

# The Little Village Montessori Student Enrollment Form



Entrance Date \_\_\_\_\_ Withdrawal Date \_\_\_\_\_

Child's Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date of birth \_\_\_\_\_

Home Address (Street) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone Number \_\_\_\_\_

Father's Name \_\_\_\_\_ Home Phone Number \_\_\_\_\_

Father's Home Address (if different from child's) Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Father's Place of Employment \_\_\_\_\_ Work Phone \_\_\_\_\_

Employer's Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Mother's Name \_\_\_\_\_ Home Phone Number \_\_\_\_\_

Mother's Home Address (if different from child's) Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Mother's Place of Employment \_\_\_\_\_ Work Phone # \_\_\_\_\_

Employer's Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Child's Living Arrangements: (check one)  Both Parents  Mother  Father  Other

Child's Legal Guardian(s): (check one)  Both Parents  Mother  Father  Other

The child may be released to the person(s) signing this agreement or to the following:

\*Name \_\_\_\_\_ Address \_\_\_\_\_  
(Street-City-State-Zip)  
Telephone Number \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Relationship to Parent(s) or Guardian \_\_\_\_\_  
Other identifying information (if any) \_\_\_\_\_

\*Name \_\_\_\_\_ Address \_\_\_\_\_  
(Street-City-State-Zip)  
Telephone Number \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Relationship to Parent(s) or Guardian \_\_\_\_\_  
Other identifying information (if any) \_\_\_\_\_

Persons to contact in the case of emergency when parent or guardian cannot be reached:

Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Name \_\_\_\_\_ Telephone Number \_\_\_\_\_

Name of Public or Private School child attends, if any: \_\_\_\_\_

Child's doctor or clinic name \_\_\_\_\_

Doctor/clinic phone # \_\_\_\_\_

My child has the following special needs \_\_\_\_\_

\_\_\_\_\_

The following special accommodation(s) may be required to most effectively meet my child's needs while at the center: \_\_\_\_\_

\_\_\_\_\_

My child is currently on medication(s) prescribed for long-term continuous use and/or has the following pre-existing illness, allergies, or health concerns: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EMERGENCY MEDICAL AUTHORIZATION

Should (child's name) \_\_\_\_\_ Date of birth \_\_\_\_\_  
suffer an injury or illness while in the care of The Little Village Montessori School and the facility is unable to contact me (us) immediately, it shall be authorized to secure such medical attention and care for the child as may be necessary. I (We) shall assume responsibility for payment for services.

**Parent/Guardian:** \_\_\_\_\_

Signature

**Date:** \_\_\_\_\_

**Facility Administrator/Lead Teacher** \_\_\_\_\_

Signature

**Date:** \_\_\_\_\_

## Parental Agreements with The Little Village Montessori School

The Little Village Montessori School agrees to provide child care for

\_\_\_\_\_ on Monday -Friday 8:00-a.m. to 3:00 p.m. from August to May.

My child will participate in the following meal plan (circle applicable meals and snacks):

- Morning Snack
- Lunch
- Afternoon Snack

Before any medication is dispensed to my child, I will provide a written authorization, which includes: date; name of child; name of medication; prescription number; if any; dosages; date and time of day medication is to be given. Medicine will be in the original container with my child's name marked on it.

My child will not be allowed to enter or leave the facility without being escorted by the parent(s), person authorized by parent (s), or facility personnel.

I acknowledge it is my responsibility to keep my child's records current to reflect any significant changes as they occur, i.e., telephone numbers, work location, emergency contacts, child's physician, child's health status, infant feeding plans and immunization records, etc.

The facility agrees to keep me informed of any incidents, including illnesses, injuries, adverse reactions to medications, etc., which include my child.

The Little Village Montessori School agrees to obtain written authorization from me before my child participates in routine transportation, field trips, special activities away from the facility, and water-related activities occurring in water that is more than two (2) feet deep.

I authorize the child care facility to obtain emergency medical care for my child when I am not available.

I have received a copy and agree to abide by the policies and procedures for The Little Village Montessori School

I understand that the facility will advise me of my child's progress and issues relating to my child's care as well as any individual practices concerning my child's special needs. I also understand that my participation is encouraged in facility activities.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/Guardian)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Facility Administrator/Person-In-Charge)

## **Additional Enrollment Packet Items for Children's Records**

- 1) Immunization Records or signed affidavit against such immunizations.  
In accordance with DECAL Bright from the Start Rule 591-1-1-.08 no child shall continue enrollment in the Center for more than thirty (30) days without such evidence.
  
- 2) Copy of child's birth certificate or other document verifying date of birth of the child.

