepts and problems.

The daily routine of the Montessori School classroom differs in many respects from other schools. From the greeting by the teacher to the farewell, the child's environment is planned and her activities are structured to encourage the appropriate behavior and atmosphere for creative learning. Classroom activities include individual work chosen by the children, demonstrations by the teacher, and group dynamics.

When necessary, teachers assist in the decision-making process by offering the children options. As the children work individually or in small groups with their chosen materials, enjoy their snacks, and spend time outdoors, teachers observe them and present appropriate materials (give lessons) to the child or small group. Children walk carefully around others' work area, respecting their space. Concentration, perseverance, and joy in working are achieved as the children busy themselves in their chosen tasks. Although teachers prepare the environment, program the activities, offer stimulation and options, and serve as facilitators and observers, the children motivate themselves to learn. Their natural curiosity, their love for work, and a sense of community are stimulated and nurtured by the prepared environment, the didactic materials, and the other individuals who are a part of their world.

The Process of Normalization

In Montessori education, the term “normalization” has a specialized meaning. Maria Montessori used the terms “normal” and “normalization” to describe a unique process she observed in child development. It does not refer to what is considered to be “typical” or “average” or even “usual” or a process of being forced to conform. Instead, normalization describes the process that takes place in a Montessori classroom, in which young children, who typically have a short attention span, learn to focus their intelligence, concentrate their energies for long periods of time, and take tremendous satisfaction from their work. An interesting activity, freely chosen, which has the virtue of inducing concentration, adds to the child’s energies and mental capacities and leads the child to self-mastery.

Characteristics of the “normalized child” include:

- | | |
|-------------------------------------|---|
| -love of order | -independence and initiative |
| -love of work | -spontaneous self-discipline |
| -profound spontaneous concentration | -love of silence and working alone |
| -attachment to reality | -sublimation of the possessive instinct |
| -power to act from real choice | -joy |

Montessori believed that these are the truly “normal” characteristics of childhood, which emerge when children’s developmental needs are met.

Sensitive Periods

Sensitive periods are the time frames when children appear to go through uninterrupted moments of concentrating on specific capacities. The sensitive periods appear within the child as an intense interest for repeating certain actions at length, for no obvious reason, until a fresh interest suddenly appears with explosive force. During these sensitive periods, the child appears to be working on one specific area of development to the exclusion of all others. The “work” or activities allow the child to gain knowledge of his/her environment.

History of St. Andrews Montessori School

The St. Andrews Montessori School began in 1986 as a ministry of St. Andrews Presbyterian Church. The school is owned by the church and was the very first Montessori school established in Bibb County/Macon, Georgia. St. Andrews Montessori School began as a preschool with nine students and has grown to include a Toddler Class (ages 18 months to 3 years), 2 Primary classrooms serving ages 3 to 5 years, and one Lower Elementary classroom for children ages 6-10 in grades 1st-4th. Grades 5th-6th will be added in the near future.

Certifications

--St. Andrews Montessori School is state accredited by GAC, Georgia Accrediting Commission.

--We are licensed by the Bright From The Start Georgia Department of Early Care and Learning.

--We are a certified school with Montessori Educational Programs International. MEPI is a non-profit educational society formed in 1995. Its purpose is to help children develop their potential through the educational principals of Dr. Maria Montessori. To this purpose, MEPI offers education programs across the US, and in 6 foreign countries. In addition, MEPI insures cooperation with Montessori Accrediting Council for Teacher Education (MACTE) by having a seat on their board, and working in conjunction with MACTE through periodic reassessment and revision of policies, procedures, standards, and criteria. MEPI fosters and generates authentic Montessori education by developing and offering programs to educate and certify Montessori professionals and provides continuing development and networking opportunities. MEPI aims to promote the rights of all beings, particularly children, and to bring about peace in the world through Montessori education. Please visit their website for more information...www.mepiforum.org.

Organizational Structure

The St. Andrews Montessori School is governed by a School Committee made up of a chairperson, a treasurer, 3 members of the church at large and 3 school parents. The School Director, Administrative Director of St. Andrews Montessori School, and the Pastor of St. Andrews Presbyterian Church are members ex-officio.

The St. Andrews Presbyterian Church by-laws explain in detail how the organization works. Copies of the by-laws are available in the school office.

Meetings

The School Committee meets every other month to conduct the business of the school. This school committee is advisory to the church's official board, the Session. Committee meetings are open to all members of the school and church. Although only committee members may vote, input is encouraged from all in attendance. Please check the school newsletter for scheduled committee meetings.

Other parent meetings are held during the year, both social and informative. Parents are encouraged to attend school meetings in order to support the continued development of St. Andrews Montessori School.

Written Communication

A school newsletter, "Montessori Moments" is published monthly throughout the school year and distributed to parents via e-mail. Its goal is to inform parents and the general public of current issues in our educational program and community life, current topics of study, special events and other classroom specific information. If you have information you would like shared in the newsletter, please forward it to the Director.

***Grievance Procedure**

Cooperation between the school and home is essential to assure a happy and successful school experience for the children. Open and honest communication is a must for achieving cooperation. Disagreements and misunderstandings are a part of our life together. Parents and teachers should resolve grievances in the following manner:

- Schedule a time to share your grievance(s) with the person(s) concerned.
- Listen to the other's viewpoint.

-Try to reach a compromise.

-If a compromise is unattainable:

- For classroom or student related concerns – the line of communication should be Parent to Teacher to Director to School Committee
- For an adult, teacher or school policy concern – the line of communication should be Parent to Teacher or Director to Pastor.
- After the above process, appeals can be made to School Committee or Church Personnel Committee.

Comments and Suggestions

We welcome your comments and suggestions. Please verbalize these with the classroom teacher or the school Director. Anonymous comments may also be placed in the “Montessori Comments Mailbox” under the church portico.

Truth in Advertisement

St. Andrews Montessori School maintains high ethical standards regarding the truthfulness of the information published about the school and its programs.

Admission Information

*Admissions – Application forms are available from the school office or may be downloaded from the school website.

Before applications are accepted, parents are encouraged to observe the appropriate classroom for their child. Once the parent observation is completed, the next step is to submit an Application for Admission with the \$100 application fee. After an application is submitted to the office, appointments are arranged for a school visit and an interview with the appropriate teacher.

The following admission policies and criteria not only weigh a student’s compatibility with a particular classroom but the student’s and family’s long-term commitment to a Montessori education and commitment to an active family-school partnership.

1. We practice a policy of nondiscrimination on the basis of race, gender, disability, religion or national and ethnic origin regarding the receipt and review of applications for admission.
2. Admissions decisions require, and are made contingent upon receipt or completion of student and family visits and interviews, student records, and other forms included in the Registration Package. (Notification of acceptance is made by letter each spring for the next school term.)
3. Classroom assignments are at the sole discretion of the school director to insure a balance of mixed ages in the classroom. **PARENTS MAY NOT MAKE PERSONAL REQUESTS FOR SPECIFIC TEACHERS.**

4. We respect the right of privacy of all prospective students and families, and honor the confidentiality of all reports, records, interview information, and any other information or materials obtained as part of the admission application process.
5. There is a six-week probationary period, during which students are evaluated as to the appropriateness of their placement in the school. If it is felt that the student's needs would be better met in another setting, a conference with the parents, teacher, and Director will be called.
6. St. Andrews Montessori School welcomes applications from a wide variety of students, while also recognizing our limitations in meeting some highly complex or specialized learning needs. Our admissions procedure will therefore take into account our ability to accommodate particular students' special needs without disruption to our program. Students who have special needs that fall within our ability to address may be accepted on a provisional basis, with additional stipulations.

Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. St. Andrews Montessori School welcomes those professionals and works with them to assure the child's success. The support personnel is encouraged to provide services to the child in the context of the early childhood classroom environment and the child's teacher and the service provider work collaboratively to determine the best strategies to support the child in the group setting. St. Andrews Montessori School supports the teacher's participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.

7. Priority is given to siblings of currently enrolled students, members of St. Andrews Presbyterian Church, children of staff, and children transferring from another Montessori school. Other applications will be considered based on date of application.
8. The school makes an effort to maintain a reasonable balance of ages when accepting children into the program. Once a class is full, a waiting list is established. Children from this list may be accepted during the school year should a vacancy occur prior to December 31. No vacancies will be available after January 15.
9. Presently, our elementary program includes 1st-4th grade. Children must be 6 on or before September 1 to qualify for this level program. **NO EXCEPTIONS WILL BE MADE.** Children at the kindergarten level must be 5 on or before September 1.

The following general criteria will also be considered for enrollment:

--FAMILY:

- Thorough understanding of and commitment to St. Andrews Montessori School philosophy and principles.
- Understanding of and commitment to long-term participation in the Montessori education process
- Understanding of their role in partnering with the school

--TODDLER STUDENT:

- Is developmentally functional in all aspects of daily school routines
- Is able to cooperate in a social group
- Shows respect for authority
- Shows respect for other children

--PRIMARY STUDENT:

- Is able to cooperate in a social group
- Is socially conscious – shows respect – can function in a group
- Demonstrates an eagerness to learn
- Is capable of working independently
- Is able to understand and follow school rules
- Is developmentally functional in all aspects of daily school routines
- Is able to use the toilet independently

--ELEMENTARY STUDENT:

- Montessori experience preferred
- Demonstrates strengths in academic areas, creativity and/or curiosity
- Is able to cooperate in a social group
- Is socially conscious – shows respect – can function in a group
- Demonstrates an eagerness to learn
- Is capable of working independently
- Is able to understand and follow school rules
- Is developmentally functional in all aspects of daily school routines

***Phase-In Schedule**

The entrance of all children into the class at the beginning of the school year is staggered so that the children have the opportunity to make a smooth and relaxed transition from the home into the new school environment. This means that newly enrolled children are graduated into the class during the first two week period. The yearly tuition is not pro-rated for this phasing-in period. Parents will be notified as to their child's exact starting date at least two weeks prior to the beginning of school.

Important reasons for a phase-in schedule include:

- Children need short increments of time to establish and re-establish procedures and ground rules. They familiarize themselves with classroom materials and physical space (e.g., bathroom location, cubbies, etc.)
- In smaller groups, the teacher can establish or re-establish a relationship with each child individually, by moving slowly, creating an atmosphere of security and emotional comfort.
- Phase-in sets the tone for the classroom of respect and caring for each other and the environment. It sets the stage for making choices and independent learning.

Orientation

Orientation is scheduled for each new child and the parents to acquaint them with the school environment and staff. During the orientation, each family is given a packet of information and enrollment forms. A Parent's Guide to the Montessori Classroom is available for purchase from the Director.

Waiting List:

When we have more applicants than openings, we will establish a waiting list. When an opening becomes available, applicants will be contacted via phone. Applications are processed from those on file according to the date they were received in the school's office and based on the specific needs of the classroom to promote a balanced environment.

***Tuition**

Tuition is an annual charge that shall be paid either in full or in monthly installments. Payments are due on the first day of the month. If payment is not received within 10 days of the due date, a late charge of \$20.00 will be assessed. A \$25 fee will be charged for any returned checks. St. Andrews Montessori School only accepts checks, cash, or money orders.

Tuition is due regardless of absence due to illness and/or vacation. If the student is withdrawn before the end of the school year, the parents agree to give a two-week written notice. Tuition refunds will be made at the discretion of the School Committee upon request to the committee.

The first month's tuition, application fee, and registration fee are non-refundable. No transcripts or other documents will be furnished by the school until all financial obligations to the school have been paid in full.

A payment more than 20 days late may forfeit the child's placement in the school. If you have a financial crisis, please contact the treasurer immediately.

Tuition Schedule

Half day tuition-\$4700

PreK/5 days/am/pm-\$7300

Kindergarten tuition-\$7300

Elementary tuition-\$7500

Modified Plan (5 day am/3day pm)-\$6300

St. Andrews Montessori Scholarship Policy

It is the goal of our school to offer the opportunity for Montessori education to as many children as possible. We know that for some families tuition for a five day private school is often difficult to afford. We are able to offer some scholarship help through the Vonnie K. Fritze Scholarship Fund for the St. Andrews Montessori School. For more information, details and application for this scholarship, please contact Deloras Moon, Administrative Director.

St. Andrews participates in the Georgia Special Needs Scholarship Program. Please request forms from the school office. Amount of scholarship is determined by the state of GA and parents must make up the balance if the scholarship does not cover the full cost.

***Discounts**

St. Andrews Montessori School offers several different discounts. There is a 3% discount for full tuition payment by July 1. There is a 10% discount for more than one child in the program (discount will be taken off the lower tuition) and 20% discount for members of St. Andrews Presbyterian Church and St. Andrews Montessori School staff. When more than one discount applies, the parent must choose between the 10% for siblings (20% for members/staff) and the 3% full pay discount. Only one discount may be used per family.

Parental Participation

A list of volunteer opportunities will be distributed at enrollment. Volunteers should wear an identification badge and observe the classroom rules and guidelines for grace and courtesy.

All volunteers and substitute teachers must submit a criminal background record check and a cogent fingerprinting if working with a classroom more than once a quarter.

A Parent-Volunteer Coordinator and two room mothers per class will assist the Director in organizing parents for participation in classroom and school wide events. The room mothers will serve as the core committee for the annual Festival, and will assist with “ambassador” activities for newly enrolled families.

Besides supporting the school and the staff, parents are asked to contribute to their child’s Montessori experience through volunteering in various ways, by serving on committees, helping with maintenance, preparing materials and participating in fund raising events.

Special Talents

Parents are invited to work with teachers in bringing special interests and skills to the class. Perhaps you have been on a vacation and have a slide presentation or video of interest to the children. Possibly, you are willing to share your artifacts from another country, or your knowledge of a career or hobby that interests children, or share the significance of a particular religious holiday.

Talking with the children about a hobby, teaching them a skill, introducing them to your kind of work are all important and welcome ways to enrich their experiences.

In addition to parent visits, we also are visited by educators from the community, both Montessori and otherwise, and occasionally by college students working on a special project. All visitors are asked to *turn off cell phones* or place them in silent mode during classroom visits and conferences, as they are disruptive to the classroom or conference.

***School Calendar**

The school calendar is mailed at the beginning of each school year. It is also published in each monthly newsletter, at the back of this handbook, and on the website. Our school year begins in August and ends in May, and is open Monday through Friday, except on scheduled closed days. Please be careful to note holidays and other days that school will be closed. The calendar is based on 166 days of attendance. Children registered for full day may choose a 5 day or 3 day afternoon program.

Teacher Planning Days

The Montessori classroom is a living and growing environment. To keep this learning environment fresh and exciting, the staff needs to change and renew the classroom from time to time. Please be assured your child will greatly benefit from this. No school will be held on teacher workdays.

