

EBM

Early Bird

Montessori Preschool

Parent Handbook



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Mission Statement

The children of Early Bird Montessori are the leaders of tomorrow.

Our goal here at Early Bird Montessori is to nurture and expand the minds of young children, by providing a safe and peaceful environment. We believe in Montessori philosophy which supports the child's cognitive, social, emotional and physical development. Here at Early Bird Montessori is to we value cultural diversity, creativity, and academics. Our teachers are dedicated to supporting and encouraging the growth of each individual child. We achieve this through patience and thorough attention.

Purpose

Early Bird Montessori School provides a joyful and nurturing preschool learning program that combines Montessori classroom work with opportunities for creative and imaginative play. Each student is supported in his or her individual social, creative, and cognitive growth.

Early Bird's Montessori environment is specially prepared to meet the specific developmental needs of very young children. Your child will have the freedom to choose from amongst many inviting activities designed to foster your child's inner development. These activities allow your child to become an active participant in the everyday activities which your child observes in the world around him or her.

Through spontaneous and joyful movements in relationship to this inviting environment children develop a strong foundation for life and future learning. Your child will develop increasing levels of independence, communication skills, fine and large motor coordination, the ability and enjoyment of concentration, and a natural sense of order and organization.

School Hours

We provide full time care Monday through Friday. Our hours are 7:00 A.M. to exactly 6:00 P.M, with all children arriving no later than 8:45 AM, so as not to disrupt any planned activity.

We offer 5-day part- and full-time programs for our children ages 2-5 years.

Holidays

We will be closed for the following holidays:

Veterans Day

Thanksgiving Eve

Thanksgiving Day and the day after

Christmas Eve (closed at 1:00 p.m.)

The week following Christmas Day

New Year's Eve

New Year's Day

Martin Luther King Jr. Day

Presidents Day

Memorial Day

4th of July

The last two weeks of the year

If any of these days fall on a weekend we will close the next business day.

Diversity and Inclusion

We are proud that our staff reflects the diversity of our community with teachers from all around the world, over a third of whom speak a second language. We encourage and advocate for racial, ethnic, religious, gender and economic diversity in our classroom communities and are committed to working for equity and inclusion in our school.

Academic Program

The Montessori Method is a brain-based developmental approach that allows children to make creative choices and joyful discoveries. It emphasizes hands-on learning, self-expression and collaborative play in beautifully designed child-centered environments. The Montessori Method refers to the interaction of children, Montessori materials and the specially trained Guides, who plan, create and implement a **prepared environment** to meet the **scientifically observed needs** of the individuals in the classroom. The ultimate goals of our Montessori Program are to help each child learn at his/her own pace and to challenge his/her intellect in a developmentally appropriate manner.

Classrooms at Early Bird Montessori are strong working communities of children partnering with adults. Children are grouped into multi-age classrooms that provide a family-like setting where learning can take place naturally and cooperatively. These environments stimulate and encourage the development of positive self-esteem, independence, self-motivation, and respect for oneself and others.

Our classrooms reflect the need of all children for **movement** and the **use of the senses for learning**. In daily activities the children are able to **explore** and **develop their own social and emotional skills**. It is our strong belief to **educate the whole child**. This includes the physical, mental, emotional and spiritual aspects of being human in relationship to nature. Our outdoor environment is as important as our indoor environment. Each classroom operates on the principle of **freedom within limits**. Children are free to work at their own pace with materials they have chosen, either alone or with others. The objective is to encourage active, **self-directed learning**. The Montessori Method emphasizes that the mind and the hand are intimately connected in acquiring knowledge and understanding at all developmental levels. In order to learn there must be concentration. Concentration is the fixing of attention on some task the child is performing with the hand. All the materials in our classrooms are for the purpose of developing this **spontaneous concentration** through **repetition, discovery and mastery**. Cutting edge research in brain development supports this approach to learning.

ADMISSIONS AND ENROLLMENT

Admissions Process

Early Bird Montessori admits students of any sex, race, color, and creed, national or ethnic origin to all the rights, privileges, programs and activities available at our school. EBM offers classrooms for ages 2 years through 6 years.

