



Parent Handbook

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Welcome to Old Peachtree Montessori School. We feel that by choosing Old Peachtree, you have not only chosen the best school for your child, but the best community for your family.

Once upon a time we all lived in a “community.” Children were born, grew up, got jobs, married and raised their own children all in the same town. They attended the same schools that their mothers and fathers attended as children. Perhaps they even had some of the same teachers that their parents had as children. And, for the most part, kids grew up to be decent, honest members of society. Truthfully, they had little choice. Anytime they strayed just slightly off the straight narrow path; there was always someone who knew them and their family who would set them straight. Some people might consider this “meddling”, but in many ways that “meddling” was a demonstration of “caring”.

In our fast-paced and very mobile society, it’s difficult to establish the community bonds that unite people. Today many of us wish that we could re-create that same type of environment.

Once we developed a sense of community simply because we lived together in the same town or neighborhood. Today, we may only know a handful of our neighbors. Our friends, and more importantly, our children’s friends, move out of one neighborhood to another, or even out of town as our career dictates. Those of us who cherish the old sense of close knit community have to create our own by joining together with people with whom we share similar interests, concerns and values.

You will often hear the word “community” used to describe Old Peachtree. It offers for those who wish one an authentic community. Relationships tend to grow strong and friendship runs deep here. Teachers, students, and parents enjoy an old fashioned sense of friendship and collaboration.

This opportunity for continuity, stability, and a true sense of community within the school means a great deal to many of us. Students know that they belong, that they are respected, and that they are cared for not only by their parents, but by the larger community of fellow students, teachers, and other parents in the school, many of whom have known them almost all their lives.

Old Peachtree brings together families who have chosen to identify with a common commitment to the shared concerns, values and expectations they have for their children. We come from different backgrounds, but our sense of community exists in spite of, or perhaps because of it. Old Peachtree teaches our children to understand and appreciate cultural differences and shared human values: peace, independence, human dignity, and a celebration of life.

In a time when so much negativity and violence in schools is prevalent, in a time when it is often difficult to establish positive feelings of continuity, unification, and stability in our own neighborhoods, Old Peachtree Montessori has succeeded in re-creating that positive sense of identity, mutual caring and concern. We have worked hard to cultivate this sense of community here at Old Peachtree, and we welcome you into our family.



The History of our School

Jackson Longstreet Sims and his wife, Sallie Ambrose Sims, built the house in which our school now resides in 1919. The Sims are the great-great grandparents of David, Daniel, and Mary Katherine Crooke who are former students of Old Peachtree Montessori. J.L. Sims was a successful farmer and businessman. The property on which our school resides was part of several large farms that Mr. Sims owned and operated. The lumber for the house and floors was harvested from a lumber farm owned by Mr. Sims located in another part of Georgia.

The yellow brick was purchased in Cincinnati, OH for five cents per brick. The house is known to the Sims family and older local residents as “The Yellow Brick House”. The house had running hot and cold water as well as two indoor bathrooms-which was quite an extravagance in 1919! The hand-painted Italian ceramic tiles, located in three rooms in the house were purchased at the Merchandise Mart in Chicago. The original roof was tin and the green terra cotta roof was added in the 1920s. The original tin roof was moved to the Elisha Winn house on Dacula Road, which was also owned by Mr. Sims. The Sims family later sold the Elisha Winn house to the Gwinnett Historic Society. The sinks in the house are the right height for children because Sallie Sims was only four feet eleven inches tall. The kitchen is in its original form using pieces of furniture to store utensils rather than cabinets. The back porch was originally a screened porch used for some food storage and a back entrance to the house.

The Yellow Brick House was completed in 1920. The Crooke children’s great grandfather and Suzanne Sims Crooke’s Grandfather, Olyn Sims, was ten years old when the Sims occupied the house. He was the youngest of ten children and grew up in the Yellow Brick House. Olyn Sims wrote “1920” on the front steps when they were poured and this inscription can still be seen today. He graduated from Winder High School in 1929, and Suzanne still wears his class ring. Olyn Sims left Barrow County to attend college and seminary. He was a minister for over 40 years.

The Sims family owned the house until the mid 1960’s. It was then sold to the Elliot family. In 1991, the house was purchased by Suzanne’s brother David Sims and his wife Sabrina. They renovated and restored the interior of the house over the next five years. They sold the house to Old Peachtree in the summer of 1996.



“A Day in the Life of a Montessori Student”

Adapted from an article by Tim Seldin, director of New Gate School in Sarasota, Florida.

Note: Zoe and her family are composites drawn from many families at Old Peachtree.

It is dark at 7:30 on this mid-winter’s morning when Grace and Zoe’s mom pulls up to the carpool drop-off point at Old Peachtree. Her two girls have been at Old Peachtree since they were toddlers. She has made this trip so often over the years that Old Peachtree feels like her second home. She works in town and typically can’t leave work until five o’clock. Her husband teaches in the local public school and is off much earlier. He’ll pick the children up from the after care program at 4:30, but if he’s late, he knows that they’ll be fine until he arrives. Many working families appreciate the extended day and summer camp programs.

Grace and Zoe definitely think of Old Peachtree as their second family. Grace had the same teacher and core group of classmates/friends for three years in her Primary class. Zoe, four, now has the same teacher that Grace had in Primary. After watching Grace get out of the car for years, she was more than eager for her chance to be in Ms. Suzanne’s class. The comfort and security of the familiar surroundings and people make it easy for Grace and Zoe to leave their mom every day at the door. Ms. Suzanne looks up when the door opens and smiles and waves. It is quiet. There is a small group who come for Breakfast club, and everyone is busy with their tasks of pouring cereal and setting the table. The lights are dim and the strains of Mozart are softly playing. Grace goes over to a young new student who has come in crying. She kneels down and invites him to come over and play with the hamster. This quiets him. Zoe finishes her breakfast and meanders over to the reading corner and selects a book to read.

At 8:30 Grace and other elementary students walk to their classroom. The activity is picking up as children come in and hang up their coats and put their lunch boxes away. Ms Suzanne warmly greets them with a smile and a soft hello. She waves a few students over to the table to work on a lesson on the trinomial cube. Ms. Teresa, the classroom assistant, is busy setting up the snack area. Zoe has just finished painting and is hanging up her masterpiece to dry and putting her smock away. The two adults move quietly around the room assisting with lessons. There is a low hum of activity.