TLVM Authorization to Dispense External Preparations

**590-1-1-.20(1)**

Parental Authorization. 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. Such authorization will include, when applicable, date; full name of the child; name of the medication; prescription number, if any; dosage; the dates to be given; the time of day to be dispensed; and signature of parent.

I give The Little Village Montessori School , permission to apply one or more of the following topical ointments/preparations to my child in accordance with the directions on the label of the container.

\_\_\_\_\_ Baby Wipes

\_\_\_\_\_ Band-aids

\_\_\_\_\_ Neosporin or similar ointment

\_\_\_\_\_ Bactine or similar first aid spray

\_\_\_\_\_ Sunscreen

\_\_\_\_\_ Insect Repellent

\_\_\_\_\_ Non-Prescription ointment (such as A & D, Desitin, Vaseline)

\_\_\_\_\_ Baby Powder

Other (please specify) \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\*center should maintain in child's file

# The Little Village Photo Permission/Release Form

As the parent of a child(ren) at The Little Village Montessori School, I agree to the following:

I understand that my children whose names are listed below may be photographed at school during normal school hours, field trips or activities.

I understand that these photographs may be used in school newsletters, posted on the school website or in other publications.

I understand that The Little Village Montessori takes every precaution in photographing my child(ren) for image use on social media or the Internet, to avoid including faces or other identifiable imagery associated with my child unless given express and written permission by me to do so. Only first names will be used, if at all.

I give permission for my child(ren) 's photographs to be posted on the website, Facebook, newsletters, or any other publication.

I understand that I have the right to request, in writing, to have a photo removed from the website or Facebook within 10 working days.

The following are the names of my child(ren):

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Circle One:

**YES** Yes, I confirm that I have read and understood the above, and agree to allow my child(ren's) photo posted in association with The Little Village Montessori School

**NO** No, I do not wish to have my child (ren's) photographs published in association with the Little Village Montessori School

Name: (Please Print)

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Signature:

Date

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# ESSENTIAL LITTLE VILLAGE MONTESSORI POLICIES AND PROCEDURES

The Parents' Responsibility in supporting the Montessori Approach at school and at home: Please review each important policy and initial for acknowledgement and agreement.

## ***1. Morning Transition*** \_\_\_\_\_

Parents and caregivers should leave toys at home and not fight with children over leaving them in the car at the school door. Children are grumpy when this happens.

Parents and caregivers should try to bring happy, relaxed children to school by allowing adequate time and a very slow pace in preparing for school.

Parents and caregivers should talk about ground rules with children in a "positive" manner, and practice talking quietly at home. Parents are given copies of the TLVM approach to discipline in advance so they can work in preparing their child for success

Parents and caregivers should encourage the ability to distinguish between appropriate indoor behavior and outdoor behavior. There is a difference. Respect for the environment of the school is to be respected at all times, and running or screaming while inside the school should be discouraged by parents.

Order is very important to children to give them a sense of security and peace. Parents should support the school's efforts at establishing order with routines and procedures in the environment as well as in the daily interactions of the children. The work space and the work cycle are a place of profound order and this time and space is to be respected by staff, students and their families.

Parents and caregivers should notify the lead teacher if they have a question or concern. An email or telephone message can be left with the office.

## ***2. Late Arrival*** \_\_\_\_\_

TLVM morning drop off is from 8:00-8:15am. The entrance to the building is locked at 8:30 a.m. Parents must make arrangements for late entry by notifying the lead teacher a day before if they are arriving after drop off. Upon arrival they should call a staff member to gain entrance to the building. Children arriving late without advance notice being made to the teacher will not be admitted to the classroom until 11:00am after the Morning Work Cycle to minimize disruption to the classroom environment.

The period of time between 8:00 and 8:15 am is planned for arrival. The children put away lunch boxes, backpacks and put on their inside shoes. They attend to their morning responsibilities such as checking the calendar, calling time and temperature, watering plants, checking the growth in their garden plots, sweeping the walks, checking roll and so on. They encounter their friends and exchange greeting and updates on their interests and doings. Some children are invited to lessons upon arrival, announcements are made, or a class lesson may begin early. Then they settle into their work.

When a few children arrive late, the whole process is thrown off. The arrival, greeting and responsibility period is extended past the point of being a pleasant lead-in to the day. It becomes so long that it fragments the children's attention and creates irritability in them. They need to settle into their work and not be interrupted and distracted by the late arrivals.

The children work in groups of two, three or more. They wait for the arrival of their work partners in the morning, because the work depends on collaboration and companionship. If late arrivals are the norm and therefore expected

another work group for the morning, recruit a new partner or merely sit and read for fifteen to thirty minutes. Meanwhile, all around the classroom others are settling into their first work, groups have consolidated. Still the child doesn't know what to do and so becomes restless and tense.