Sample Daily Class Schedule

8:30	Arrival
8:30-11:00	Work Cycle*
9:00-10:00	Individual Snack available
11:00-11:15	Line Time*
11:15-11:50	Outdoor Play (garden, gross motor games, nature, exploration, etc.)
11:50-12:00	Prepare for lunch
12:00 noon	Dismissal for half-day students
12:00-12:30	Lunch
12:30-1:15	Rest time with oral reading or music
1:15-3:00	Work Cycle*
2:30-3:00	Individual snack available
3:00-3:30	Outdoor Play
3:30	Dismissal

***Work Cycle** includes: center time with activities of daily living, sensory-motor, language, math, science, and cultural awareness; individual and small group lessons

***Line-time** includes: stories, music, dance, dramatics, lesson demonstrations, and community discussions

Daily schedules are posted in each classroom.

Arrival and Departure Schedule

Toddler Class (18 mo.-3 yr.) (1/2 day) – 8:30 am to 11:30 am. (full day) 8:30-3:30 Mon.-Fri.

Primary Class 3-6 year olds (1/2 day) – 8:30 am to 11:45 a.m. Mon. – Fri.

Primary Class (full day) – 8:30 am to 3:30 pm

Elementary Class – 8:30 am to 3:30 pm

Drop off/Pick up Procedures

St. Andrews Montessori School does not provide transportation services. All transportation is the responsibility of the parent/guardian. A greeter will meet your child at the door. Should the greeter be unable to be at the door, please get out and escort your child to the door. **ANY PARENT WHO DESIRES TO COME INSIDE THE BUILDING MUST PARK IN THE PARKING LOT BEHIND THE CHURCH TO AVOID TRAFFIC PILEUPS. THE DRIVER WILL BE RESPONSIBLE FOR SECURING THE CHILD IN THE APPROPRIATE CARSEAT PRIOR TO LEAVING.** Drivers who arrive or depart the school without securing a child in a safety seat will be reported to the Bibb County Sheriff's Department. Please notify the director in advance if someone other than the parent is to pick up the child at dismissal. Children will not be released to an unauthorized person.

No doubt that some children, especially very young ones, will cry when dropped off in the morning. This behavior is normal and we are prepared to handle it. So, we urge you to assist us in this matter by *making good-byes brief*. Simply reassure them that you love them and will be back soon to pick them up. If you are anxious and nervous, your child will sense your emotions and will react accordingly. We all understand how hard it is to leave your child crying, but we do assure you that we will call you if we think your child is really stressed and needs to be home for the day. We do hope you will trust our judgment in handling your children and helping them adjust to their new environment.

The speed limit on our campus is 5 MPH.

Late Fees

A late fee of \$10 will be collected for children who are picked up late. This late fee is not only to encourage prompt pick up but also covers care for your child beyond the regular school day when you cannot arrive on time. It will be uniformly applied for any reason for late pick up whether or not you call the school. Payment should be made promptly and directly to the teacher who provided care. We would appreciate a call if you are unavoidably detained so that the teacher and your child will not worry about your late arrival.

Late time for the morning class will be 12:00 noon and for the afternoon class will be 3:46 pm. Late times for the Toddler class will be 11:46 am. If you have a child in both the Primary and Toddler class, you will need to make special arrangements with the teacher if you will not be here to pick up your toddler by 11:46 am.

New or Different Person Temporarily Picking up a Child

If anyone other than those authorized on the Emergency Contact and Authorized Release Form is to pick up a child, written permission must be given to the center by the child's parent/guardian. We may also call you for verification. Parents must bring a note to the school at least one day prior that states:

1. The first and last name, as shown on their valid driver's license, of the person picking up your child
2. Which specific days the person will pick up
3. Parent signature with date

Note: To add a permanent pick-up person to your child's file, parents must come in person to the front office and update authorization forms.

Peanut/Tree Nut Free Environment

As part of the ongoing safety awareness, St. Andrews Montessori will adhere to a TOTAL NUT FREE policy throughout the entire school. This includes school camps and all other school-related activities.

Parents need to be mindful of any products containing nuts when preparing lunches or snacks. Parents of children who, historically, have suffered any anaphylactic reaction to any foods or insect bites, need to provide the school with an up-to-date medical action plan, signed by their treating doctor.

Lunch

Full day students need to bring lunch to school. Lunchboxes should have no cartoon designs. A microwave is available for teachers to heat foods; however, we recommend that "warm" foods be sent in a thermos container. We encourage a healthy, "no litter lunch." Please place food items in re-usable containers to reduce the amount of trash. Please select containers that your child can independently open. **ALL LUNCH BOXES/BAGS SHOULD CONTAIN A FREEZER PACK TO ENSURE THE SAFETY OF THE FOOD.**

In order to encourage healthy eating habits, students are not allowed to bring candy, soft drinks, or "junk food" to school for snack or lunch.

Lunches must meet 5 components:

- Milk, 4 oz. minimum
- Meat/Protein
- Bread/Carbohydrate
- Fruit*
- Vegetable*

*Substitution of 2 fruits or 2 vegetables, instead of one of each is acceptable. Children who require a special diet will need to have written instructions on file.

ALL LUNCHES MUST BE PEANUT/TREE NUT FREE. SUNFLOWER BUTTER MAY SERVE AS A SUBSTITUTE FOR PEANUT BUTTER. HOWEVER, PLEASE CHECK THE LABEL.

Snack

Snacks are available for the children to serve themselves throughout the morning and afternoon classes. The children enjoy this time at special snack tables. Parents are asked to provide snacks and some fruits and vegetables about twice a year. A schedule will be distributed at the beginning of school, along with a list of appropriate snacks.

Clothing

Please dress your child comfortably for an active day. Children should wear clothing appropriate to the weather and to school activities that may involve accidental spills, as well as outdoor experiences. Clothing should be manageable by the child with a minimum of assistance. Shoes: Children must wear manageable shoes. Ages 18 months through 4 or 5 years must wear Velcro strap or slip on type shoes. A pair of “quiet shoes” will be worn during indoor class hours. Absolutely no cowboy boots, flip flops, clogs, or slides will be allowed. Only children who have mastered the skill of tying should wear shoes with laces (ages 5-6+). At home, parents can foster independence by letting the child dress himself. All outer clothing should be marked with the child’s name. An extra set of clothing should be sent in case of emergencies. This clothing should also be marked. After use, clean, spare clothing should be returned promptly. Children who are in a toilet training process must wear regular underwear. No “pull-ups” are allowed. Parents should send no less than 6 changes of clothes daily. A toilet learning agreement will be kept on file. Children who are not toilet trained must bring their own daily supply of diapers.

Quiet Shoes

All students must wear indoor “quiet shoes” in the classrooms (suede soles, skid-resistant). Quiet shoes should be clearly marked with the students name and left at school. The shoes will be sent home periodically for cleaning.

In the toddler classroom, the use of quiet shoes helps the children gain a better feel for the movement of their feet when walking and helps them gain better control. As your toddler’s feet are developing, walking barefoot helps toes get a better grip and develops foot strength. And contrary to popular belief, a toddler doesn’t actually need support from shoes. The foot’s muscles are well equipped to do the job. While being barefoot is best, it just isn’t practical in our setting. Your toddler’s tender feet need protection from rough surfaces and cooler temperatures. Soft soles promote freedom of movement and allow the foot to flex, while still offering a protective, comfortable layer. The leather should be flexible, soft and breathable.

In the toddler, primary, and elementary classrooms, the use of quiet shoes prevents tracking dirt and mud throughout the classrooms. We ask that quiet shoes be simple, with no distractions on them

such as characters, blinking lights, etc. Parents are responsible for purchasing their child's slippers. Examples of quiet shoes will be available from the Director.