At 9:00 Ms. Suzanne rings the bell and a hush falls over the room. She calls everyone over to sit on the ellipse and begins group. Ms. Suzanne takes this opportunity to go over a grace and courtesy lesson by role modeling. She invites another student to the center of the ellipse. She sets herself up as a student who is busy working on a lesson with the moveable alphabet. Her “classmate” walks across her work. In mock horror, Ms. Suzanne reacts indignantly. Then the lesson backs up several times with several different scenarios of reactions. She has the children around the ellipse help her in selecting an appropriate response. After the group lesson in grace and courtesy, Ms. Suzanne guides her students in choosing work.

Montessori children work with hands-on learning materials that make abstract concepts clear and concrete. This allows young students to develop a clear inner image of concepts in mathematics, such as how big is a thousand, what we mean when we refer to the “hundreds” column, and what is taking place when we divide one number by another. This approach makes sense to children. Through this foundation of concrete experiential learning, operations in Mathematics, such as addition, become clear and concrete, allowing the child to internalize a clear picture of how the process works.

Zoe and another child have begun to work together to construct and solve a mathematical problem. Using sets of number cards, each decides how many units, tens, hundreds, and thousands, will be in his addend. The cards showing the units 1 to 9 are printed in green; the cards showing the numbers from 10 to 90 are printed in blue; the hundreds from 100 to 900 are printed with red ink, and the cards showing the numbers 1000-9000 are printed in green again because they represent units of thousands.

As Zoe and her friend construct their numbers, they decide how many units they want, find the card showing that quantity, and place it at the upper right-hand corner of their workspace. Next they go to the bank, a central collection of golden bead material, and gather the number of unit beads that corresponds with the number card selected. They repeat this process with the tens, hundreds and thousands.

The children combine the two addends in the process we call addition. Beginning with the units, the children combine quantities to determine the result of adding the two together. When the result is nine or less, they find the large number card that represents the answer. When the addition results in a quantity of ten beads or more, the children stop at the count of ten and carry the ten unit beads to the bank to exchange them for a ten-bar: ten single units equal one unit of ten. They repeat this process with the tens, hundreds, and thousands.

It’s about ten o’clock now, and Zoe is a bit hungry. She wanders over to the snack table and prepares herself several pieces of celery stuffed with cream cheese. She pours herself a cup of apple juice using a liter pitcher that is just right for her small hands. When she is finished, Zoe wipes her place mat.

Clearing up her snack has put Zoe in the mood to really clean something, and she selects table washing. She gathers a bucket, a sponge, soap and a towel. She begins to scrub the table slowly and methodically. As she works, she is absorbed in the patterns that her brush and sponge make in the suds on the table’s surface. Zoe returns everything to its storage place. When she is finished the table is more or less clean and dry. We have to remember that a four year old washes a table for the sheer pleasure of the process; the fact that it might lead to a cleaner surface is incidental. What Zoe is leaning above all else is an inner sense of order, a greater sense of independence, and a higher ability to concentrate and follow a complex sequence of steps.

Zoe moves freely around the class, selecting activities that capture her interest. In a very real sense, Zoe and her classmates are responsible for the care of this child-sized environment. When they are hungry, they prepare their own snack. They go to the bathroom without assistance. When something spills, they help one another carefully clean up the mess. We find children cutting raw fruit and vegetables, sweeping, dusting, and washing windows. They set tables, tie their own shoes, polish silver, and steadily grow in their self-confidence and independence.

Noticing that the plants need watering, Zoe carries the watering can from plant to plant, barely spilling a drop.

Now it is eleven o'clock and one of her teachers comes over and asks her how the morning is going. They engage in conversation about her latest enthusiasms, which leads Ms. Suzanne to suggest another reading lesson. She and Zoe sit down at a small rug with several wooden tablets on which the shapes of letters are traced in sandpaper. Zoe selects a card and slowly traces the letter d, carefully pronouncing the letter's phonetic sound: duh, duh, duh. Zoe traces the letter with her tiny hand and repeats the sound made by her teacher.

Zoe doesn't know this as the letter d yet, and for the next year or so, she will only call it by its phonetic sound: duh. This way, she never needs to learn the familiar process of converting from the letter name, d, to the sound it makes, duh. Continuing on with two or three additional letters, Suzanne slowly helps Zoe build up a collection of letters, which she knows by their phonetic sounds.

Suzanne leads Zoe through a three-step process. "Zoe, this is duh. Can you say duh? Terrific! Now, this is a zzz (the letter z). Zoe, can you give me the zzz? Fine. Trace the one that say "dih". Trace the one that says "zzz"... Okay, what is this (holding up one of the sandpaper letters just introduced)?" Zoe responds, and the process continues for another few minutes. Before long, Zoe will begin to put sounds together to form simple three-letter words.

After playtime outside, Zoe's day continues just like the morning began. She eats her lunch with the class at 12:00. After lunch, the work cycle continues. Her teacher may concentrate some time on the geography study of a foreign country on which they are focusing. They will be introduced to the customs, culture or food. Perhaps they may be studying a unit on the presidents, or body systems. Zoe may take some time to trace the metal insets or make her mother a macaroni necklace.

At the end of the day, Zoe travels to after care where she looks forward to playing outside or baking some gingerbread muffins with her teacher. All in all, Zoe has probably completed twenty to thirty activities, most representing curriculum content quite advanced for someone who after all, just turned four two months ago. But when her dad picks her up at 4:50, her response to the usual question of "What did you do today" is no different from many other children, "Oh, I don't know. I guess I did a lot of stuff!"



Section 1: Morning and Afternoon Procedures

School Hours

The Elementary classrooms begin the day at 8:00 AM. The Primary classrooms begin the day at 8:15 AM and the Pre Primary classroom begins the day at 8:30 AM. The school cannot be responsible for students who arrive at school earlier than the beginning of class, unless they are enrolled in Breakfast Club. All students are due in class at the beginning of each school day. There is a fifteen- minute grace period for the unloading of carpool. **For security purposes, the doors to the classrooms will be locked at 8:15 AM for Elementary, 8:30 AM for Primary and 8:45 AM for Pre-Primary.** If you bring your child to school after your scheduled drop off time period, take your child directly to his/her classroom and wait at your classroom door for the assistant to let you child in.

Please try to not be late because it causes a disruption to the class.

The school day for Pre-Primary half-day students ends at 11:45 AM and 12:00 PM for Primary. The school day for full day students ends at 2:45 PM for Pre- Primary, 3:00 PM for Primary and 3:15 for Elementary. Students are expected to stay until class is dismissed. Carpool pick-up extends 15 minutes past the end of class

(See the carpool drop off and pick-up schedule at the end of section 1).