The few children who arrive late are out of harmony with the others. They see their partners settled into work with others and forget to put away their things; they forget to tend to their morning responsibilities; their greetings and chit chat are an interruption to the concentration of others, and they see that the work groups have formed without them. They may spend the rest of the day trying to catch up and fit in.

If the child has settled in and the work partner arrives, everything is up in the air again. Should the child abandon the newly joined group or remain with them and leave the late arriver on his own? *Multiply this times five late arrivals and consider the effect on the class.*

We must ask for your help in keeping this serious responsibility for meeting our children's needs and honoring this hallmark principle of the Montessori Method.

### **3. Clothing \_\_\_\_\_**

The child should be dressed in comfortable clothes that he can self-manage for the bathroom. Although aprons are worn for some activities to protect clothing, please realize this does not always prevent clothes from becoming stained. Soft-soled, practical shoes allow for a maximum range of safe movement. Therefore, cowboy boots, dress up heels, flip flops and clogs may not be worn at school. Parents will provide children with a pair of soft soled shoes for wearing in the classroom. Children will change from their outside shoes into their inside shoes before they begin their work in the classroom. See the Guide for examples. Please label with your child's name or initials, all removable garments such as coats, sweaters, scarves and gloves.

#### **Guidelines for School Clothes that Promote Safety, Comfort, and Concentration**

The Montessori classroom is a prepared environment. The materials, furniture, pictures and posters, the books and music have all been selected to create an ambiance that is conducive to long concentration, higher-level thinking, and creative expression. Our intention always is to incorporate only the finest and most enduring manifestations of our culture.

The clothing worn by the children becomes a part of the classroom environment and has an effect on the ambiance. Just as we would not hang posters of popular movie, TV, or video themes, characters, or scenes on the wall, we also ask that you reserve clothing with such depictions for use outside of school. We prefer plain T-shirts, but those depicting ecology, nature, the environment, flora or fauna, the arts, sports or travel that are in keeping with the spirit of serious study are also welcome. We are confident that the children will not be deprived of fads and pop culture by their exclusion from the classroom. Many of us enjoy party attire, clothing for just hanging out, neighborhood playwear, haute couture, and cutting-edge fashions, but we wear them elsewhere.

#### **Please save the following for enjoying outside of school:**

- double laces, long shoe laces, or cord or leather shoe laces, which are very hard to keep, tied.
- cowboy boots, jellies, flip-flops, clogs, girls' slip-on dress shoes, rain boots, dress sandals, light up shoes, socks that have beads or other adornments that make noise, shoes with more than one inch heels, or any other shoes inappropriate for a casual athletic activity.
- buckles, belts, or suspenders children cannot handle by themselves.
- baggy sleeves or sleeves that are too long.
- bracelets, dangling jewelry that distracts, or headbands that won't stay on.
- super-hero, cartoon, concert, and advertising T-shirts.
- costume-like clothing such as army camouflage, dance clothes, and clown shirts.
- jumpsuits and overalls.



- trendy fashions that are short or tight.
- fun fashions or other fad clothing that have bare midriffs.

**\*The general principle for clothing and shoes is that they should be:**

safe and appropriate for running, jumping, hiking, climbing, and playing sports.

in the spirit of the serious working environment of the classroom.

## The Little Village Backpack Packing List

In addition to their packed lunch, parents should ensure that children have the following in their backpacks:

1. Change of clothing (including top, bottom, socks)
2. Pull-up or extra underwear
3. Brush/comb
4. Toothbrush/Toothpaste
5. Indoor shoes (students change into soft soled shoes upon entering the school, when they go outside, they put on their regular shoes)
6. Nap sack, which includes a small, singular blanket, a small travel pillow (optional) and pillowcase cover (optional). The child's name should be labeled on all items. \* Parents should plan to take the child's sheets home and launder them bi-weekly or in seasons of illness, weekly.
7. Any regular, over the counter, non-medical topical applicants such as sunscreen in their original containers.
8. Seasonal wear for going outside: coats, hats, scarves, mittens, rain boots, rain coats etc (we strive to be outside in all weather scenarios so seasonal dress is important)
9. Water bottle with closable spout.

### ***4. Social/Emotional Development*** \_\_\_\_\_

As described in this Handbook's section on "Supporting Children's Emotional and Social Development," The Little Village Montessori School has a distinctive way of looking at and working with conflict in the classroom – one that seeks to uphold the best practices in Montessori education, child psychology, contemporary conflict-resolution studies and education for peace. Our approach to this and all topics related to our work with children is one of action on behalf of the child and the community of children as well as open-ended inquiry and curiosity. We fully expect our work to continue to evolve. Nevertheless, this handbook describes our current policy and promise to update this description as our school and our understanding evolve.