1. Tour: All prospective families must attend a tour of our school. These tours take place weekly at 9:30 throughout the school year. Please call to reserve a space.
2. Application: Applications can be found online on our website www.earlybirdmontessori.com. The Admissions Office will contact you upon receiving your application.
3. Student Interviews/Classroom Visits: You and your child will have an informal meeting with a teacher to share pertinent information and to evaluate your child's readiness for the program. After

acceptance, students make several visits to their new classroom before they begin school. A lunchtime visit is also scheduled. Parents will be asked to leave their child for short periods of time to ease the child into the adjustment of the first day of school.

4. Siblings: Siblings are given special consideration, but they must meet the admissions criteria.
5. Orientation: New students in the toddler and primary programs are required to enroll in two Summer Sessions (each running 2 weeks) to become comfortable in their new surroundings and develop relationships with their teachers.
6. Admission Forms: All licensing admission forms must be completed **PRIOR TO ADMISSION** including; Parent's Rights (LIC995), Personal Rights (LIC613A), Emergency Information (LIC 700), Health History Form (LIC702), Emergency Medical Treatment (LIC627) Immunization Requirements, Physician's Report (LIC701)

Refund Policy

A non-refundable registration fee of \$75.00 shall be paid to be put on the waiting list or to be enrolled. This fee is a one-time only fee. If your child drops out or leaves the program and re-enrolls, the full registration fee would be expected to be paid again to re-enroll. Paid monthly tuition is non-refundable even if the child leaves at the beginning of the month. If the child is going to leave Early Bird Montessori School for the summer, a \$200.00 refundable deposit is required to guarantee the child's place when he/she returns.

Class Placement

All students are given special consideration for class placement. We place children into classrooms according to the diversity EBM strives for in our school community and according to the needs of the individual child.

The school determines student classroom placements. We ask that parents refrain from involving their child's teachers in placement issues. Our Admissions Director is always available to speak to you.

Late Charges

There will be a charge of \$2 for every minute for late pick-ups after 6:00 P.M. Late fee is due at the time of pick-up to the teacher on duty. If a child is picked up late more than five times, the child may be dropped from the program.

Programs offered and Ages of Children Accepted

The children's environment and its continually changing learning materials are designed for development of the child's intellectual, social, emotional, and physical wholeness. We offer children the experience of choosing meaningful activities that inspire a delight in learning, independence, self-esteem, a sense of beauty and order, and problem-solving. Each class is designed to continually meet the changing developmental needs of its students.

Two-year-old program (2yrs-3yrs) 5 full/half day Programs

This smaller class provides a gentle transition for the child, ready to step out into the world, who is no longer a toddler, but for whom the larger preschool class and environment might be overwhelming. Our Transitional Class offers a cozy circle of first time friends, and the younger preschooler's natural sense of order and beauty, concentration, coordination, and independence.

Practical Life, Sensorial activities, music, and movement are the appropriate emphases at this age level, but this class brings to the children any learning material from which they are ready to benefit.

Three-year-old program (3 yrs-4 ½ years) 5 full/half day program

In the Pre-primary class children are ready to be exposed to the full range of Montessori materials and hands on learning materials and experiences in Practical Life, Sensorial, Math, Science, pre-Reading and early stages of Writing, Science and Geography. of course, free play and Music. With rare exception, children must be fully toilet trained before participating in our Pre-Primary Class.

Pre-K program (4 1/2 yrs-5 1/2 years) 5 full/half day program

This is a special class for the older children in the school, (ages 4 1/2 – 5 1/2) with a balance of structured activities, free play hands on learning activities. We will be focusing on phonics, blending, decoding, sight words, and math concepts and science experiments and math concepts, cooking, music and movement will be taught and prepares the children to enter kindergarten or first grade.

Optional Services offered

We offer Gymnastics on Wednesday for children 2 ½ years and up. An outside teacher will be here. The cost is \$48.00 for 6 weeks. Your checks should be made out to Tuff Tumblers.