Early dismissal: Naturally, there will be occasions when you will need to take your child out of class early for a doctor's appointment or similar obligation. To ensure that your child will be ready, please send a note to the office or teacher to let them know the time you will be picking him/her up. When you arrive at school, you will need to come to the office, the office staff will contact your child's class, and you will go to the normal pick-up area to get your child.

Tips for Saying Goodbye

Initially, it can be difficult for parents and young children to separate at the beginning of the school year. We have found that a short and positive good-bye is easiest for the child. We do ask parents to **NOT** enter their child' classroom. We strongly recommend you set up a routine from the first day. The prolonged good-bye often makes the separation difficult. Drop off through carpool is part of our morning routine. For the first few weeks of school, there may be

anxiety, and crying. Often times it is hard for the parents to “let go”, thereby sabotaging separation. Most of the time your child will stop crying as soon as you are out of sight. You will be contacted in the event of prolonged, persistent crying. Feel free to call the school for reassurance that your child has settled in and is adjusting well.

Tips for Drop-Off/Pick-Up

- Please use the carpool line for your building(s) when you drop off or pick up your child.
- To avoid tie-ups, do **not** park and leave your car in the carpool line or the traffic lane at any time. If you need to come on to campus, please park in the parking lot by the office. For safety reasons, when walking your child on the grounds, always keep your child by your side. Never allow your child to run ahead, especially in the parking lot.
- Before your child can ever leave with anyone other than authorized parents, we will need your written permission to allow your child to leave school with this specific person on this specified date.
- Please do not escort your child through the carpool lines. ***This is very dangerous.***

Our Campus is made up of the Office Building and 3 classroom buildings.

Building 1 is the yellow brick house which holds our Elementary classes.(ages 6-12)

Building 2 is the middle one which holds our Primary classrooms (ages 3-6)

Building 3 is located next to our organic veggie garden and holds Preprimary (16 months-3) and also our Breakfast Club/AfterCare room.

PrePrimary Building Morning Arrival (and breakfast club)Building #3

1. Bear to the right and follow the signs around to the building located in the back of the property.
2. Wait for the carpool attendant to open the door and assist your child out of the car.
3. Students may be brought to school between 7:30 and 8:15 AM if they are registered through the office for Breakfast Club. The location for Breakfast Club/Aftercare is next to preprimary..
4. Please exit slowly through the employee parking lot taking care to drive slowly and watch for pedestrians or other cars.
5. ***Please, please, please drive slowly –even if you are running late.***
6. If you need to communicate with the teacher, please send a note to request an appointment time. This will insure that all students enter class on time.
7. Please honor your respective drop off time.

Primary Building Morning Arrival Building #2

1. Bear to the right and follow the signs around to the front of Primary Building #2.
2. **Do not allow your child to open the door and get out.** Wait for the Teacher's Assistant to open the door and assist your child out of the car.
3. Please yield to traffic entering and departing from the Main House drop off point and merging traffic from Primary Building #3.
4. Students may be brought to school between 7:30 and 8:15 AM if they are registered through the office for Breakfast Club. The location for Breakfast Club will be identified with signage.
5. Do not pull away from the building until your child has been escorted into the classroom.
6. The school assigns personnel to assist your child out of the car and into their classroom. If you have issues to discuss, please bring these to the office for the office staff to address.
7. ***Please, please, please drive slowly even if you are running late.***
8. If you need to communicate with the teacher, please send a note to request an appointment time. This will insure that all students enter class on time.
9. Please honor your respective drop off time.

Main House Building 1 Morning Arrival - Elementary Students

1. Pull into the driveway, and bear to the left, behind the pecan tree. Follow the signs around to the main house. Pull through the portico carefully, as it is narrow.
2. Be aware of oncoming traffic from the back Primary/Pre-Primary buildings, yield as necessary.
3. Students may be brought to school between 7:30 and 8:00 AM if they are registered through the office for Breakfast Club. The location for Breakfast Club will be identified with signage.
4. Do not pull away from the house until your child is safely on the porch.
5. The school assigns personnel to greet and assist your child out of the car.
6. The Main House front door is locked promptly at 8:15 AM. If you are dropping off after 8:30 AM, take your child directly to his/her classroom and check in with the Teachers
7. *Please, please, please drive slowly, even if you are running late.*
8. If you need to communicate with the teacher, please send a note to request an appointment time. This will insure that all students enter class on time.
9. Please honor your respective drop off time.

Afternoon Pick-Up

General Guidelines: Unless we receive permission from you to do otherwise, we will only release your child to the people you have specifically authorized on your release form. We must also receive written notice from you telling us that your child is to ride home with someone other than his or her parent/guardian. Often times, children will say that they are to go home with a friend because **THEY** want to. Even if someone is on your list, we will not release your child without a note, or a phone call. We will require photo identification of anyone picking your child up. Please make sure all your carpool drivers are on your release form.

Half Day Students

Pre-Primary: Pre-Primary students will be dismissed from Building #3 at 11:45 AM. After 12:00 PM please park and come into Building #3 to pick up your child. Please keep your conversations with your child's teacher brief. If you would like to speak with your child's teacher at length please call the office with your request. We hope you will not be late, as it will distress your child.

(Please see Section 10 for late pick-up fees)

Primary: Primary students who stay only for the morning session will be dismissed at 12:00 Noon. The teachers will bring your child to the car. Do not park your car in the carpool line. Please keep your conversations with your child's teacher brief. If you would like to speak with your child's teacher at length, please call the office with your request. Please ensure you arrive promptly, as it will distress your child. (Please see Section 10 for late pick-up fees)

Full-Day Students

The normal school day for Elementary Students is 8:00 AM to 3:15 PM, Monday - Friday. . Primary Student hours are 8:30 AM to 3:00 PM, Monday – Friday. Pre Primary Student hours are 8:45 AM to 2:45 PM, Monday – Friday. Parents who have not picked up their child(ren) by 3:15 PM for Primary and Pre Primary will have to pick them up from the Extended Day Enrichment Program in the location identified by signage. You must park your car, notify the staff, and sign your child out. *(Please see Section 10 for late pick-up fees)*

All students-Pre-primary, Primary and Elementary- pick-up point is determined at the beginning of each school year (see carpool pick up and drop off routs at the end of Section 1). Please be aware that this will be discussed at the orientation meetings held prior to school each year.