Our work with children's conflict has always been and will continue to be tailored to the specifics of the situation – hence our reluctance to relegate it to the status of a "policy" issue – but it proceeds from the following core principles.

- We aim for the Montessori classroom to be a **safe** place, both physically and emotionally, for children to explore the limits of their current capacities and knowledge and stretch to new abilities, while refining their social and emotional skills.
- Children's behavior proceeds from positive, universal human needs. The role of the adults in a child's life is to help the child find healthy, age-appropriate, pro-social ways to meet those needs.
- The child's physical, intellectual, social and emotional development proceed together, and solutions to delays, obstacles or complications in any area often involve giving extra support in all or several areas. No single area is more important

- The Montessori materials for social-emotional development include lessons in grace and courtesy and education for peace; classroom routines and procedures which illuminate how to balance individual and community needs; collaborative work in groups of mixed gender and age; and the children's many interactions, both joyful and challenging. The social frictions that naturally arise in this very rich environment of interaction are "teaching moments" for the guide to observe and respond with particular support to all involved. Guidance given for values, character, and social-emotional development is woven throughout the curriculum. It is given not in the abstract but in the context of the children's real-life relationships.
- In any situation involving inter-personal conflict, all parties hold part of the solution; focusing on only one party or the other is counterproductive and often harmful to the full development of all parties.

As in all aspects of Montessori education, adults at school and at home are committed to helping children take as much ownership for their social-emotional learning as they are willing and able, observing carefully before intervening and intervening in ways that empower the children to be more self-reliant in future situations.

Any time a child gives or receives aggression perceived by the guide as excessive, whether it be physical or verbal, the guide will respond first with changes in the prepared environment, materials, discussion, mediation, problem-solving sessions, relationship coaching and/or natural or logical consequences, as deemed appropriate and in consultation with the Director. The guide will contact parents of the children involved and the child demonstrating aggression towards other children, the staff or school property will be sent home for the day. Guides will describe what was actually observed or reported, what they expect to see in children in a particular situation, and how they worked with or will work with the children to develop a plan for bringing about positive change. They will confer with the parents on how to support the child(ren) at home and throughout subsequent school days. The child will be allowed to try again the following school day.

When a child receives or gives aggression repeatedly (i.e., there is a pattern of such interaction), the Guide, with guidance from the Director, will decide when to refer the family for external assistance. If the school concludes that the children and their families need more support than the school can give, the school may require that the family engage outside professionals to work with the child and the Support Team. Depending on the area(s) of development that need support, such professionals could include family counselors, children's counselors, occupational therapists, parenting educators, or academic tutors. TLVM staff will work in consultation with parents and external support to form a Support Team for the child in question, working together until the negative pattern has been replaced with a neutral or positive pattern and the children have the tools they need to maintain the positive pattern on their own.

If the family is not willing or able for any reason to engage the needed professionals, it may be necessary that the family withdraw the child from the school.

The school will work to insure that all communications from the school in relation to children's conflicts are confidential, respectful, professional and offered in the spirit of working together. The school will expect the same from parents. Because solutions to conflictual situations often involve working with several families and the whole community of children, the school needs to know that all parents are modeling for their children respect

administration, and the other children and families – both in speech and in actions.

Evening parent meetings are held throughout the year in the children's classrooms. Other communications, including weekly memos and monthly newsletters, are sent home with the children.

## ***5. Discipline & Biting Policy\_\_\_\_\_***

### **TLVM Approach to Discipline**

We believe that the people who work with young children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. They must be able to identify individual qualities, to design and implement a program and an environment that will be conducive to positive growth in all areas of development. Teachers must offer authentic role models for interactions with others and display a sincere enthusiasm for active learning.

The educational philosophy of The Little Village Montessori School is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of The Little Village Montessori School. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is always the goal of a Montessori school. The clear organization of the physical environment; the structure, consistency, and predictability of daily school life; the indirect manner of teaching interpersonal skills through the lessons of "grace and courtesy"; the reliance on peer modeling and coaching channel positive behavior and appreciation and empathy help to limit difficulties.

Children are encouraged to express their feelings and opinions in a non-judgmental atmosphere, and adults use active listening and empathic understanding to help interpret a situation with those involved. The teacher sets the tone for bringing the child into harmony by avoiding harsh words, bribes, and generalizations. As children feel accepted for who they are and what they feel, they develop positive self-esteem. The happier children are with themselves, the more likely they are to reach out and interact cooperatively with others.