Birthdays

Birthdays in a Montessori classroom are a special occasion. The "Celebration of Life" takes place as the student carries a globe around a lighted candle for each year of life. On his/her birthday, parents are invited to attend and bring a picture for each year of life and stories of their child to share. You may wish to present your child's class with a book to honor your child's birthday. Parents who wish to bring a special snack are asked to bring something nutritious such as fruit, cheese, or muffin. No birthday cake or cupcakes. *****FOOD ITEMS MUST COME FROM AN AUTHORIZED FOOD SOURCE (PUBLIX, SAM'S, KROGER, ANYPLACE THAT HAS A FOOD LICENSE) PER BRIGHT FROM THE START REQUIREMENTS.** Please check your child's classroom allergy list before buying food items.

A school directory is provided for each family. Please use it for planning parties. No party invitations will be issued at school.

Holiday Gifts

A list of classroom donations is printed in the December newsletter. Children may bring a classroom gift to unwrap at the annual holiday party in December in lieu of exchanging gifts with each other.

Items from Home

Children may want to bring items to share with their classmates during the school year. Appropriate items to share include books, items found in nature, cultural items, or items relating to a specific topic they are studying. Toys should be left at home. These rules about bringing things from home should be discussed with your child so that last-minute confrontations may be avoided. Each child will need to bring a bag to school daily to transfer class notes, work, and belongings.

Holiday Celebration

At St. Andrews Montessori School, holidays and celebrations are viewed as an important part of many lives, often in different ways and for different reasons. Because each individual has had his own personal holiday experiences growing up, it can often become a very emotionally charged event. The goal of our staff is to find a balanced approach to holidays without exaggerating the experience or ignoring it.

Any holiday celebrated at St. Andrews Montessori School will need to be meaningful to the children, developmentally appropriate, and foster understanding and respect for one another. We will strive to recognize individual's similarities and celebrate individual's differences. Some examples in which we may celebrate the similarities and differences would be to group holiday celebrations according to the seasons and look for parallels across cultures, and set holiday activities in the context of people's daily lives and beliefs.

Following the guidelines stated above, the St. Andrews Montessori School will welcome families to share their special traditions with the school. Our staff will also listen carefully and respond to children's comments, questions, and feelings about holidays. Each classroom teacher will formulate more specific policies and procedures for holiday related activities and will share them with the parents of the class as each holiday season arises.

Lost and Found

A lost and found box will be kept in the school office. Items will be kept for 1 month. Unclaimed items will be donated to the Loaves and Fishes Ministry.

Telephone

Any phone calls or messages can be made through the office number, 474-4465. Teachers will return non-emergency calls before or after school or during their breaks. In the case of an emergency, a staff member will contact the parents and/or emergency contacts.

Visitations/Observations

Parents are encouraged to observe their child's class. We have an open door policy and you may come in at anytime. Please contact the school office to schedule a time to observe. We do ask that you allow a six week adjustment time before observing newly enrolled students. Observation guidelines should be reviewed before initial observations. When entering the class, please do so quietly and respectfully so as not to interrupt working children. If observing through an observation window, do not tap on the window to attract your child's attention. Siblings should remain at home if a parent is observing a class.

Alumni students may come back to visit on occasion provided space is available with a limit of two visitors per class on any given day. A child care fee of \$10 for ½ day or \$20 for a full day per child will be charged.

Everyone coming in the St. Andrews Montessori School must first check in at the office. Visitors, parents, guests, and repair people will be given a visitor's badge to wear and will be asked to sign-in in the visitor's log book. Before leaving the school, visitors are asked to stop by the office and sign out.

Fundraising Program

Each year we are asked to invest in the continued success and to share the excitement as we continue to expand the educational gifts we give our children. Annual fundraising revenues are one way we make this happen. The revenues provide support for the cultural programs, upgrading inside/outside environment, and also help to assure minimal tuition.

The ability to maintain our exceptional environment requires 100% participation from the families and staff. Every gift of every size is important to St. Andrews Montessori School and to our students. Together, the percentage of parent participation and the total dollar amount raised demonstrate your support of the St. Andrews Montessori School community.

Directory

A school directory will be made available to all families in the program. We ask that you respect the privacy of the parents listed in the directory and use these numbers only for school-related purposes, children's social events, and carpool arrangements. Names, addresses, and telephone numbers of students and their parents may not be released for commercial or solicitation purposes and must

remain confidential to the school. Please let the school know if you elect not to have your information published in the directory.

Academic Procedures

*Attendance

St. Andrews Montessori School emphasizes the value of regular attendance in enabling students to benefit from the educational programming we offer. Frequent absences and tardiness, whatever the reason, almost certainly adversely effect the student's development. School starts at 8:30 a.m. Please be on time.

Attendance is taken daily by the teachers and it is recorded in the student's records. It shall be the responsibility of the parents or guardians to provide an excuse for each absence. Parents can call the office with a verbal excuse or send in a written excuse when the child returns to school.

Custody Issues and Policies

Should there be a change in normal custodial arrangements for your child/children, it is imperative the Director be informed, in writing, as soon as possible. A letter specifying such from the adult with custodial rights and a copy of the corresponding legal documentation are required to be sent to the Director for adherence. A copy will be placed on file, and associated personnel will be informed of the change. Staff members are to be kept informed at all time of the schedule for arrival and dismissal arrangements and the schedule for custody during the week.

The same procedure is required should there be a restraining order in effect relative to the child. Each time there is an extension or alteration to such order, the legal documentation verifying such must be provided to the Director for adherence to it. *Additionally, it is important to note that St. Andrews Montessori School is legally obligated to release a child to either parent listed on St. Andrews Montessori School's forms unless there is a court decree on file at the school.*

Conferences

Ongoing communication between parents and teachers is encouraged through school conferences, telephone conferences, or written messages. Two conferences are scheduled during the school year. Further conferences may be scheduled as needed at the request of the teacher and/or parents.

*Discipline Policy

The Montessori Philosophy is such that each person within the environment has certain rights. Ground rules are set up by and for the class and are expected to be followed for the social cohesion of the entire group. The aim of the method is self-discipline through purposeful activities. The idea is to like what you do, but not to do as you like. When the rights of an individual within the environment are infringed upon, positive steps for correction are made. If these steps for correction do not help, and the child is harming other children within the class, the parent will be called and asked to pick up the child from school immediately.

As the Montessori environment is so different from other settings, we allow 4-6 weeks for new children to settle into the classroom. Significant misbehavior is uncommon in a Montessori setting because the child is usually too enjoyably occupied to misbehave. The Montessori method tries to

cultivate inner discipline through freedom of choice. We are non-violent. Non-humiliating statements are used in behavior correction. The following shall be measures taken in disciplinary actions:

- a. Positive example by the teacher.
- b. Counseling with the child.
- c. Repeating lesson with child.
- d. Behavior modification techniques.
- e. Time out is given according to the age of the child (3 year – 3 minutes, etc.).
- f. Community service is given whereby the child would need to do something to help the school. If his/her behavior is such that he/she is disrupting others or is destructive, he must use his energy in a positive way.
If no improvement in behavior is seen within the first four weeks of school, parents will be notified of behavior through a conference with the classroom teacher
- g. A two week observation by the Director, and at her discretion, to include a pediatrician and/or psychologist observation.
- h. Second parent conference for referral.
The final step is to request withdrawal from our program, until evaluations from referrals have been received by the director from the parents.

St. Andrews Montessori School has three absolute ground rules:

- Right to be and feel safe
- Right to work undisturbed
- Right to respect

Prohibited Behavior

Many times parents find it helpful to use the same manner of discipline at home as we do at school. We must insist that parents refrain from physical punishment or disciplining in a way which is inconsistent with our policies while on the school property. If you need help in redirecting your child, please ask a staff member to assist you. The most important thing is to be as consistent as possible and follow through. If you are having a problem or have a concern, please discuss it with your child's teacher. An objective opinion can sometimes be helpful. The following methods of discipline are prohibited by anyone on the premises of St. Andrews Montessori School.