Food Service

Nutritious breakfast, lunch, and snacks will be provided for all children at no additional cost. Meals are at scheduled times and if your child is going to arrive after a meal is scheduled to be served, you must feed them before bringing them to school.

All children will be offered the same foods and will not be forced to eat them. If your child has special dietary needs, we ask that you send in a substitute food and/or drink for your child.

Field Trips

No field trips or transportation offered at EBM.

Arrival/Departure Procedure

When you arrive in the morning you must sign your child in, on the Sign-in/Sign-out sheet with the time and your full signature. When you arrive to pick up your child, the Sign-in/Sign-out sheet will be available for your signature and documentation of your pick-up time. Please make sure that you sign out right away to avoid a late pick-up fee. We need this information for licensing and calculation of any late fees.

Who May Leave with Your Child?

We can release your child only to the child's parents, and those other persons who are listed on your Emergency Information form, unless we have a previously submitted, signed permission note from you naming the person who is to pick up your child, and indicating the date(s) when they may pick up your child. Therefore, please do not send anyone to pick up your child unless you have made these written arrangements. If you call us to arrange a special pick-up person for your child we cannot release your child. Your child will be kept at school until someone with written permission on file can arrive. Late fees will be applied.

Medication Policy

A signed authorization form is required for all medicine administered to a child while in our school. Please sign authorization even for Aspirin and Tylenol. Medicine will be given only if in its original container with prescription label attached and signed authorization from the parent is in our possession. We can only administer the medicine once during the day. If medicine is required more than once, that is an indication that the child should be at home and not in our care until they have recovered.

ILLNESS

Children should stay home when they show symptoms of any deviation from normal health.

Further, the child should not be brought to school if the parent suspects he or she has a communicable illness, unless expressly authorized by their doctor and the parent must provide the School with an appropriate doctor's note.

If a child becomes ill at the School, the director or teacher will notify the parent and the child will be kept separate from the other children until taken home. The parent must have at least one other responsible party available to pick up and care for the child if the child becomes ill while at the School and the parent or parents cannot be contacted.

The following are some examples of, but not limited to, conditions with which children will not be permitted at school:

- Fever of 100 degrees under the arm (auxiliary) or higher, and if they also have one or more of the following: diarrhea, ear ache, shows signs of irritability, sore throat, and rash. Child must be fever free for 24 hours or more without any medication.
- Hand, Foot, Mouth Disease.
- Vomiting.
- Diarrhea – two or more occurrences at school.
- Oozing rash or undiagnosed rash.
- Eye discharge or pink eye.
- Bacterial or viral infection.
- Fatigue that prevents participation in regular activities.
- Open oozing sores and scabs.
- Head lice, nits, or itchy scalp. The child must be treated and nit free before returning to school.

If a child is brought to school with symptoms of any communicable illness, A DOCTOR'S NOTE ATTESTING TO THE CHILD'S HEALTHY STATUS MUST BE PROVIDED to attend school, otherwise the child will not be allowed to attend school that day.

Medical Emergencies

In the case of serious illness or injury the parent will be notified in a timely manner and the parent's directions followed regarding action to be taken. In the case that the parents cannot be reached immediately, or the nature of the illness or injury is such that there should be no delay in getting medical treatment, the school shall promptly obtain emergency medical treatment without specific parental instruction, using the 911 emergency number if urgency requires it. We will attempt to follow any emergency directions provided in your emergency information on file with the school. Parents are responsible for payment of any medical treatment and evaluation procedures incurred in the process of obtaining medical or dental help for their child.

Incidental Medical Services

To meet the requirements established in law and regulation California Code of Regulations, Title 22 Section 101226, the following are our policies and procedures that ensure the proper safeguards while administering nebulizer medication and Epinephrine Auto injector (Epi-pen.)