#### With Toddlers

Living peacefully with others is an overwhelming challenge for toddlers when their strongest and most impulsive language is through their bodies and not their words. Cognitively, motor messages override verbal messages at this developmental age. Even when words do come, sometimes they do not accurately or effectively express what the child is trying to say.

Toddlers expend enormous amounts of energy getting their bodies to do what they want them to do and to go where they want them to go. Frustration can precipitate tears or whining and even biting, pushing, or pinching. Though not acceptable behaviors, these

toddlers do usually develop acceptable ways of venting these feelings as they become more comfortable in the environment.

For minor, nonchalant misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is often all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly state the impact of such behavior on class materials or on **other** children's feelings. We help the child use language to describe what s/he needs or wants.

When a toddler persists in inappropriate behavior, the adult stays by the child's side until the child has calmed and can refocus his/her attention positively. During periods of unacceptable behavior, teachers continue to interact with the child, using gentle, positive support and clear, simple language. Teachers may meet with parents to share concerns and discuss ways to replace the aggression with positive coping mechanisms.

#### With Preschool

For minor, nonchalant misbehaviors, gentle redirection toward work, which will re-engage the interest of the student, is still often all that is necessary.

For recurring, minor misbehaviors, a teacher may temporarily limit the child's choice of workspace and/or quietly discuss the impact of such behavior on class materials or on other children's feelings.

For more serious misbehaviors, staff members will immediately intervene to protect the child from the hurtful consequences of his/her own actions, to ensure the safety of others, and to prevent serious damage to the environment. See the protocol for aggressive behavior outlined below. The child may be temporarily removed from the group activity to reflect with a teacher on what happened and on what s/he can do to remedy the situation. A phone call or conference must be convened with the parents to inform and decide together an appropriate course of action, if follow-up is needed. Teachers must also inform the Director of concerns and decide together an appropriate course of action, if follow-up is needed. Refer to the guidelines for aggressive behavior and biting policy below.

## ***6. Aggressive Behavior Policy\_\_\_\_\_***

It is our belief that if the ground rules are consistently followed and positively reinforced, the necessity of external discipline will be diminished. However, children must feel safe in order to be able to learn. Disruptions that result in other children being physically injured, or witnessing violent aggression to staff or property, must be dealt with urgently as it undermines their sense of security in their learning space and disrupts the peace and order of the prepared environment. When such external discipline is deemed necessary, the following procedure will be observed without failure:

1. The guide will suggest alternative activities.
2. Persistent misbehavior in a group setting may be dealt with by temporarily removing the child from the group, but allowing them to remain in the classroom. Behavioral expectations are made very clear and the child is asked if s/he is ready to return to the group.
3. The guide will talk with the child who constantly seems to be in need of discipline; explore ways of making life more pleasant. **Problem-solving skills** are reinforced as well

4. The guide will teach the child that emotions are real and valid, and how to deal with them in constructive ways with kind words rather than physical responses.
5. If these interventions prove ineffective, the behavior persists or becomes aggressive towards other children, staff or property, parents will be notified and joint action will be taken, beginning with immediate removal from the school for the day. **This means after one incidents of physical violence against another child, staff or school property, the parents will be called by the administration to pick up their child. The child will be allowed to return to school the next day assuming that parents have addressed the behavior at home. Every incident occurring after this initial trial period will result in the parent being called to remove their child from the school and after three more incidents of removal.** a meeting is then set up between the guide, the school administration, and the parents of the child who exhibiting the behavior. **Upon reviewing the circumstances and patterns of inappropriate, aggressive behavior, the TLVM administration may suggest that the parents consider having their child evaluated for therapy. The school maintains a list of local support services that parents may reference.**
6. **If the above procedures are not successful, the referred behavior management professionals can discuss other alternatives with the parents, including the option of the child taking a break from school.**

Under no circumstances shall any child be subjected to corporal punishment in any manner upon the body or to verbal abuse.

## ***7. Biting-Incident Policy\_\_\_\_\_***

**Biting incidents are taken very seriously in our school and though we understand biting by a toddler to mean something different from a bite by an older child, the response we use in both age groups is the same.**

Biting often results from frustrated, inadequate communication and/or lack of impulse control—two developmental tasks that toddlers, and even some older children are intensely engaged in. Toddlers are in the process of mastering language and often lack the words to fully express their needs, feelings, and thoughts. In the absence of words, toddlers employ their bodies; they push, grab, scratch, and sometimes bite. A bite by an older child is more unusual, but usually still stems from the inability of a child to be successful when using words to resolve a conflict.

Because impulse control is still being developed in young children, there can be a lag between what a young child wants immediately and learning to be calm and wait for something. Often giving words to children who have bitten once or teaching them to take turns will help with the behavior and typically there will not be another bite. It is not unusual however, for a toddler to bite once or twice.