Extended Day Students

1. The Extended Day Program ends at 6:00PM, at which time OPMS closes for the day. It is essential that all children be picked up at or before this time. A \$2.00 per minute late fee will be assessed should any child not be picked up by 6:00 PM.
2. To pick your child up from the Extended Day Program, park in the parking lot and walk to the location identified by signage. Do not leave your vehicle running in the driveway while you go in to pick up your child. This can be dangerous if a child were to enter your vehicle. Please make contact with a staff member supervising your child before taking him/her out of the group. All children must be signed out. When picking your child up, please remember to collect all their belongings including lunch boxes, coats, mittens, courier packs and folders. . **Sign your child(ren) out.**
3. Please remember we cannot allow your child to leave campus with anyone unless you give your permission.
4. In order to maintain our student/staff ratios in the Extended Day Program, we cannot normally accommodate unexpected students. If you need to utilize aftercare, **we must have 24-hour notice.**

Attendance

All OPM students, even our youngest, are expected to attend school on a daily basis, at the start of the school day. Consistent attendance and prompt arrival is mandatory. Attendance is documented and recorded on each student's transcript.

Elementary students are expected to be *in class* before 8:15 AM, Primary 8:30 AM and Pre Primary 8:45 AM and to be present in class for the full school day (or the full morning session in the case of the students enrolled for half-day option) and at other required school activities.

PLEASE BE ON TIME! Late arrival is disruptive and inconsiderate to the rest of the class, and nothing can be more disruptive to a child's education than irregular attendance. Consistency and routine are important to every child's development, but they are especially important for Pre Primary and Primary Students. When a child is engaged and excited about a lesson it is important to have consistent attendance to allow them the opportunity to complete and/or repeat the work while the excitement/interest level is high.

Please contact your child's teacher and the office to notify us of any planned absences.

Although our program is individualized it still depends upon consistency and continuous progress. Every time a child misses a day or two of school here and a day or two there, the more detrimental it becomes to his/her educational development.

Checking In or Out

Whenever your child needs to be excused early from school, please send in a note to the teachers indicating the nature of the absence and the time when you will want her/him to be excused from class. You may stop by the office and the staff will advise the teacher to have your child ready for pick up at their classroom.

If you are arriving late in the morning due to an appointment, etc., take your child directly to their classroom and a Teacher will receive your child. Please keep this to a minimum.



Section 2: Everyday Life at Old Peachtree Montessori

Starting School

Many young children and their parents feel a bit nervous when they leave one another in an unfamiliar situation. A few tears may even be expected. If this is your child's first year at OPM, we encourage both parents to visit the campus frequently before your child starts school to allow him or her to become familiar with the new setting. Come picnic with us on a Family Day, or enroll in a summer camp session; walk the grounds; take a picture of the school and your child's teacher to leave on the refrigerator at home. Be reassuring as you talk with your child about his or her new school.

At the start of each new school year, parents and new students will have orientation the week before school starts when new students can visit the classroom and meet their teachers.

On the first day of school, please follow the car pool procedures. It is very important to reassure your child about where you will be during the day, and what time you will pick him/her up in the afternoon. Some children may be sad during the first few days, but kind words and reassurance almost always alleviates their fears. Our teachers are sensitive and supportive to separation anxiety. They will help your child to transition comfortably.

Recommended Dress Code

Students are expected to dress in clothing that is appropriate for school. We learn by doing at OPM; your child's clothes will get dirty. Please do not dress your children in clothes that you want kept clean. Comfortable play clothes are strongly encouraged! Younger children should dress in clothing that they can put on and fasten for themselves: pullover shirts, elastic waistbands, Velcro sneakers etc. We encourage independence here at OPM. It is very frustrating for young children to try and manage the straps of overalls, clothing that fastens in the back and belts when they are hurrying to the bathroom.

Clothing: All age levels

What NOT to wear:

Cut off shorts Clothing with holes or tears Outfits with bare midriffs Pocket chains Oversized pants or shorts Hard soled shoes Cowboy boots Cleats Flip-flops or <i>open toed shoes</i> Valuable jewelry Play jewelry
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Homework

Old Peachtree begins to assign homework in the first year of elementary. It will not be homework that consists of page after page of busywork but interesting assignments that support topics that the children are studying in school. Your child may be given the task of researching a certain topic

Montessori education and theory provides a daily environment for learning. Maria Montessori believed that children interacting in the home community in the evenings provided rich experiences such as cooking, reading together, planning and even chores which build responsibility.

Homework doesn't need to be boring. We try to challenge the child to think, explore, and pursue tangible projects. Homework is intended to afford students the opportunity to practice and reinforce skills introduced in the classroom. Assignments are geared toward the child's individual level.

Homework should never become a battleground between a parent and child. One of our goals as parents and teachers of Montessori is to teach the child how to learn to organize, budget time, and follow through until the assignment is complete. Parents should be available to guide students when needed.

Upper Elementary students will have homework that will vary throughout the year.

Standardized Tests

We have instituted taking standardized tests for the 3rd-6th year elementary students. We do not place a great deal of emphasis on these tests as a reliable measure of the students progress, but we feel our students should become acclimated with the focus and discipline it takes to complete such a test. Many studies have revealed that standardized tests are notoriously inaccurate, misleading and stressful for children. After working with the same children for three years, we feel our teachers come to know far more about their student's progress than can be revealed on any paper or pencil test. Of course, throughout the year, all elementary students take weekly spelling/vocabulary tests, timed math tests, as well as verbal quizzing on a daily basis from the teacher. These tests are private and will remain at school in your child's academic file. Students of all ages can be at varied levels. We encourage parents to discourage academic competition. Reinforce all students to be proud at doing their best.

Advancement to the Next Level

Montessori theory dictates that each child learns at his or her own pace. As a result, the concept that a child is a first, second, or fifth grader doesn't have the same meaning as in a traditional school.

Advancement to the next class level (for example, from the primary to the lower elementary) is based on an evaluation of the child's total academic, social, and emotional and physical/motor development. Because classes are equipped with many ranges of materials that overlap between the classes, no child is allowed to stagnate at a certain level. The most important criteria for advancement to an older group, is often the student's social adjustment, independence, work habits and maturity.

Privacy of Student Files

Student files are confidential records and are kept secure from unauthorized access. Parents or guardians may have access to their child's file, but may not be removed from the premises. A copy of the student's file may be sent to an outside professional, such as a psychologist or educational diagnostician, if requested in writing by the parent or guardian.

Transcripts

By written request, a student's transcript will be issued to another school. Copies are sent directly to the requesting institution. Please allow the office staff at least one week's notice to complete this request. Transcripts will not be issued if a student has an outstanding balance on his or her account. They will be forwarded as soon as the account has been brought up to date.

Student Behavior Policy

Each student attending OPMS is expected to follow the rules and guidelines in our Student Behavior Policy. These expectations and rules are in place to insure a safe and peaceful learning environment.