- No child shall be subjected to humiliation and/or any form of verbal abuse or threats such as yelling, screaming or using threatening tones of voice, by staff, volunteers, or parents while on school property.
- No child shall be subject to physical punishment or corporal punishment by staff, volunteers, or parents while on school property.
- “Bargaining” is not an acceptable form of discipline.
- Unsupervised isolation of a child is never allowed.
- The withholding of food, water, a nap or rest, or bathroom facilities is never used as punishment for a child.
- An adult shall never address a child harshly, with intimidation or ridicule.
- Adults are never to discuss a child's behavior with another adult in the presence of other children or other parents. Written or verbal reports to parents regarding conflicts or disagreements between children shall not include the name of the other child who hit, bit, or pushed their child.
- No child shall be punished for soiling, wetting, or not using the toilet.

-A child is never to be physically restricted in any way unless his or her actions would bring harm to self or others.

In the event a child has to be restrained to keep from hurting themselves or other children, the teacher will approach the child and hold her arms around him/her. The incident will be recorded and a report filed in the office. The teacher or Director will notify the parents.

Referral/Suspension

Referrals occur in three forms: (1) Referral for unusual behavior problems we suspect are beyond a child's control (2) Whenever any staff member is concerned about a child's development (3) Referral of the child to a different school is appropriate when it is clear that a multi-age, open-ended classroom is not the most suitable environment for that child.

Suspension is for repeated harm to property or to the physical safety of other children and is done at the sole discretion of the Director in consultation with the teacher. St. Andrews Montessori School has the right to refer, and/or suspend a child if the school staff believes that he is not ready for the school program or for other reasons including, but not limited to, behavioral or social issues.

Interaction with Outside Resources

Referral Policy

We may use the following procedure for referring parents to appropriate social, mental health, educational and medical services including dental, vision and hearing screening, should the teachers feel that an assessment for such additional services would benefit the child.

1. **Teacher Concerns/Discussion with School Director** – Whenever a teacher is concerned about a child's physical, social, mental or educational development or behavior and feels that further evaluation should be done, she will report and review concerns with the school Director. If the school Director agrees, the teacher will start an observation log, writing down in a factual manner the child's behavior and activities in the school setting and review the child's records prior to making referral.
2. **Meeting with Parents** – The teacher meets with the parents and discusses concerns and observation notes, as well as modifications the school and the parents can make to accommodate the child's needs. Follow up meetings are called regularly to monitor the situation.
3. **Referral Meeting with Parents** – If despite these modifications, the teacher feels that no or little progress has been made, a second meeting with the parents will be scheduled. At the meeting, the Director will provide the parents with a written statement including the reason for recommending the referral, a brief summary of the school's observations related to the referral, any efforts the school may have made to accommodate the child's needs and a list of possible referral services. If a child is under three, parents are informed of services provided by Bibb County Health Department. No referral is made without written parental consent. If parents need extra support, the school may, with written parental consent, contact the referral agency for them.
4. **Follow-up to the Referral** – The Director will, with parental permission, contact the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs at the school. If it is determined that the child is not in need of services from this agency, or is ineligible to receive services, the school shall review the

child's progress at the school every three months to determine if another referral is necessary.

5. **Record of Referrals** – The Director will maintain a written record of any referrals, including the parent conference and results. A referral checklist will be kept in the child's file.

Field Trips

Due to the new strict childcare transportation regulations implemented by Bright From the Start, field trips for all preschoolers will be limited to in-house "field-trips" by special visitors (Dauset Trails, Atlanta Children's Theater, etc.)

Off campus field trip outings will be available only to elementary students. Parents will be notified in advance of special trips. Parent volunteers are asked to help with supervision. Each child must have a signed field trip permission slip on file in order to attend trips.

Any parent who volunteers to supervise students must have on file with the school a criminal background record check and a cogent fingerprinting record.

Either the director's personal vehicle or a rented van will be used to transport children who do not have a parent attending the trip. Van rental fee will be included in the costs of any trip.

All children 8 years old and under must have an appropriate car seat or booster and may not ride in the front passenger seat.

***Grades and Evaluation**

The teacher keeps a variety of records on each student such as anecdotal records based on observation, detailed checklists of skills and proficiency, notes from conferences with parents/students and student portfolios. Parents review student's work and help set new goals during regularly scheduled conferences. NO letter grades are given. We believe these records give a deep and detailed sense of a student's unique strengths and development.

Bridging Ceremony

A bridging ceremony program will be held for all students (toddler-lower elementary) as we acknowledge their accomplishments for the year and celebrate those children that are "moving up." A simple ceremony recognizing "moving-up" students is followed by a family picnic.

Student Records

Student records are filed in the school office and are kept confidential. It is the parent's responsibility to supply and maintain current, accurate information for student files. The following is a list of required data for our records:

- Child's Application Form
- Copy of Birth Certificate
- Immunization Form 3231
- EED Certificate Form 3300 (all children age 4+)
- Emergency Medical Authorization Form

- Student/Parent Interview Questionnaire, which includes child's medical history
- Parent Contract
- Authorization for Medication
- Authorization for Release of Child
- Field Trip Permission Form
- Daily Attendance Record

For licensing purposes, children's records must remain on file for a minimum of one year from termination or discharge from the school.

St. Andrews Montessori School Director may release information pertaining to the children enrolled at St. Andrews Montessori School without first obtaining written permission from parents in the following situation:

- relevant information relating to the enrolled child's family situations, medical status and behavioral characteristics shall be shared by school staff among caregivers on the school staff;
- with members of Bright From the Start (BFS), Georgia Dept. of Early Care and Learning, or with other persons authorized by these rules or the law to receive such information; or
- with other persons in an emergency situation involving the child.

Procedures to View Licensing Report

Parents have the right to review a copy of the school's most recent licensure evaluation report upon request to the school director. The school shall provide any parent with a copy of this evaluation report upon request.

Personal Items Needed

1. Book bag (may be purchased from the school office). Do not purchase large, heavy backpacks. A canvas tote bag is desirable.
2. Change of clothes with each item labeled:
 - 1 pair of pants
 - 1 shirt or 1 dress
 - 2 pairs of underwear
 - 1 pair of socks
3. A lunch box for all full day students.

Nap Time

All children under the age of 5 who attend full day will lie down to rest for at least 45 minutes daily as is required by the state law regulating our license. We provide each child with a rest mat and small blanket. Please note that due to Bright From The Start requirements, children are not allowed to use pillows during naptime.

Sheets will be washed at school daily.

Emergency & Health Information

It is vitally important that the office have an up-to-date list of emergency numbers in case of illness or accident. This includes work or business locations, or any relatives or friends we may call in case of emergency. Please notify the school of any change in your address, phone or emergency information.

Insurance

Supplemental accidental insurance for school hours coverage is available to students.

Emergency Procedures (Detailed Emergency and Evacuation)

Emergency and Evacuation Procedures and Plans

All staff and children are trained and refreshed quarterly in safety procedures to be implemented in emergency situations. See the Emergency Preparedness Plan for details on emergency and evacuation procedures (available at the front office).