When a child bites another child at The Little Village Montessori School, our policy is that both sets of parents are called and informed of the incident without using the other child's name. The parents of the child who has bitten are given some advice by the classroom guides that speaks to the developmental tasks discussed above.

Right after the biting incident, the child who has bitten is told that biting hurts, and that

feelings, not her/his teeth. The child is then encouraged to participate in repairing the bite. This means attending to the hurt child by giving the hurt child an ice pack after the wound is washed with soap and water.

The hurt child is usually calmed by one of the other teachers who administers first aid and attends to the child until s/he feels okay. The hurt child is also told that the teachers will be very careful so that the child will not get hurt again. The biting child is then "shadowed" in the classroom by a teacher, given a lot of guidance and language and is watched for other biting attempts or impulsive behavior. After both children are calm and feel more comfortable an incident report is written by the teachers and placed in both children's files.

If the biting behavior continues, **and this means after two bites (one initial and one additional)**, a meeting is then set up between the school administration and the parents of the child who is biting. **Every subsequent bite after the first bite occurs, the parents are called by the administration to pick up their child. Upon reviewing the circumstances and patterns of behavior, the TLVM administration may suggest that the parents consider having their child evaluated for oral/motor sensory therapy and/or play therapy. The school maintains a list of child psychologists and local services that parents may reference.**

**If the above procedures are not successful, the referred child psychologists can discuss other alternatives with the parents, including the option of the child taking a break from school.**

## ***8. Toilet Readiness*** \_\_\_\_\_

Typical toileting development of children ages three and four assumes that children of this age are no longer in diapers. Our classrooms are not equipped with diaper changing facilities and our state license does not permit us to enroll students who are still dependent on diapers or pullups as we do not have adequate changing equipment required by the state. In the event a young three year old student is in transition for toilet readiness, the guide will work with a child and parent in this area for a period of four weeks as school begins. At the end of four weeks, the child's progress will be assessed. Children who are not showing complete toilet readiness may not remain in the preschool program.

## ***9. Readiness Assessment for Full Enrollment into the Childrens' House*** \_\_\_\_\_

The school also utilizes a comprehensive Montessori standards report that charts each child's progress as it relates to specific expectations in a Montessori preschool classroom. Although the standards vary based on developmental level, a brief summary of the minimum standards are written below:

- Begins work promptly illustrating intrinsic motivation and a love of learning.
- Participates in lessons, in small or large groups.
- Listens carefully, follows verbal directions to the best of the child's ability.

- Shows respect for classmates, faculty and parent volunteers.
- Accepts correction with needed and accepts responsibility for accomplishing goals.
- Learns how to work in an organized manner.
- Takes pride in work accomplished.
- Works well independently.
- Works well with others in cooperative learning activities.
- Follows classroom guidelines.
- Evidence of parental support.

Upon admission to the school, students are assessed by the Lead Teacher, Assistant Teacher and the Director using the assessment detailed below.

**Student Name:**

These are some of the requirements/readiness skills the preschool teachers have asked that the Toddlers have mastered before entering into the preschool prepared environment. Please note that as the Montessori Philosophy, each child is still examined on individual basis.

1.The child is potty trained and exhibits independence in the restroom.

YES NO

2. The child can sit independently on the line for short group lessons.

YES NO

3.The child can sit for individual lessons. YES NO

4. The child has the beginnings of self-care, dressing oneself, pulling pants up/down, etc. YES NO

5. The child can follow simple directions. YES NO

6. The child can make his/her own selection of work. YES NO

7. The child can communicate their needs and wants. YES NO

8. Approval has been given by the preschool coordinator for the child to transition. YES NO

**Comments**



Students not demonstrating a readiness for the work of the Montessori classroom after 8 weeks will require a parent consultation with the Lead Teacher and Director. Parents will be invited at that time to try at home interventions to remedy the situation before a reconsideration of the child's enrollment at the school will be offered. If, after 2 weeks, it is determined that the Montessori environment is not a good fit for the child and they are not able to thrive here, then they will be dismissed from the program.

## ***10. Food and Nutrition Policies***\_\_\_\_\_

### **Breakfast at Home**

The children's work at school is directly affected by the nutritional quality of their meals. Please provide your child with a nutritious breakfast each morning.

A breakfast that includes a balance of protein, carbohydrates, and healthy fats such as, whole grain bread, oatmeal, eggs, nuts, beans, fruits, or vegetables is essential to the child's development, learning, and enjoyment at school. This is both the universal experience of our guides as well as the finding of well-respected public health research studies. A child who has not had breakfast is not ready to come to school.