Please review the guidelines with your student and explain the importance of following **The rules.**

- 1. Follow directions**
- 2. Be honest with teachers and peers**
- 3. Showing teachers and peers respect**
- 4. Following classroom rules**



Section 3: What students need at school

Toddlers

- ◆ A complete set of clothing to change into including socks and shoes (**please label everything**)
- ◆ A light blanket (if your child naps) and a **SMALL** pillow with your child's name on it
- ◆ A bag of diapers (not more than 24); **labeled**
- ◆ A box of wipes; **labeled**
- ◆ A box of tissues
- ◆ A small canvas bag no bigger than 8"x 12" to remain at school with your child to hold his extra clothes; **labeled**

Primary Students

- ◆ A complete set of clothing (**label everything**) to change into including underwear, socks and shoes.
- ◆ School supplies (to be determined each year by your child's teacher)
- ◆ A small canvas bag no bigger than 8"x 12" to remain at school to hold your child's extra clothes; **labeled**
- ◆ School supplies as determined by your child's teacher

Elementary Students

- ◆ School supplies as determined by your child's teacher

Toys

- ◆ Toys should **never** be brought to school. Children are saddened if their toy is broken or lost at school. You can help to avoid car pool/toy separation by leaving the toys at home.

Show and Tell

Each teacher will determine when his or her class will conduct show and tell. We ask that you encourage your child to bring in materials that are educational, related to nature, a favorite book, and souvenir from a trip, or something pertaining to a subject, which they are studying. Talk with your child about what he wants to "tell" about the item being shown. NO toys will be shown.

Lost and Found

Inevitably, things get lost when they are brought to school and they do not have names on them. We maintain an area in the office for lost and found articles. We will donate items to a charitable organization, so please check often. Please take the time to label jackets, gloves, hats, lunch boxes, folders, etc!

Lunch (NO NUT PRODUCTS)

Old Peachtree Montessori students bring their lunch to school every day in a clearly labeled lunch box. We place great emphasis on the importance of good nutrition. Good nutrition is the first step to a lifelong routine of wellness. Lunch is a very important part of your child's school day. We encourage you to prepare lunches with your child and discuss balanced meals. We should work together to teach our children about health and nutrition. Obviously, we all want to pack lunches that our children will eat. The challenge is to help them discover that wholesome, sugar-free foods can taste even better than junk food and don't have negative effects on our bodies.

With younger children, it is a good idea to prepare food in small, easy to handle servings, such as cutting sandwiches into quarters, slicing up fresh fruit and preparing bite sized slices of cheese. Capri Sun drinks are discouraged, as they are very difficult to open, even for adults.

We ask that you choose fresh, natural foods. Please DO NOT send candy, sugary desserts, and foods high in artificial coloring, or soft drinks. We strongly discourage sending in desserts, as children will always eat dessert, but not always their lunch. There are many brands of yogurt and applesauce that do not contain artificial coloring or flavoring.

We ask that you to please send water, milk, or 100% fruit juice in your child's lunch to drink.

We recommend that your child's lunch have a "cool pack" to keep perishables and drinks fresh and cold.

We do not have the ability in the primary or pre-primary classes to heat any food.

See our handout on **"Tips for your child's lunchbox."**

Snack (NO NUT PRODUCTS)

Each family will provide your child's class snack on a rotating basis for the duration of one week. You will be contacted by the teacher and/or room parent as to when it is your turn, and what to bring. This can be as fun and interesting for your child as you make it. Young children love to participate in making snack for their classmates. Older students can assist at the store.

Please make sure you notify the school and your child's teacher as to special dietary restrictions/food allergies your child may have. The snack menu is available online at opmontessori.com or in the office.



Section 4: Special Events

Field Trips

The Elementary students periodically take field trips to local points of interest during the year. There is usually a nominal fee charged by the venue. Field trip permission slips will be sent home with your child in advance. Parents may be invited to volunteer to drive and chaperone. Field trip drivers must provide a copy of a valid driver's license and automobile insurance information. The school's insurance policy does not cover field trip volunteer drivers and vehicles. All students are required to have an operational seat belt and may **not** ride in the front passenger seat.

- ◆ If you volunteer to drive, please plan to stay with the group during the field trip unless the teachers confirm that you are not needed to chaperone as well.
- ◆ We ask that you not bring younger siblings along when you drive on a field trip.
- ◆ The teachers will have a handout with directions, cell phone numbers, a list of students for which you are responsible, and general rules.

“Going Out”

During the Elementary years, Montessori believes that children have a need to explore the world beyond their home and school surroundings. The purpose of these “going out” trips is to gather information, to share their experiences/information with the rest of their classmates and to develop independence and belonging in the world. These trips are different from a teacher-led field trip. Examples of “going out” trips include: trips to the local library to do research on a project, having an interest in a certain trade and traveling to a place of business to learn more about it or planning a grocery list for a camping trip, budgeting and then shopping for these items. Children are escorted on their journeys for the purpose of security and supervision but there is limited adult interaction.

Camping Trips

The elementary classes may plan camping trips per year. There is usually a nominal fee associated with these events, and we usually try to plan some fundraising events to defray costs of the trip. The outdoor classroom is a vital part of the elementary curriculum and participation in these events is mandatory. Educational opportunities during these camping trips include, but are not limited to environmental education, independence, community/team building, and survival skills. All elementary students look forward to these trips as a special privilege, or “rite of passage”. All students are expected to attend.

Special Events at School

Each year we also sponsor programs that come to the school. This enables some of our younger students to have the benefit of additional educational opportunities without having to leave the school campus. If you have a special job or talent that you would like to share with the students, we strongly encourage you to come and share it with our

students.

Birthdays

Children love to celebrate birthdays with their friends. Each teacher has their own way of recognizing birthdays for their students. We invite you to send in a special snack for your child on this day. However, we ask that you do not send in cake or ice cream.

Parents have been very creative, preparing sliced fruit, muffins, or similar birthday treats. Please advise your child’s teacher in advance to let her know so that snack preparations may be considered.

Please do not send birthday invitations to school to be passed out. *We ask that you send all birthday invitations through the mail.* For a copy of a current roster, please contact the office. Ask your child’s teacher how the class celebrates birthdays (sending in past birthday photos, baby pictures, etc). You may send a poster of photos of your child from birth to current age.

REMEMBER.... NO NUTS

Fire/Tornado Drills

Fire and Tornado Drills are periodically conducted at the school. During the drill, teachers will:

- ◆ sound the alarm
- ◆ all classes will dismiss into designated areas and remain in their groups; Fire drill in a predetermined outdoor area, Tornado Drill in a predetermined indoor area
- ◆ assistants will make certain that rooms are empty and close the doors
- ◆ teachers will take roll to account for all students
- ◆ students will remain grouped until they are informed to return to class

Every effort to prepare the children for the drills will be conducted in a manner as to not frighten our students. The school is equipped with a weather alert radio, which sounds an alarm if a tornado or severe weather is in our area.

