



West River Montessori School

3650D Route 100N

S. Londonderry VT, 05155

**About Our Classroom and Structure,
Disruptive Behavior Policy,
Attendance
&
Daily Schedule
2023/24**

Montessori Method and Classroom Structure

The Montessori child, Teacher and Classroom

The Child. All growth must come from a voluntary action of the child themselves. To encourage this voluntary action, the child spends his day in a non-competitive environment, stimulated by other children, older and younger, guided individually by the teacher, and proceeding to each aspect of the program at their own pace. The child is permitted to take as long as they need to complete a work. They work together with other children or alone, on rugs or at tables. When they are finished, they return the materials to its proper home on the shelf, ready for the next child to use. The child may move about the room freely as long as they respect the activities and others.

The Teacher. The teacher guides the child in the use of materials. The teacher accomplishes this through individual, small and/or large group lessons. Once a child knows how to use the material, they are allowed to work with it until they decide they are finished. The teacher treats each child as an individual and with respect, and is a positive role model focusing on the child's learning process. The teacher keeps detailed records of what each child is working on and what each child has mastered.

The Classroom. The classroom is a child-sized world, with chairs, tables and shelves all in appropriate size. It is a unique feature of the "Prepared Environment" that every object in the classroom has a specific place and purpose.

Structure of the Montessori Classroom

The Montessori classroom is divided into 5 Curriculum Areas:

1. *Practical Life*

In practical life children gain the fundamental skills required for learning. They include (but are not limited to), coordination, independence, order and self-esteem. Children also refine skills that they may already have, such as:

- pouring - learning to pour their own drinks at mealtimes
- dressing - learning to dress themselves to go outside or remove their jackets and shoes when coming inside, etc.
- child-sized cleaning tools - learning to clean up spills and taking care of the environment

2. *Sensorial*

The materials in the sensorial area all share the same developmental goals, including the refinement of the ability to observe, compare, discriminate, differentiate, reason, decide, problem solve and appreciate the world. This area of the curriculum helps children sort out the myriad of impressions that they gather through their ability to absorb so much information from their surroundings.

3. *Math*

In the Math area, children learn beginning Math concepts such as one-to-one correspondence and number identification. Children learn about fractions, patterning and how complex numbers are formed. The Montessori math curriculum promotes counting, problem solving and self thought.

4. *Language*

In the language area of the Montessori classroom, children learn early reading concepts, such as rhyming, opposites and sequencing. They begin letter recognition and sounds as well as practice writing their names. If a child remains in the Montessori classroom for more than two years, they may begin reading simple three letter words or more. Language also includes the art area where supplies are available for children to explore their own artistic abilities.

5. *Cultural Studies*

Cultural Studies includes everything from zoology to biology to physical sciences to learning about other cultures and history. This is a very large area of interest and has more information than a teacher can cover in one school year. Children remaining in the Montessori classroom for two or more years will cover many, if not all of the interesting topics.

Children learn how to use Montessori materials through lessons by the teachers. The material available for the children to work with in the classroom changes throughout the school year. As the year continues, children receive lessons at circle, individually during work time as well as from other children. Once a child has had a lesson with the material, or "work" as it is often referred, they are encouraged to use it whenever they like for as long as they like, as long as the material is being respected.

** For more information about Dr. Maria Montessori or the Montessori Method and Philosophy, you may speak with one of the teachers for references and reading materials. Additionally, we encourage you to attend both Parent Education Evenings held during the school year. Classroom Rules and Expectations*

At the beginning of each year, there is much emphasis placed on communicating the following ground rules to the children. This is accomplished systematically and repetitively so the children internalize them. Additionally, the older returning students model these rules for the younger ones.

Classroom Rules and Expectations

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1. Any child is free to work with any of the material displayed in the classroom as long as they have been introduced to the material by the Teacher and it is being used respectfully. They may not harm the material, themselves or others.
2. The child may work on either a rug or a table, whichever is suitable for the work they have chosen. Children do not work at the shelves as this would obstruct the other children's access to the materials.
3. A child restores the environment during and after an exercise. They are responsible for cleaning up after their own spills once they have been shown how. The child puts away their rug by rolling it up neatly. If they have been working at the table, they would push in the chair.
4. No child may touch the work of another or interfere with another person's work. This provides security for the child involved in an exercise to continue it to completion. Their right to initiate, complete or repeat an exercise is protected by this rule. If the child must leave it temporarily, they will feel confident that their work will be as it was left when they return.
5. Children are not coerced into joining a group activity. It is their right to keep working at individual exercises during group activities. A child is not allowed to interfere or disrupt an activity in which they have chosen not to participate, but it is also their right to stand as an observer of group activities.
6. A child is encouraged but not forced to share with another.
7. A child is free to do nothing if they desire as long as they do not disturb the activities of others. They may be learning by simple observations, by pondering a question or by relaxing.
8. The entire environment is prepared in such a way that error is self-evident. As the child internalizes the ground rules, they no longer need the gentle reminder of the teacher, but have developed these as their own habits. The materials in the classroom are displayed in groups according to their purpose. Practical life materials, sensorial apparatus, language tools, mathematics, and geography and science have special areas.