Parents and caregivers should read the labels of the foods you buy, and avoid sugar, corn syrup, artificial sweeteners or coloring, artificial flavoring, and other additives. Most nutritionists believe that these substances interfere with the child's ability to learn and ability to have acceptable behavior. Such things as Pop-Tarts, sweet rolls, and pre-sweetened cereals may be convenient, but not only are they very poor foods, they may be hazardous to your child's emotional, mental, and physical growth. Good nutrition directly affects a child's health, concentration, and behavior. We highly recommend the book "Disease Proof Your Child" by Dr. Joel Fuhrman.

### **Snacks**

In the Children's House, the children enjoy a light, healthy morning and afternoon snack each day. Children who stay in the Children's House until 3:00 p.m. bring their lunches from home. The articles below provide information and guidelines for lunches at school.

### **Box Lunch at School**

All students bring their lunches from home. Nutritious foods (whole grains, vegetables, fruits, beans, and cheese) and beverages (water and plain unsweetened plant or cow's milk) are to be brought in reusable containers.

guides, and assistants all bring their lunches from home.

As a school community, we share common attitudes and expectations about lunches.

We help the children become consciously aware of flavors and textures of their food. This expands their vocabularies as well as their eating pleasure. We may discuss the sources of the foods we eat. If it comes from a plant, we discuss the part of the plant we are eating: stem, leaf, fruit, or root. Other discussions may cover the way the food product is made, where or how it grows, its nutritional value or group, etc.

Although we bring our lunches, we do not eat out of our lunch bags. Lunch is set up pleasantly with glasses, placemats, stoneware plates, silverware and cloth napkins. The children enjoy learning to prepare for, serve, and clear away after a meal. They learn to wait for everyone to be ready before beginning to eat. The children are helped to peel and pour for themselves. They also learn to offer help to one another and to request, accept, and decline help as needed.

Each child is encouraged to eat only as much as his/her hunger requires, although generous time is provided. When a child is through eating, s/he wraps uneaten food and returns it to his/her bag or box. Cores, pits, and peelings are put in the compost bucket. If you find old peelings or unwrapped leftovers in your child's lunchbox, it would be a helpful reinforcement if you would make an appropriate comment reflecting your understanding of the lunchtime procedure.

We send home all leftover food so that you and your child can determine from it the amount appropriate for the following day. Continue decreasing portions of any food left over each day. When no food comes home, you will know for the present time that you have determined the proper amount. Of course, there will always be fluctuations. If for days your child continues to bring home an empty lunchbox, ask if s/he would be hungry for a slightly larger lunch, or try sending a little something extra. Continue to increase the size of the lunch until something leftover comes home; then cut back just a bit.

We hope these suggestions will help us to be sure each child has enough, but not too much, for his/her own individual needs. The more we do, taking lead from the needs shown to us by the child, and the less we say about the size of his/her appetite, the better we will be able to help him/her to eat what is really needed.

#### *LUNCH SUGGESTIONS:*

**Protein:** Beans, natural nut or seed butters on whole grain bread, tofu, hummus, yogurt\*, cheese, meat, nuts and seeds.

**Grains:** Whole grain bread, tortillas, crackers, brown rice, or quinoa.

**Vegetables:** Fresh, organic, vegetables, raw or cooked, such as carrots, celery, cucumber, sweet potato, broccoli, cauliflower, leafy greens, or avocado.

**Fruits:** One or two different organic fruits in small portions such as banana, apple, orange, grapes, kiwi, or berries.

**Drinks:** Water or plain unsweetened plant or cow's milk.

Please do not confuse quantity with quality. Send only as much food as your child will eat. For example: half a sandwich, half a banana, wedge of vegetable.

in our school lunch.

Please do not send “fast food,” candy, cupcakes, cookies, potato chips, carbonated drinks, fruit juice, fruit rolls (“fruit leather”), pudding, Jell-O, snack packs, or gum. These will be returned home unopened.

Some guides invite children to bring leftover foods for re-heating. Please do not send frozen foods, TV dinners, hot pockets, or other uncooked or highly processed “convenience” foods.

Elementary children who forget their lunches do not call home to have their parents bring them a lunch. Instead, the other children in the community offer them small portions of what they brought, and the cumulative effect of this generosity is a balanced lunch.

Teaching your children the importance of good eating habits while they are very young will benefit them for the rest of their lives. It is very important to practice these food habits in the home for the sake of consistency and for your child’s well-being.