1. Form LIC 9166—Nebulizer Care Consent/Verification Child Care Facilities Form:
Parents/Guardians must also provide the child care facility with written instructions from the child's physician, or from a health care provider working under the supervision of child's physician (for example, a physician's assistant, nurse practitioner or registered nurse). The following instructions must be updated annually and must include:
 - Specific indications (such as symptoms) for administering the inhaled medication in accordance with the physician's prescription.
 - Potential side effects and expected response.
 - Dose form and amount to be administered in accordance with the physician's prescription.
 - Actions to be taken in the event of side effects or incomplete treatment response in accordance with the physician's prescription. This includes actions to be taken in an emergency.
 - Instructions for proper storage of the medication.
 - The name and telephone number and address of the child's physician.
2. Form 9221 -Parent Consent for Administration of Medications and Medication Chart: This gives the School written consent from the parent permitting us to administer medications to the child. Staff will sign and document the date and time that the medication was administered. Parents are able to look at the form LIC 9221 (Parent Consent for Administration of Medications and Medication Chart) each evening at the front desk to see when medication was administered to their child.
3. Storage: The Nebulizer and the Epi-pen is stored inside the child's classroom. These medications are in the original container with the child's name and instructions from the LIC 9221 form.
4. Training requirements: Adequate staff members who have CPR and First Aide training and have been trained per physician's instructions will administer the medication. The parents must train the staff on how to properly administer the medication before the child's first day of School.
5. Parents are responsible for providing the school with non-expired medication. The original pharmacy label must be submitted with all prescribed medication to the school.
6. When an Epi-pen is administered, 911 will be immediately called.
7. Immediately after administering the Epi-pen and calling 911 and following administration of the Nebulizer, the child's parent/guardian representative will be called. If they are not available, an email will be sent if an email address has been submitted to the school and emergency contact(s) will be called to inform them of each occurrence of incidental medical service to the child.
8. In case of an emergency evacuation, all medications are included with the First Aid Supplies which are taken out of the classroom with the children.
9. When a child has a medical incident, the School will submit a written report to State Licensing within the required 7 days.

Sharing

We welcome items from home related to nature, geography and other countries and cultures, or history, a family trip, a musical instrument, etc. These educational items may be simply arranged on a

shelf for others to enjoy during work time, or up to four times a year, items may be shared formally with the entire class at "Circle Time". Items for whole class sharing need to be discussed in advance with me, and I will give you some suggestions for helping your child prepare for the sharing. If your child would like to explain his or her sharing to the entire class, please notify us in advance, and we will set up a date for the sharing. Toy guns and weapons are not allowed in our school. We are not responsible for lost or broken toys.

Birthdays at school

Please refer to this section shortly before your child's birthday.

Children who have a birthday during the summer break may make special arrangements to celebrate before or after the birthday. Birthday Ceremony - We would like to honor your child's life in a special and lovely ceremony on or near the child's birthday. We light a candle to represent the sun and the joy of your child's life. Your child holds a small globe and walks the candle once for each year of his/her life as we look at and mention the growing up phase in each photo. Then we sing "Happy Birthday", and your child gets to snuff out the candle. Please see below how you can help by preparing a simple pictorial timeline of your child's life.

How You Can Help

We would like you to prepare this ahead of time and send it to school for us to use on a morning when we can work it in. We need a "growing up timeline" of only four to seven photos, depending on your child's age. Please arrange one newborn, and only one for each year of just your child's life. The photos need to be mounted on a piece of cardboard or tag board, in a left to right sequence and labeled with your child's age under each of the photos. Thanks for this very helpful and special contribution to our birthday experience.

Community Birthday Gift (optional)

- Class Gift - It has been a tradition in Montessori schools for the birthday child to bring a small gift for their community (simple and humble is fine), and I am happy to say we always need lovely containers, baskets, trays, small pitchers, nature or art books, objects made in foreign countries, nice vases, and of course, anything handmade in a family. This can be a memorable experience for your child and is an especially a nice way for children to experience celebratory giving in the context of the child's place in a community.
- Individual Gifts - Some families like to provide an individual treat or individual small gifts which your child can help to pass out at going-home time. We would like you to bring the treat with you when you bring your child in the morning.

Birthday party invitations - by mail or phone only please

In the interest of preventing lots of hurt feelings as well as confusion and misplaced invitations at school, families need to mail or phone party invitations, rather than passing them at school. A directory or class list will be provided for your use to phone or mail invitations. (Please let us know immediately if you do not wish your phone and/or address listed.)