Disruptive Behavior Policy

Ground rules are given in a positive manner. Rather than saying, "no running," the Montessori teachers will be heard saying "please use your walking feet." Instead of saying "no hitting," the Montessori teachers will say "helping hands." In this manner, children are hearing the behavior we prefer them to perform rather than hearing the behavior that is not desired. For example, if a child hears "no running," the last thing the child hears is "run."

Some additional language used with children is, "you are making a wrong choice right now" or "that is not a choice right now." This language is combined with a direct reference to the inappropriate behavior. For example, "if you jump out of the loft again, you will lose the privilege of using it," or "you don't have a choice, you need to put your boots on to go outside so your feet don't get cold."

Children are also taught and encouraged to use their words with their peers to express how they are feeling. Children are taught to talk about their problems and differences, just like they are taught to recognize their names and dress themselves. If a child is consistently disruptive or hurtful to another child, then we might invite them to stay with the teacher for a small amount of time to discuss actions and ways to make it a positive experience.

The following policy becomes relevant in the event of CONSISTENT DISRUPTIVE BEHAVIOR ISSUES:

Disruptive behavior is any behavior which keeps a child from having a productive experience, or endangers other children or staff. This is a behavior that occurs even after the traditional Montessori disciplinary techniques, which include talking to the child, and quiet time alone in the peace corner. When all have been exhausted, a child with such behavior will gently be removed from the classroom and taken to the office (the child will be supervised at all times). When the child is ready to enter back into the classroom they may do so at any time. This will allow the classroom activity to continue without any disruptions. In the event the behavior continues the following steps will be taken: A team effort will be made between parents and teachers to establish consistent positive strategies for dealing with the specific behavior issues.

Behavior will be documented and recorded daily. Staff will meet regularly to discuss the student with consistent behavior issues in order to determine a possible course of action. If applicable, intervention from the State agencies may be necessary. If all else fails, the West River Montessori School will take the course of action to omit the child from our program.

Hours of Operation

Pear Room

8:00-11:00	Montessori Half Day Program
8:00am-3:00pm	Montessori Full Day Program

Apple Room

8:00am - 12:00pm	Montessori Half Day Program
8:00am - 3:00pm	Montessori Full Day Program
3:00pm - 4:00pm	Extended Day Hour

Children not staying for a full day should be picked up promptly at their classes half day time (11:00 Toddler Program, 12:00 Apple Room) to avoid incurring additional charges (see financial policies). Weather permitting, the children will be on the playground at this time. Otherwise, children should be picked up in the downstairs welcome room. WRMS operates Monday through Friday, according to the academic school calendar.

Early Dismissal / Change in Routine

If you are planning an earlier-than-expected pick up for your child, please leave written communication with the school office or by phone as soon as possible. Verbal messages to staff members during arrival must be avoided.

**** Further, children will only be dismissed to adults noted in their emergency contact form and must show valid ID.****

Attendance and Tardiness

Children are expected to attend school everyday for which they are registered, unless home with an illness or out of town. The morning time in a Montessori classroom consists of greetings and beginning lessons. Teachers take time to connect with each individual child and get them engaged in the classroom and ready for our day. A child who arrives late may find they are out of routine and unable to make that connection, therefore, the child loses precious time joining the classroom. Please respect the time that your child is in their Montessori work period and make the effort to get your child to school on time. We ask that you please call the office, email, or send a SLACK app notification if your child will not be attending school on their scheduled day(s). Records of attendance will be kept for each child throughout the school year.

Pear Room Daily Schedule

8:00-8:30am	Drop off/Free Play
8:30-8:40am	Bathroom
8:40-9:10 am	Circle Time/Wash Hands
9:10-10:10am	Snack/Work Time
10:10-10:20am	Bathroom
10:20-11:00am	Playground Time
11:00-11:30am	Inside/Wash Hands
11:30-12:00pm	Lunch
12:00-12:10	Bathroom
12:10-2:00pm	Rest/Quiet Time
2:00-2:10pm	Bathroom
2:10-3:00pm	Snack/Wash hands/FreeTime
3:00	Pickup

Apple Room Daily Schedule

8:00-8:45am	Drop off and Free Time
8:45-9:00am	Cleaning Up and Preparing for Circle Time
9:00-9:30am	Circle Time
9:30-11:30am	Bathroom/Snack/Work Time
11:30-12:00pm	Bathroom/Outside Second Circle/Playground
12:00pm	Half Day Dismissal
12:00-1:00pm	Bathroom and Lunch
1:00-2:00pm	Quiet and Rest Time
2:00-2:15pm	Wake Up and Clean Up Rest Mats
2:15-3:00pm	Outside Free Time and Special Activity
3:00pm	Full Day Dismissal
3:00-4:00pm	Extended Care



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Attendance and Tardiness

_____ I have read and understand the drop off time(s) for my child(ren) and understand it is disruptive to the classroom when drop off occurs outside of the drop off time.

_____ I have read and understand the pick up time(s) for my child.

_____ I understand that there is a \$1/minute late fee for each minute I am late.

Signature

Date