School Closings due To Inclement Weather

OPMS follows the Gwinnett and/or Barrow County School Closing schedule. When they are closed, we will be closed. There may be situations where Gwinnett County is open, & Barrow is closed, but due to conditions unique to our area we will be closed. In the case that school is closed due to inclement weather OPMS will have school closing announcements on both radio and TV. You may tune your radio to **AM 750 WSB, AM 680, B98.5 FM, 104.1FM, 95.5FM, Fox 97.1FM, and 95.5FM**, or watch for school closings on the following news networks **2 WSB-TV, Fox 5 WAGA-TV, 11 WXIA-TV and 46 WGCL-TV**.

- ◆ **Whenever practical or necessary the school will have an announcement on our telephone system. The message will contain information pertaining to our status.**



Section 5: Student Health and Safety

When your child is ill

Whenever your child is ill and will not be coming to school, please call the office between 8:30 and 9:00 AM to let us know.

Students with infectious diseases, such as chicken pox or strep throat, must stay out of school until the contagious stage has passed. For the sake of the other children's health, it is vital that you let the office know the diagnosis as soon as possible. We are required by the Georgia Department of Human Resources to notify the school population if students have been exposed to infectious diseases. Please be assured that your child will remain anonymous.

Your child should remain at home if any of the following symptoms are evidenced:

**Fever
Eye infection
Vomiting
Diarrhea
Head lice
Constant runny nose
Undiagnosed skin rash**

Tylenol will bring a child's fever down temporarily, but does not "cure" the illness. Please keep your child at home for at least 24 hours after the fever has broken. Parents will be notified via email or flyer when a communicable illness has been contracted in a student at OPMS.

If your child gets sick at school

We will contact you if your child exhibits any of the above mentioned symptoms. Your child will be taken to the office if he/she seems too ill to participate in classroom activities. We understand how difficult it can be for working parents to

break free during the day, and yet all children get sick from time to time. You may want to make arrangements for emergency care with a friend or relative in advance, if you feel you would be unable to suddenly leave work. Everyone wants to be at home in his or her own beds if they do not feel well; your child is no different.

During class time we do give lessons on how to be mindful of germ transmission by washing our hands often, not drinking or eating after others, and “smothering” a cough.

If your child has fallen behind in her schoolwork due to an extended absence, please contact his/her teacher to develop a strategy to catch up.

Weather permitting, students go out to play every day. Please dress your child appropriately. If you feel that your child may be too sick to go out and play, he/she is probably too sick to be at school.

Medical Emergencies

We provide training to our faculty and staff in first aid and CPR.

In the event of any emergency medical situation, we need to be able to get in touch with you immediately. Please make sure that all of the information in your file is up to date.

If your child needs immediate medical attention, and you cannot be reached, your enrollment agreement authorizes us to seek medical care in your name. Your child will be transported to Gwinnett Medical Center, or the nearest emergency facility (in case of injury during an off site Field Trip). Naturally, we will continue our efforts to contact you.

Please be sure to keep your emergency information up-to-date and inform the office immediately if there is any change in your address or phone numbers during the academic year.

Medications

Bright from the Start, our state licensing agency has not authorized us to give over the counter medication to children.

If your child is under a physician's care and is on prescribed medication while attending school, you must notify your child's teacher in writing giving permission to dispense medications. This must include specific times and exact dosage. Please include a copy of the prescription in case of emergencies.

Antibiotics and other medications should be scheduled if possible so that dosages are due during the hours when the child is at home.

*Teachers will notify parent or guardian by phone if any adverse reaction is seen to a medication.

Car Seats

****Important****

As of 2011, the Georgia law for children in car seats is as follows! ***All Children under eight that weigh less than 60 pounds are required to be in a car seat or booster seat appropriate for their height and weight.*** Children are to ride in the rear seat unless there are no rear seats or if other children occupy the rear seats



Section 6: Financial Policies

Tuition

Old Peachtree Montessori is a private school that is dependent upon tuition as its principal source of income. Student accounts must be kept up-to-date. The school will be forced to withhold any and all services to students whose accounts have fallen behind unless prior written arrangements have been made for deferred payment. Your cooperation is essential and very much appreciated.

Parents are responsible for prompt payment of all outstanding tuition and fees. Transcripts will not be issued if a student has an outstanding balance on his or her account.

Tuition is due on or before the first day of each month. After the fifth day a late fee will be assessed. Please understand that we do not like to ask you to add late fees to your tuition as much as you do not like adding them. However, even when you are late, we must still pay our teachers/staff and bills on time.

Re-enrollment

Invitations to continue at Old Peachtree are normally automatic, but not guaranteed. Decisions are made by the administration and faculty, based on an annual review of each student's academic progress, social and emotional development, and special needs (if applicable), along with the attitudes and values expressed by the child and parents. As always, our goal is to help each child and family find the perfect match between the student, home and school.

Re-enrollment begins in January and renewed contracts are due back in February based on announced due dates. Consideration based on announced dates of your child's application and sibling application is given priority. Following our re-enrollment period for returning students, enrollment is open to the general public. We cannot guarantee your child a position if you have not re-enrolled by the announced date.

Financial Aid

Old Peachtree Montessori offers the opportunity of financial aid for parents needing financial help to enroll their child. Please speak with the office regarding our work/scholarship program that we offer to off set tuition costs.

Old Peachtree Montessori also is a recipient of the Georgia Pay It Forward Program. This program provides tuition fees in varying amounts to one-third of our students. More information can be found on payitforwardscholarships.com

WITHDRAWAL

1. If for any reason a student withdraws from the school during the school year a thirty-(30) day written notice must be given the office prior to withdrawal. In the absence of such notice one month's tuition will be due and payable in addition to tuition due and payable to the effective date of withdrawal. The effective date of withdrawal must be the first or the fifteenth day of the month. Tuition will not, under any circumstances, be prorated for periods of less than one-half (1/2) month.
2. The first payment of the annual tuition is a deposit and is due on June 1. This fee is not transferable or refundable except if the enrolled student's family moves from the Atlanta area and the office is given written notice by July 1, one-half (1/2) of this payment will be refunded. The deposit can not be used to satisfy the one-month (30 days) withdrawal fee as noted under item 1 above this section.
3. The Materials Fee is an annual fee required of all students. This fee is not transferable or refundable except if the enrolled student's family moves from the Atlanta area and the office is given written notice by July 1, one-half (1/2) of this fee will be refunded.