- Teachers and students cannot pass out invitations at school even if you invite the entire class. Exception:
 - If you have an invitation for every child, you may hand them to parents as they sign out after class, if you wish. Please do not do this if only some children are invited.
 - Please also counsel your birthday child not to discuss the party at school unless all children are invited.

* Belated Gifts for Missed Parties: Please do not send or bring belated gifts to school when your child misses a party to which not all students were invited.

Communication

Parent Meetings

There is an initial parent meeting of the year which is crucial to your orientation as a new parent to the school, and as a refresher for returning families. Your attendance can really make the difference in your familiarity with your child's program, and that translates directly into a better school experience for your child.

We set aside additional time in our calendar for preparation and presentation of another informative parent meeting each year. These meetings are designed to provide parents with a better understanding of the philosophy and educational methods used in your child's school program. Parents who attend these meetings usually are better equipped to interact with their child regarding their child's early school experiences, and to make thoughtful decisions about their child's future educational life.

Family Involvement

We welcome parents to volunteer their time and to become involved as active participants in their child's education. Families are encouraged to participate in a variety of activities. Some opportunities include:

- Sharing a cultural activity with the children
- Reading to your child at school or at home
- Recruiting new families and much, much more

Parent Observations

While we will make every attempt to keep you posted about what we see of your child's experience at school, there is no substitute for your own observation of your child's experiences. It is also helpful for us to hear your impressions of your observations of your child. Therefore, after the first month or so of school, we hope you will make arrangements to sit in for part of a morning now and then. Parents will want to wait until they think their child is able to separate from them when the parent is in the classroom. It is not too interesting to spend thirty minutes observing your child stand next to your chair, then only to have your child need to leave with you because he/she wants to stay attached.

By Appointment Is Best

It works for the class if we can schedule thirty-minute observations in a way that there is not more than one parent or set of parents visiting at a time. Also, your child may show you a more typical morning if he or she knows ahead that you will be there for part of the morning.

Unannounced Visits

We also respect the right of parents to visit unannounced, and if you wish to visit unannounced, you will always be welcome.

Visitor Guidelines - When you plan to visit, please first review the following guidelines.

If your visit is unannounced, we ask that you enter quietly and ask the teacher or the assistant for a good seat from which to view the children working or having their circle time. We could possibly ask you to wait within hearing but out of sight of the children until circle time is over. The best time to observe the 2-3-year-old class and Pre-primary children working is roughly from 10:00 A.M. to 11:00

A.M. During all visits, scheduled or unannounced, we will provide you with "Visitor Guidelines." Please be as unobtrusive as possible so that the children will not be distracted from their work and will show you a more typical morning. Your own child will probably be intrigued by your presence, and you can encourage him or her to continue with his or her normal activity by simply observing without commenting on his or her activity until after class.

Other Parent/Teacher Communication

We see your child as a whole person whose experiences and physical well-being affect his or her functioning in all areas. It is helpful to us, and ultimately to your child, when I know of any circumstances that may challenge your child's full and happy functioning at school.

Circumstances such as your child having difficulty getting to sleep on time at night, the loss of a pet, a parent's temporary absence, changes in the family constellation or the availability of an old friend or relative, periods of stress in the family due to the stresses that parents

normally must deal with, all of these can make a difference in how your child gets along at school. If we know about them, we can sometimes provide just that bit of needed extra support that can make a big difference to your child. Please keep in mind that we consider all information regarding your child to be highly confidential. Drop us a little note in the morning, if that seems appropriate to you.

Labeling Belongings

Please be sure all items brought to school, including jackets and sweatshirts, are clearly labeled so they can easily be returned to your child if left at school or accidentally exchanged with another child's clothing.

Lost and Found

Clothing and other items left at school will be placed in the garden for you to check in the morning. Please glance there frequently for items which may belong to your child. At the end of the school year remaining items will be donated to charity.