In the event that children and staff need to evacuate the building due to a national or local emergency, they will proceed to the closest safe building as directed by emergency personnel. The school will only be evacuated in the event the building is deemed not safe for occupancy by the police/fire department. Please tune into our local TV and Radio stations for more emergency information. Please ensure that all information, telephone numbers and emergency contacts are updated and checked throughout the year. **The school highly recommends that each family have an emergency plan for picking up your child at school.**

Accidents/Injuries/Illness: If a student is seriously injured, 911 will be called and parents notified by telephone. Coliseum Northside Hospital is the closest facility; however, St. Andrews Montessori School will allow emergency personnel to determine appropriate medical facility based on injury. If a child is injured but the condition is not serious, we will contact the parent or other person listed on our emergency form by telephone. If the child becomes ill (including noticeable adverse reactions to prescribed medications), the parent will be notified by telephone. Teachers are trained in first aid and CPR.

All accidents/incidents shall be written up on the Accident/Injury Report to be given to the parent at the end of the day. A copy of the report will be placed in the child's folders.

Emergency Medical Services will be called immediately if:

- We believe the child's life is at risk or there is a risk of permanent injury.
- The child is acting strangely, much less alert, or much more withdrawn than usual.
- The child has difficulty breathing or is unable to speak.
- The child's skin or lips look blue, purple, or gray.
- The child has rhythmic jerking of arms and legs and a loss of consciousness (seizure).
- The child is unconscious.
- The child is less and less responsive.
- The child has any of the following after a head injury: decrease in level of alertness, confusion, headache, vomiting, irritability, or difficulty walking.
- The child has increasing or severe pain anywhere.
- The child has a cut or burn that is large, deep, and/or won't stop bleeding.
- The child is vomiting blood.

- the child has a severe stiff neck, headache, and fever.
- the child is significantly dehydrated: sunken eyes, lethargic, not making tears, **not urinating**.

Injury

Our staff is very proactive in continuous monitoring of the activities of the children in the classroom and on the playground. However, we do know that there may be incidences that can occur no matter how watchful we are. In the event that an injury occurs (injury of a student or a student injures another student) including biting, the following procedures will be followed:

1. First aid must be given to the injured child immediately.
2. If another child caused the injury, the child that has injured another must be reminded that the specific infliction of pain hurts. The teacher will guide the child in taking care of the needs of the victim in which he/she has injured.
3. An incident report will be written.
4. If the injury was caused by another child, the parents for both the victim and the child inflicting the injury will be notified and given a copy of the incident report (for the injured child) and discipline report (for the child causing the injury). If the injury is severe, parent(s) will be notified immediately. Documentation of the injury will be placed in each child's file.

Biting and Scratching

Young children have a natural tendency to bite and scratch, especially between the ages of two and three-and-a-half. Almost every child seems to give it a try before moving on to more appropriate ways for communicating frustration and anger. While we maintain a watchful eye, these and other aggressive behaviors happen in an instant. If your child is either the biter or the recipient, try to stay calm and understand that biting is a form of communication for a small child. It is normal behavior and usually subsides if people don't overreact (while the behavior was not originally intended to be an attention-getter, which can become the secondary motivation). We comfort the hurt child and help all children develop more acceptable ways of communicating.

Medication Policy and Procedure

Except for first aid, personnel shall not dispense prescription or non-prescription medications to a child without specific written authorization from the child's physician or parent. St. Andrews Montessori School will only administer medications under the following guidelines:

1. The Authorization for Medication form **MUST** be filled out **completely and accurately** for **each** medication that you wish to be administered to your child. No medication will be administered unless this form is completely filled out.
2. Prescription: Must be in original packaging with the child's name, prescription number, physician's name, issue date of medication, name of medication, dosage, route of administration, date and times the medication is to be administered, storage requirements and expiration date clearly on the bottle.
3. **Non-prescription Medications are NOT administered** unless your child has a chronic illness such as febrile seizures. If your child has a chronic disease, in order to administer over the counter medication, you must follow the same procedure as stated for prescription medications.
4. We require proof of possible side effects of medicine as well. If your child's medication causes drowsiness or lethargy, then we recommend that you administer it at home and allow the child time to rejuvenate his body. This ensures the safety and well-being of the child.

5. St. Andrews Montessori School will not continue any one medication for a period longer than two weeks without written instructions from your child's physician.
6. To ensure medicine is given in accurate dosages, parents should provide an appropriate medicine dropper or measuring spoon.

Note: Parents should ask their physician to prescribe medication that will allow the major part of the dosages to be given at home.

Medications will be kept in a storage cabinet or container, which is not accessible to the children and stored separately from cleaning chemicals, supplies or poisons. Medications requiring refrigeration shall be placed in a leak proof container in a refrigerator that is not accessible to the children.

Exposure to Communicable Disease

Posted in the school foyer and the handbook appendix is a "Communicable Disease chart." St. Andrews Montessori School adheres to the guidelines on this chart and children will not be allowed to return to school until recommended time period has elapsed and/or appropriate medical attention has been administered. If a child is potentially exposed to a communicable disease by another child or staff member, the parent will be notified by telephone and/or written letter.

Children must be kept at home if they have the equivalent of a 101 degrees or higher fever, unexplained rash, persistent cough, discharge of discolored or profuse amounts of mucous from the nose, diarrhea, vomiting, sore throat, or communicable diseases (measles, chicken pox, conjunctivitis, etc.) Children must be FEVER FREE AND SYMPTOM FREE without medication for 24 hours BEFORE returning to school. If the child cannot go outdoors under normal conditions, then he/she should also remain home. Following these guidelines minimizes exposure of illnesses to other children and staff. No exceptions to this policy.

Staff and Facility Health and Safety Policies

Body Fluids

We treat all body fluids including blood as potentially harmful. Staff members have been trained in proper safety procedures in dealing with blood, urine, feces, saliva, drainage from rashes, open sores, open cuts, etc. Prophylactic disposable gloves are kept in each classroom and in the office.

Caregivers must wash their hands, and ensure children wash their hands with soap and running water at the beginning of each day, when they are dirty, after toileting or assisting children with toileting, after changing a diaper, before and after food handling or eating, after handling of pets and other animals, after contact with bodily secretion or fluid, and after coming in from the outdoors.

Toddler diapers will be disposed of in a tightly covered trashcan and kept out of reach of children. Soiled cloth diapers will be placed and sealed in a plastic bag and sent home with the child at the end of the day. The changing pad will be wiped with a disinfecting solution after each use.

All rooms, equipment, supplies, and furnishing accessible to children will be cleaned and disinfected as needed to protect the health of the children and staff, and in a manner consistent with the Bright From the Start Regulations.

Utilities: If a major electrical, water, or gas outage occurs where no heat or light would be available for a lengthy time, parents will be notified to come and get their children.

Fire/Severe Weather: Evacuation procedures are practiced monthly. In the event of a severe weather warning, all children are sent to designated areas until the all clear sign has been given.

Inclement Weather: In the event of snow or other inclement weather conditions, St. Andrews Montessori School will close when Bibb County Public Schools announce closings. For any other purpose, St. Andrews will announce independent of any other systems. Announcements will be posted on WMAZ-TV and the school website.

Physical Plant Problems: Detailed emergency and evacuation procedures are posted in classrooms. Children may be evacuated to Martha Bowman Methodist Church across the street in the event of physical plant problems.

Child Abuse: St. Andrews Montessori School will report according to Georgia laws any suspected child abuse or neglect that comes to the attention of our staff. Georgia laws pertaining to child abuse and neglect and reporting thereof are filed in the school office. All staff members review this law annually.

Smoking: Smoking is **not** permitted near or around the St. Andrews Montessori School facilities or the children's playground.

Alcohol, Illegal Substances, and Firearms: St. Andrews Montessori School prohibits the use and/or possession of alcohol, illegal substances, or unauthorized potentially toxic substances, firearms, and pellet or BB guns (loaded or unloaded) in the school, on the playground and on any school-sponsored field trip.