Section 7: Fundraising

Old Peachtree Montessori holds a limited number of fundraisers. However, being a tuition-funded school with no state/outside support, we do have a need to raise funds over and above tuition. Fundraisers help us to control increases in our tuition schedule while providing adequate funding to continuously enhance school programs, equipment and materials. Extra funds raised for the school only help to enhance the program you have selected for your child by enabling us to attract high quality teachers and expand our programs.

Our goal is to conduct two or three major fundraising activities each year that will involve all of our families. A fundraising calendar will be established before the commencement of the academic year. We will attempt to schedule these fundraisers to capitalize on proper timing and avoid fundraising “burnout”. We will attempt to develop fundraising events that reach beyond our family base and out into the community for greater impact and visibility.

All families are expected to support our fundraising programs for the benefit of our community. This not only includes financial support according to ability, but involvement on committees and planning/execution of the events.

As always, we would not be able to be as successful without our most valuable resource: **YOU!** Thank you for all that you do.

Please mark your calendars for the fall Geography Celebration & the Spring Auction. These are two events that you don't want to miss! To volunteer, call the office.

The Spirit of Philanthropy: Why we give to Old Peachtree

People normally contribute to worthwhile organizations for reasons that are as much selfish as altruistic. Why do we do it?

Our voluntary support gives us a stake in the entity, cause or organization; a claim to some degree of influence over a place that we care about or an issue which we support. It gives us as human beings, a sense of having some ownership or pride.

Some of us give because we are part of the larger community and feel strongly connected to it.

Perhaps we also give to fulfill a very personal need to see ourselves, as patrons of something that we feel are truly worthwhile. Perhaps, in helping to build something worthwhile, we gain a little place in the book of good deeds.

Some of us make contributions to worthy causes for reasons of conscience. We believe in Dr. Montessori's vision of a global community and her campaign for world peace and human dignity. We are supporting something in which we believe.

When we choose to support Old Peachtree Montessori we aren't simply giving our resources away. We know all too well they are limited and we give careful thought to how they are used to accomplish the most good.

Most of us at Old Peachtree Montessori, especially the teachers and staff, are people who hold strong values and deep beliefs. We believe in people, especially the promise inherent within children, and we have a deep respect for what great schools can contribute to their lives. We want to give our children and the children who follow them in the years to come, an extraordinary opportunity that wasn't available to most of us when we were young. We want to make a contribution back to life.

By lending our support, we hope to improve the quality of life, and help develop solutions for some of our most deeply nagging social concerns for children.

Every time we make a contribution to Old Peachtree of our time, our talent, and our money, we are making an investment in our children's future and in the larger community in which we live.

Volunteering the Gift of Time and Talent

Parents play a crucial role at Old Peachtree. This is a community of parents and educators (many of whom are parents here too). Together our ideas and input literally help to shape the school. Few schools are so open and responsive to suggestions and concerns.

Old Peachtree strongly encourages families to feel at home to participate in the broader life of the school through social and educational activities offered by the school. Although most parents fulfill their required volunteer commitment of four hours per month, there are still many who volunteer considerably more amount of time as volunteers.

There are some things even money can't buy, and one of the most valuable contributions that families make to Old Peachtree is the gift of time and expertise. Parents, grandparents, and friends of the school are often found helping out in the office, assisting in classrooms, driving for field trips or heading a School committee.

Parents and grandparents who give of their time and talent share with their family's special memories of experiences and friendships that will endure. What's more is your children may not understand what writing a tuition check means (because of its abstract nature), but they do understand when they can see you helping out on campus, that you are truly "giving" something to the school. Old Peachtree Montessori depends on everyone's combined talents.



Section 8: Communication between Home and School

At the beginning of the school year, you will receive a calendar of events. We reserve the right to reschedule or cancel any event on the calendar. You will be notified of any changes.

*Please make sure to give the office your email address!
Please send in notes to the teacher or call the office if you ever have a question or would like to set up a time to talk with your child's teacher.*

Communication with second families

Whenever parents are separated, divorced, or for some other reason, not residing at the same address, we want to keep both parents informed of their child's progress and school matters. Given permission, we will email correspondence to any parent with whom the child does not reside. Please notify the office.

When parent/teacher conferences are scheduled, we need to make every effort to avoid separate conferences. It is very important to be able to communicate the same information to both parents at the same time.

If one parent is restricted by court order to pick up your child from school, please turn in a copy of the court order mandating this to the office.

Open Door Policy

We here at Old Peachtree advocate an "open door policy". Any time you need to speak with your child's teacher, or anyone in the administrative office, please feel free to call to set up an appointment. We welcome your comments and observations.

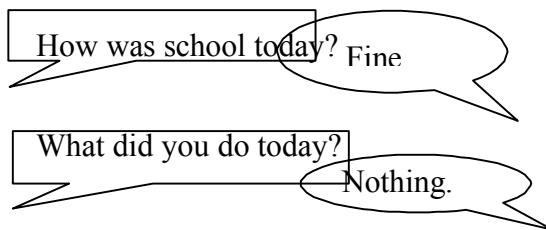
*The custodial parent(s) of the child shall at any time the child is in attendance be permitted access to all child care areas of the center and shall make his or her presence known to the center staff prior to removing the child from the center.

Conflict Resolution

1. OPMS follows The Golden Rule "Do unto others as you would have them do unto you". A very important aspect of the Montessori theory and educational approach is respect. Respect for oneself, others and the environment. Our staff and students treat one another in this manner everyday. NO exceptions. We ask parents, as members of this Montessori Community, to display a respectful and tolerant attitude as well.

2. It is not appropriate to impose personal concerns and conflicts on other members of the community.
3. If there comes a time when a concern needs to be addressed with any member of the OPMS community, including other parents or students, we ask that the situation be confronted individually and privately with respect. If a conflict or concern cannot be resolved we ask that you address the situation to the Directors of the school, again with respect and privacy as the situation is being resolved.
4. As parents and as human beings, it is our responsibility to role model to our children and others. Resolving conflicts in a calm respectful manner is a very important way to teach your children to handle themselves as they mature.

Finding out from your child: So, What did you do at school today?



Does this conversation sound familiar? Can you remember having the same conversation with your parents? Perhaps your child tells you they do the same thing everyday such as spooning, or painting. Take heart. Do not be alarmed. Young children lack the ability to spontaneously recall what happened during the course of the day. They have done so many activities; they have a hard time sorting out the specifics. Sometimes they don't remember the names of the materials they used such as The Trinomial Cube, The Metal Insets, or The Addition Strip Board. Face it. That's a mouthful even for a grown-up!