Borrowed Clothing

We keep a small supply of spare clothing at school for emergencies, when your child's own spare clothing has not yet been replaced. If your child comes home in borrowed clothing, please wash and return the clothing right away.

Toilet Learning

When your child begins to learn how to use the toilet, we will do all we can within our abilities as a group program to facilitate this process. We do, however, ask that the child reach a certain level of development at home in this process before coming to school without a diaper. We will discuss this in more detail with you and make arrangements appropriate to your child's needs.

Parent's need to provide diapers and wipes. Toys, Costume Attire, And Other Belongings. Please routinely help your child keep all other personal belongings, such as trinkets, (including wearable ones) toys, costume attire, etc. at home. We ask that these items not be brought or worn in order to allow the children to focus fully on the many educational, hands-on materials provided in the classroom. An exception to this rule is outdoor equipment and playground appropriate toys such as balls, ropes, etc. within moderation. Children are welcome to bring those outdoor toys that they enjoy sharing with others. Changes, of course, will have to be made if any particular playground toy poses a problem that cannot be worked out in cooperation with the children.

Clothing for School

- Casual, comfortable, soil-able - Please send your child to school in casual, comfortable clothing that you and your child will not mind getting soiled or wet. We use aprons, but children still get markers and paint on their clothing, and the colors in these products vary greatly in their wash ability, despite claims of wash-ability by manufacturers.

Discipline Policies

Supporting Our Classroom Rules

In Montessori education the concept of freedom within limits allows children to develop to their full potential while developing inner discipline. Inner discipline is its own reward as it gives the child the opportunity for greater freedom within his/her community.

In our classrooms there is a strong emphasis placed upon developing the ability to concentrate and upon respect for others and the environment. You can help your child at home by emphasizing these same expectations, explaining that they are the ground rules that allow us all to live peacefully and safely together.

The children and teachers make classroom rules at the beginning of each year. Basically, they cover the following:

- Be respectful of (nice to) others. (So, we can all feel safe inside and outside)
- Use quiet voices inside the school. (So, we can have a thinking place)
- Be careful with classroom materials. (So, we can enjoy them)
- Use walking feet inside the school. (So, we can be safe)

Discipline Philosophy and Routine Practices

At Early Bird Montessori Preschool, we are committed to a concept of discipline which defines an important part of the adult role as providing education which will help the child develop inner controls. It is our policy to stop behavior which is threatening either emotionally or physically to the well-being of others. Beyond that, it is our philosophy that the child needs clear limits and guidance in how to behave responsibly.

Staff does not use physical punishment nor emotional or physical threats nor physical restraints to control a child's behavior. Physical restraints would be used only if the child had become a threat to the safety of others or to the safety of him/her self.

If a child is temporarily out of control, our practice is to have the child sit aside for a few minutes to calm down and to get the idea that he or she needs to regain control before interacting with others. A child may re-enter class activities when her or she is calm and ready to commit to more helpful behavior.

Occasionally a child, who is repeating inappropriate behaviors, will need to accompany the teacher while the teacher works around the classroom, and then try again to practice being independent, with the understanding that the child will report back to the teacher when finished with his or her next activity.

In rare circumstances, a child's behavior at school may be such that staff and family must meet to arrange a behavioral monitoring plan to help the student develop stronger behavioral controls. This plan will generally involve some kind of a system that temporarily attaches privileges at home to

positive behaviors at school. This requires cooperation between the teacher and the parent. The child's continued enrollment may be made contingent upon the carrying out of the monitoring plan, and eventual resolution of the problem.

Except for the very rare instance in which there would be grounds for immediate termination of enrollment (below) staff will make every effort to resolve issues in cooperation with the family and will proceed according to the following.

Procedures for Discipline Problems – When a child needs more than the occasional re- minder to be able to function in a productive and appropriate way at school:

1. Staff will consult parent and counsel parents regarding problems encountered by the child in the group setting and the staff efforts to resolve the difficulty with the child.
2. Staff may recommend specific parent actions, including the behavior monitoring plan Mentioned above, and possibly will recommend family counseling and/or consultation with the child's physician. Staff will, if difficulty is not resolved through steps 1 and 2 above, proceed with 3 below.
3. Staff will place child's enrollment on probationary status for specified period, from one week to three months, depending upon urgency of the problem. Behaviors which must be eliminated within the time period of probation will be listed along with recommended remedial steps and a mutually agreed upon action plan. The child will be included in this agreement if the staff feels it is appropriate.
4. The child's enrollment will be terminated at the end of the probationary period of the issues are unresolved.