Outdoor and Offsite Policies:

Outdoor Activities:

Weather permitting, children who attend full day will spend at least one and one-half (1 ½) hours of outdoor activity per day. It is necessary that children have freedom of movement, so it is requested that children are dressed accordingly. **A child too sick to be outside is probably too sick to be around other children.**

Indoor activity is required:

- If temperatures are below 38 degrees including wind chill factor
- If temperatures are above 90 degrees including heat index, if it is raining, stormy, icy, or extremely windy

Please make sure your child is dressed appropriately for the weather every day. Cold weather will require hats, gloves, and warm coats. Hot weather may require hats for sun protection. Any students not properly dressed for the weather must stay inside during scheduled outside play.

A child may be excused from outdoor activities for a limited period of time if there is documentation that outdoor activity is medically contraindicated or there is an occasional written request by the parent that the child be excused from outdoor activities for a very limited amount of time because of special circumstances.

Sunscreen and Insect Repellant Application

Please apply sunscreen before bringing your child to school every morning. If you would like us to apply insect repellant you must leave the items with the classroom teacher. Please complete and sign the External Preparations Authorization Form. Please make sure you label each item with the child's full name and teacher's name with permanent marker. Due to possible skin sensitivities or allergies, the repellant is not to be shared with other students.

Water Activities

On occasion, during the summer months, St. Andrews Montessori School will provide wading pools for the children to use. Wading pools with a depth of less than 2 feet shall not require staff to have Community Water Safety training. Additional water activities used may include the use of sprinklers and water spraying devices.

Fitness

According to the CDC, "childhood obesity has tripled in the last 30 years" leading to many other health problems for children later in life. We engage our students in daily exercises. Exercise for children means playing and being physically active. Children exercise when they are at recess, riding bikes, dancing, or engaged in vigorous linetime activities. All students receive at least 45 minutes of playground activity daily (weather permitting). The kindergarten-fourth grade students have a structured P.E. class three times a week in addition.

Playground Rules

We are committed to ensuring the safety of all children on our premises. Our teachers carefully supervise children both on the playground and inside the buildings during school hours. We kindly ask you to reinforce the same rules during non-school hours.

We have two simple rules that guide all playground activities.

All play needs to be:

1. Safe
2. Respectful of people and the environment.

From these two rules, we have created a set of specific guidelines.

1. No biting or spitting
2. No hitting, kicking or shoving.
3. No problem solving with physical or verbal aggression.
4. No shooting games.
5. No objects can be taken onto the play structures or stored underneath.
6. Children using slides must be seated, feet first.
7. Children may not climb unless the area or structure was designated a climbing area.
8. Walking only (no running) on the platform of any structure.
9. Sticks and rocks must not be pointed or thrown at anyone.
10. Digging can be done in the sandbox.
11. We encourage constructive, pretend play but limit behavior that is unsafe or that is disrespectful of students, adults, or the physical

- environment of the school.
12. All equipment is to be used for its intended purpose.
 13. We treat plants, shrubbery and trees with respect so they can live and grow.
 14. The human body is not to be treated as a target.
 15. Children can help themselves to water and drink at a designated area.

***Non-Discrimination Policy**

St. Andrews Montessori School maintains a tradition of non-discrimination in dealing with the Americans with Disabilities Act by providing equal access to our facilities and programs to students, parents and employees who have disabilities. St. Andrews Montessori School does not discriminate on the basis of race, gender, sexual orientation, disability, religion, or national and ethnic origin in its admission and hiring policies. St. Andrews Montessori School will not tolerate any form of sexual harassment by students, parents, or personnel. If you believe you have been the victim of discrimination or sexual harassment, contact the appropriate person as outlined in St. Andrews Montessori School's handbook.

Recommended Reading

Books by Dr. Maria Montessori:

- The Absorbent Mind
- The Discovery of the Child
- The Montessori Method
- The Secret of Childhood

Other Books about Montessori:

-Montessori: The Science Behind the Genius

By Angeline Stoll Lillard

-The Montessori Controversy

By John Chattin-McNichols

-Montessori – A Modern Approach

By Paula Polk Lillard

-A Parent's Guide to the Montessori Classroom

By Parent Child Press

-Tomorrow's Child

Published by the Montessori Foundation

Websites:

St. Andrews Montessori –Under construction.

Montessori Educational Programs International – www.mepi.forum.org

The Montessori Foundation – www.montessori.org

*Some books and other DVDs are available to check-out in the school office.

“It is true, we cannot make a genius; we can only give each individual the chance to fulfill his potential possibilities to become an independent, secure and balanced human being.”

Dr. Maria Montessori

APPENDIX A

Coping With Separation Anxiety

It is a normal part of the child's development to be afraid when parents leave. As a matter of fact, it's a healthy sign of emotional and mental development. It usually happens in the second year of life, but can start as early as seven months and last as long as age four.

Sometimes, however, separation anxiety starts with the parent. Children pick up any fears that the parent has. It takes a very skillful parent to hide her emotions from a child. A less skillful parent will push an otherwise happy, secure child into the depths of separation anxiety if she is experiencing any uneasiness herself. So, if you are feeling a little jittery about leaving your child (and that is certainly normal), try very hard to hide it.

Don't reassure your child too many times. Just tell him where you are going, go there, kiss the child, and then leave. Know that our staff has had experience dealing with separation anxiety. You'll make their job a lot easier if you leave quickly. They want your child to be happy, and they'll do everything they can to help the child learn the skills he needs to cope. Let your child learn these skills. It's the loving thing to do.

- Prepare your child in advance
- Tell your child you are leaving
- Leave quickly
- Have a confident attitude that your child will cope well
- Return, on time, as promised

APPENDIX B

CLASSROOM OBSERVATION GUIDELINES

Preparing Your Child for Parent Observations

Observations are a wonderful way for parents to become familiar with their child's school and to get a feel for what she does during her time with us. It can be difficult for children, particularly young or new children, to have Mom or Dad come in and then leave without them. We can assist the child in this transition with some careful preparation.

St. Andrews Montessori School requests that you allow your child 6-8 weeks to settle into his class before doing an in room observation. A few days before your scheduled observation share your plans with your child. Let him know that you will be coming to watch him work and that he may do whatever he normally does when you are not there.

Explain that you will arrive at a given time and will stay for a while to watch him/ her work. Convey that you do not want to interrupt or disturb the class, so you will need to sit very quietly and watch while he/she continues to work.

Clearly explain that after an hour or so you will quietly leave the classroom and that you will be sure to say a quick and quiet good-bye. Mention the pick-up plans. For example, "I will see you at the end of your school day and we will go home and have a snack together."

It is important that your child knows what to expect and is not surprised when you leave at the end of your observation.

Please be assured that children respond in very different ways to having a parent in the classroom. Some continue their work and barely glance up. Others want to show you all of the new things that they have learned and will bring their work close by. Occasionally, a child will become clingy and want to sit on your lap or cry when you leave. This is not unusual and the teachers will know how to handle such a situation.

To help us, and to help you in getting a sense of the real Montessori classroom, we ask that you follow these general principles:

- Drop your child off as usual and come back at your scheduled time.
- Check in at the office first. There will be a form for you to fill out during your observation.
- If there are two observers, please do not talk.
- Bring a notebook to jot down questions and observations that you wish to share with the teacher she will be glad to talk with you after school.
- Watch your own child, but try to see the interactions of the whole class.
- Please come in without preconceived notions and take note of your mood.

What to Look for During Your Observation of Primary Classrooms:

An environment that is orderly and beautiful. Shelves, furnishings, artwork and materials are at the child's level. Materials are grouped by subject around the room. This is a Children's House.