In addition to the frustration you may experience from the above conversations with your child, you may have noted that not many papers come home. Your child can be doing complex math, word building, and geography or science lesson, all with manipulative materials that have no paperwork to evidence their work.

So, how can you get your child to communicate with you? It is your job to help your child develop the skills of effective communication.

Here are some suggestions:

Role model: Speak to your child about the events of your day. Start sequentially. For example, one parent may say, "Today I went to the art museum with Aunt Lisa. She and I saw some pretty interesting artwork by an artist named Andy Warhol. One painting was all of soup cans! After the exhibit, we went and had lunch at Ruby Tuesday's. I had a yummy lunch. I ordered a grilled chicken sandwich. On the way home I noticed that the new park was open, and the tire swings looked pretty fun!" Make sure you support your story with non-verbal cues also. Use your hands to gesture and accentuate conversation as well as your

facial expressions. Make sure you maintain good eye contact.

Set aside a time daily, either after school, at the dinner table, or before bedtime to discuss the events of the day. Make sure the TV isn't on. Devote your attention to your child. Be an animated listener. Talk about the day's highs and lows.

Ask questions to help your child articulate, or to tickle their memory. For example, "What did you have for snack today? Did you do any lessons in counting today? Did you work in the art area today? What story did your teacher read you today? Did you do lessons with any of your friends today? Did you work with the pink tower, metal insets, sandpaper letters?"

Play school with your child at home. Let your child be the teacher and you, the student.

We encourage parents to feel free to come in and observe your child in class. Call the office to set up a time to visit. You may also contact your child's teacher to discuss your child's activities. All of our teachers are more than happy to return calls after school hours to speak with you. Reading a book on Montessori may help you to understand the materials your child will experience in the classroom.

Most of all, be patient. We assure you that your children are very busy during the day. In time, it will be obvious that your child is learning. Your child will surprise you by bursting out into song about the continents, or spouting out a Spanish word or two!



Section 9: Parent Education

We often get questions about the Montessori philosophy and materials. As a parent it is your obligation to be educated about your choice of Montessori for your child. We will do our best to facilitate this goal. We promote parent education by encouraging parents to:

- ◆ Attend parent meetings where samples of lessons are performed by teachers
- ◆ Let the office know if you would like to purchase (for a nominal fee) A Parent's guide to the Montessori Classroom, What is Montessori Preschool? and What is Montessori Elementary?
- ◆ Attend parent/teacher conferences
- ◆ Observe classrooms
- ◆ Communicate effectively with your child's teacher if you have any questions
- ◆ Address concerns before they become problems
- ◆ Look up Montessori web sites on the Internet: often the source of the most current information
- ◆ Recommended reading: The Absorbent Mind, Maria Montessori; Montessori: A Modern Approach, Paula Polk Lillard; To Educate The Human Potential, Maria Montessori; The Formation of Man, Maria Montessori; Dr. Montessori's Own Handbook, Maria Montessori

Family Conferences

Conferences between parent and teacher occur twice yearly. They will be on the academic year's calendar you receive at the beginning of each school year. Please arrange your schedule to be able to be available during your conference time. Teachers make every effort to be available to you, but not every conference can be scheduled before or after your work schedule. School is closed during conference time, we ask that you do **NOT** bring your children to conferences. Please make accommodations for child care or our Holiday Camp is available if needed, please RSVP through the office.

Conferences are a very valuable tool to assess your child's progress and to set future goals/expectations.

We cannot stress enough how important it is for teachers and parents to establish and maintain close communication. We promote an open door policy. Please feel free to ask questions or discuss anything related to your child's progress.

Conferences are not limited to twice a year; you may schedule a conference with your child's teacher at any time.

Observing Classes at Work

One of the fundamental differences between traditional education and Montessori education is paperwork or lack thereof. Montessori philosophy emphasizes learning through doing.

Most of the materials are manipulative, "hands on" lessons. Young children do not embrace abstract thinking until the ages of six or seven. We do not have "ditto" sheets coming home as in a traditional preschool or elementary program.

Parents are invited and even urged to observe the children at work in their classroom. It is advisable not to wait until there is a perceived "problem".

Please contact the office if you would like to come in and observe your child's class. A great deal can be learned by patient and quiet observation. Two of our Primary classes have observation windows in which you can see but not be seen. Even if your child is not in one of these classes, you will enjoy a view of the students at work and will gain a better understanding of the Montessori program. All Primary classes are set up with the same types of materials and the approach is very similar from room to room.

During the first sensitive weeks of the school year, students (especially the younger children) are familiarizing themselves with a new routine and environment. For this reason, we ask parents to avoid class observations during the first month of school.

Points to look for when you observe

As you sit down to carefully observe in a Montessori classroom for the first time, what catches your eye?

How is the classroom organized? What do you notice about the layout of activities, furnishings and shelves?

Pay attention to the way the adults interact with the children. What do you notice?

Perhaps during your observation you will see the teacher redirect or discipline a child. What do you notice?

As you observe, try to look for any unwritten rules and procedures that the children are following. What do you notice?

Focus on a particular child other than your own. Follow her during the course of his/her work for at least a half an hour. How does he/she use their time? How does he/she select work?

You will see teachers present several different lessons to either small groups or individual children. What do you notice about the way she teaches?

Focus on a few Montessori materials. What concepts or skills does each isolate?

How do the teachers introduce the children to the materials? Try to catch one child learning from another.

What sort of interactions do you notice between the younger and older students?

If you are not observing through the windows, you will need to sit quietly in your chair. The children will be naturally curious about you, but they are used to having observers. If they persist in chatting with you, politely ask if they have any work to do. Encourage students to keep working so you can continue to observe.

Please print and return to office.

The following Registration Forms to be in a file in the office

- Application Card
- Contract
- Student Information Addendum
- Emergency Medical Information
- Employer Information
- Authorization for Pickup
- Student Behavior Policy
- Attendance Policy
- Immunization Form 3231 received _____
- Authorization for Medication
- Parents in Action Volunteer
- Application Fee _____
- Materials Fee _____
- Email address

A center must obtain the following parental authorization when a child is enrolled.

Authorization for the center to obtain emergency medical care for the child when the parent is not available;

Authorization for the center to dispense medication in accordance to doctors orders

Authorization for the child to participate in field trips and special activities away from the center (Elementary only);

Authorization for persons other than the parents to pick up or drop off their child, including the names of such persons.

I _____, have received and read the contents of the Old Peachtree Montessori School Parent Handbook for 2015-2016 and agree to abide by all policies and guidelines therein.

Signature _____ Date _____