### **MORE IDEAS FOR LUNCHES**

- Dates stuffed w/seed butter or goat cheese topped with a nut or piece of fruit.
- Carrot sticks dipped in nut or seed butter (no sugar)
  
- Cucumber rounds spread with farmer’s cheese or hummus (covered with another round for a sandwich)
- Whole grain bread with avocado and tomatoes.
- Avocado Strips
- Dates, figs, prunes (pitted, not too many!)
- Sprouts-alfalfa or other (easy to do yourself)
- Brown rice crackers
- Rye crisp (lots of fiber)
- Oven crisped tortilla chips (corn tortilla cut into wedges and baked until crisp – a homemade chip)
- Slices of nitrite-free hot dogs
- Melon balls, strips, or cubes
- Fresh grapes
- Oranges cut in half (peel on)
- Grapefruit segments
- Non-processed, natural cheese in cubes or slices
- Pitted olives
- Sunflower seeds and raisins
- Fruit butter (100% fruit, no sugar) on whole grain bread or crackers with nut or seed butter
- Fresh peas, straight from the pod
- Whole romaine lettuce leaves to dip in hummus or mashed black beans
- Cold, cooked eggplant
- Leftover sweet potato cubes or slices
- Green or red bell pepper strips (red is sweeter and has more vit. C)
- Hard boiled eggs or deviled eggs
- Grated carrot
- Cherry tomatoes
- Raw zucchini in strips or rounds
- Ricotta or cottage cheese with dates, dried apricots, and sunflower seeds (great color and texture)

- A cup plain yogurt blended with frozen strawberries (or any fruit) - perhaps with a dash of vanilla
  - Fresh coconut, in strips or grated
  - Apple sandwich - two pieces sliced apple filled with tahini.
  - Bean taco on a whole grain tortilla with avocado, lettuce, and tomatoes
  - Mashed beans on toasted whole grain bread with mustard
  - Spring rolls filled with fresh vegetables with a nut butter dipping sauce
  - A small thermos with warm vegetable soup
  - A small thermos with leftover rice and vegetables
  - A small thermos with brown rice and black beans
  - Kale chips
  - An assortment of cut vegetables with a hummus dip or seed butter dip
  - Whole grain pasta salad
  - Edamame in their pods
  - Vegetable sushi made with brown rice
  - Celery stuffed with tahini
  - Baba ganoush with vegetables to dip in it
  - Small whole grain pita stuffed with hummus and tabouli
  - Sliced and baked butternut squash
  - Guacamole with sliced jicama instead of chips
  - Cold soba (buckwheat) noodles with vegetables
  - Grilled tofu sliced onto a whole grain tortilla with coleslaw
  - Cooked beets
  - Black bean salad with corn, green onion, tomatoes, and avocado.
  - Kale salad
  - Roasted Brussels Sprouts
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- Vegetable pizza made on a small whole grain pita or English muffin with tomato sauce and vegetables
  - Small fruit salad made with fruits in season mixed with chopped dried fruit.

## The No Sweets Birthday and Holiday Snack List

Our birthday celebration at school is rich with ritual and personal expression. Summer birthdays may be celebrated on the half-year date if desired, e.g. August 6 birthday could be celebrated on February 6.

Food can be a part of the celebration but is not essential to it. If you choose to help your child bring food to share with the children, let it be because you and your child have time to plan, shop and prepare something special together. Please keep cookies, ice cream, cakes and cupcakes for enjoyment at home. We cannot accept sweets at school birthday celebrations.

A tray of hors d'oeuvres can be a special treat for birthdays and holidays. Preschool children are old enough to be more adventuresome in their treats, and we want to encourage this at school. Healthy appetites are encouraged and celebrated from sharing meals together. You could pick the idea at home and spend a little time discussing the special foods your child favors: various cheeses, olives, mushrooms, new vegetables and fruits, and crackers. Let your child, under your guidance, put together a platter of his/her own hors d'oeuvres or set up a do-it-yourself tray. Ethnic dishes are especially welcome.

Before you send a special snack, please have your child make a plan with the guide. Below we have

- Variety of fruit slices (mango, fresh coconut pieces, kiwi, melons, apples, etc.).
- Variety of raw, sliced vegetables with yogurt dip (squash, tomato, bell pepper, cucumber, radishes, etc.).
- Fruits or vegetables on skewers.
- Tiny party sandwiches on whole grain bread.
- Dried fruits or a mixture of fruits and nuts (e.g., almonds and apricots).
- Bagel chips or baked corn chips with yogurt dip or mild salsa.
- Whole wheat crackers with cheese and olives.
- Whole wheat bread sticks to dip into spaghetti sauce.
- Stuffed celery sticks with raisins (“ants on a log”).
- Small whole grain bagels and cream cheese spread or humus.
- Quartered pita bread sandwiches with fresh tomato and basil or cucumber and cream cheese.
- Small rice cakes with nut or seed butter.
- Cantaloupe rings, strawberries or blueberries.