- Children working independently. Some work alone, some are in pairs or small groups, and others are having an individual lesson.
- Children concentrating on work or in conversation, even though there is much busyness and work going on around them.
- Children cooperating and helping one another.
- Children settling their own differences.
- Children caring for the environment – putting work away when completed, cleaning up their messes, and handling the materials with care.
- Teachers interacting with children but not as the central focus of the classroom.

APPENDIX C

LIST OF COMMUNICABLE DISEASE

If you have any questions or need to report that your child has a Communicable Disease, please do not hesitate to call the School's Office for more information.

Chicken pox*# (Varicella)
Cold Sore (Herpes Simplex)
Common Cold (upper respiratory infection)
Conjunctivitis (Pinkeye) (may be viral, bacterial or allergic)
Croup (viral respiratory infection) causes "barky" cough
Diphtheria*
Ear Infection (Otitis media) Sinusitis
Fever (100.4 degrees or higher) no specific reason known or identified
Fifth Disease # (Parvovirus) "Slapped cheek" appearance and a lacy rash
Gastroenteritis, bacterial – (E. coli, Salmonella, Shigella, Campylobacter, Yersinia)
 Usually have vomiting/diarrhea
Gastroenteritis, viral (Adenovirus, rotavirus, Norwalk virus)
German Measles (rubella)*#
Giardia (a parasite which causes diarrhea)
Hand, Foot and Mouth Disease (Coxsackie virus) (causes sores in these areas)
Head Lice (Pediculosis)
Hepatitis A
Hepatitis B*#
Impetigo (Staphylococcus or streptococcus) skin infection
Measles (Rubeola)*
Meningitis, bacterial (Infection of the fluid lining the brain and spinal cord,
 causing fever, headache, neck stiffness, rash)
Meningitis, viral (enterovirus)
Mononucleosis (Mono) Epstein-Barr virus
Mumps*
Pinworms
Pneumonia (viral or bacterial) lower respiratory infection
Poison Ivy (not infectious) Reaction to sap on leaves of poison ivy, poison oak and
 poison sumac
Ringworm (Tinea capitis, corporis, pedis) fungal infection of scalp, body, or feet
Scabies (mites which burrow under the skin, causing severe itching)
Strep Throat/Scarlet Fever (Group A Streptococcus) Scarlet fever is a strep throat
 infection with a rash
Tuberculosis
Whooping Cough* (Pertussis)

Your child may return when the incubation and contagious period is passed and the child is well enough to resume normal childcare activities.

*These diseases should have been vaccinated

#These diseases may be of concern to staff because of known or suspected contact.

APPENDIX D

Elementary Curriculum

The Montessori curriculum inspires students to become independent learners who appreciate and understand their world. Integrated studies provide students with unique and age-appropriate materials that help them to become accountable for their use of time, for accuracy in their work and to evaluate their strengths and areas of growth. Our students have individualized work plans to allow them to use time effectively and to make appropriate choices. Students demonstrate great joy in their learning.

Language Arts

The Montessori Language Arts curriculum is designed to enhance the students' skills in reading, comprehension, writing and speaking; and to provide connections with history, literature, science, math, and geography.

- Reading:** Students increase comprehension skills through various reading activities; reading silently and aloud to peers and teachers, reading cards, reading booklets related to academic studies, SRA, Junior Great Books and home reading.
- Writing:** Creative writing allows the student to express thoughts before spelling and grammar are mastered. As the student's skills progress, sentence structure becomes more complex, spelling improves, and story-writing skills develop. Students write book reports, poetry and journals, and then learn to analyze sentences, build complex sentences and refine research skills.
- Grammar:** Students study the parts of speech and their functions using classical Montessori materials such as Grammar Boxes and the Farm. Definitions and symbols are correlated with each part of speech. Grammar studies are integrated to reinforce work the child has already mastered. For example, to play the Detective Adjective game, the child must be able to identify the scalene, isosceles and equilateral triangles; and obtuse, acute and right angle.
- Spelling:** Students study word families, create spelling lists, study word origins and meanings, and test their spelling skills. Nomenclature and sight words are practiced.
- Handwriting:** Print and cursive skills are reinforced through practice, journaling and class work.

Mathematics

The student entering an elementary Montessori program usually has a good math foundation. Elementary Montessori materials allow students to develop an in-depth understanding of math concepts followed by memorization of math facts. Students receive individual and small group lessons and work at their own pace. Math curriculum is organized so that students can independently follow the math sequence under the teacher's guidance.

Addition	Subtraction	Estimation
Multiplication	Division	Square Roots
Skip Counting	Squaring	Cube Roots
Memorization of	Ratio/Proportion	Math Facts
Word Problems	Fractions	Decimals
Math History		

Geometry

Comprehensive geometry studies begin with experiences with the line and its parts and continue through studies of angles, polygons, triangles, quadrilaterals, circles area and volume. The concepts of similarity, congruency and equivalency are also studied.

Physical Science

Studies include the use of lectures, discussion and experiments. Projects and research help students to understand abstract concepts.

The Universe: formation, nebulae, galaxies, gravity, laws of motion, Milky Way

Solar System: the sun, the nine planets and their orbits.

The Sun: composition, sunspots, corona, flares, prominences, solar storms, solar winds, aurora borealis, aurora australis, eclipses.

Planet Earth: origin, inner structure, plate tectonics and effects, continental drift, volcanism, earthquakes (movement & consequences), tsunami, tides.

Matter: on the human body, laws of physics (gravity, magnetism), a conservation of energy and of matter.

Electricity: concept, electric circuits, dry cells, light bulbs, definitions (volt, ampere, ohm, watt), test of conductive vs. non-conductive materials, test of electrostatic materials.

Magnetism: theory, examples of magnets, test of materials attracted by magnets, construction of electromagnet.

Biological Science

Botany

Many hands-on activities and experiments pique the students' curiosity and engage them in the study of botany. Students study botany nomenclature and definitions, plant classifications, biomes and ecosystems. Older students research native plants and help care for them in the environment.

Zoology

Children have a natural curiosity about the earth's creatures. Zoology studies allow children to understand the system of organizing the animal kingdom, research the five classes of vertebrates and study each in depth. Students begin their studies by observing real creatures, then use cards, booklets, control charts and book research to continue their studies.

Cells	Invertebrates
The five kingdoms	Nomenclature of the external and internal parts of the vertebrate and invertebrate
Five classes of vertebrates	Study of the human body
Animal Research -	
Independent in-depth studies	

Geography

Geography studies are integrated with history and science. Students learn about many different cultures as they learn about other countries. Students also study the evolution of geography since the formation of the earth. Favorite activities include drawing maps and identifying countries, oceans, flora and fauna native to each continent.

The Earth
Timeline of life on Earth
Major land and water forms around the world: oceans, seas, lakes, rivers, volcanoes, mountains and islands
Physical, cultural, economic and political geography
Flag Studies
Geology
Biomes

History

History begins with the concept of the passage of time, then geologic time and the study of civilizations throughout history.

Fine Arts

Art:

Art lessons are taught using various techniques and media.

Music/Drama: Students enjoy singing, using the Montessori bells and tone bars and learning new songs. Music is integrated into the spring drama production. Students prepare for a drama production through warm-up activities; then collaborate on writing an original script. The drama program teaches students teamwork while integrating reading, writing, memorizing and public speaking skills.

Physical Education

Conditioning, strengthening, rules, cooperation and sportsmanship are taught, along with basic skills in a variety of activities.

Yearly Traditions

Many traditions enrich all students' experiences. Each year our students participate in field trips related to curriculum studies. Short outings have included visits to a farm, science centers, a fossil dig, and children's theater productions.