Helping Children Develop Social Skills at School

It is an important part of your child's whole child educational experience to develop the skills necessary for resolving social problems. At school we are committed to helping your child resolve problems and change behavior if necessary before taking the problem to you. We do this by spending a lot of time giving children the steps for resolving conflicts peacefully and developing inner discipline. All of this gives your child the experience of learning how to work through problems. It also gives the child the crucial message that we trust him or her to succeed in these challenging emotional and social situations.

Therefore, please do not anticipate that teachers will report on or punish your child or other children the minute a problem occurs. Our investment is in the child's development, and that means finding the way that will be most effective in helping the child learn from the inevitable mistakes of a child. If the moment arrives when your child and I can see that your help is needed we will approach you for the needed support. Please also try to restrain an understandable impulse to report and rescue in these situations, keeping in mind the educational process and the importance of allowing the teacher to help the children develop their social skills and confidence at school.

Below are some guidelines to help you in these emotionally charged situations.

1. If your child reports an incident to you, ask your child if he or she has tried to resolve the problem by talking to the other child. If it has been resolved (and often it has) compliment your child on a job well done, empathize with your child's feelings without becoming too emotional, and then move on. This voice is a vote of confidence in your child and prevents your child from over-dramatizing situations to elicit a response from you. If your child reports a problem to you

but has not handled it at school or seems to feel the problem is not resolved after an initial attempt, please encourage him or her to go to the child (or to me if needed) on the next day at school. If your child won't do this, and you feel the problem warrants it, then come to me with your child and we will work out the problem together. Eventually you may need to insist that your child work the problem out without you, with teacher help as needed. But coming with your child in the beginning is sometimes a needed bridge for your child. Always encourage your child to try to work out problems during the school day so that all parties can depart from school feeling at peace.

2. If another parent or child reports a behavior to you, either of your own child or that of another child, or if you witness an undesirable behavior, please keep in mind that we are possibly already aware of the situation and are handling it in a manner consistent with the principles mentioned here.

In the spirit of respect for students, and to protect each child's sense of security at school, if you are concerned about a behavior and are feeling unsure of our awareness of the problem, please come to see me privately, and without your child.

3. When behaviors come up at school, please do not confront any child at school, nor immediately discuss the behavior of any child with the child's parent or another parent. To do so will undermine the process through which we would like to try to help all parties concerned and can seriously jeopardize a child's sense of trust at school. Also, parents who help at school are required to keep confidential the behaviors of the children they observe at school. All children are in the learning process, regardless of how unbecoming their behavior may be at times.

Reasons for Immediate Dismissal

The child's enrollment may be immediately terminated if at any time it is thought by the staff that sufficient endangerment to the child or others or sufficient disruption of the learning environment is involved.

Damage to Property

We ask that parents reimburse the school for property damaged or otherwise lost to the school as the result of their child's loss of impulse control. We realize that sometimes developmental issues influence a child's ability to respect property and boundaries, but we ask parents to help our school recover losses resulting from behavior which is problematic within the school environment. We usually ask that the parent and child work together with the school to involve the child in the reimbursement process. This process usually is helpful to the child in developing inner controls and a social conscience and allows the child to experience a positive outcome and closure on the learning experience.

We would like to welcome your child at Early Bird Montessori, and if you have any questions or concerns, please feel free to contact us at @ 510-460-9097.

Your child's development is of the utmost importance to us and if there is anything we can do to support the educational development of your child, please let us know.

Sincerely,
Staff of Early Bird Montessori
Address: 20104 Center Street
Castro Valley CA 94546

[web: www.earlybirdmontessori.com](http://www.earlybirdmontessori.com)