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Section 3 ~ Programs and Procedures~

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## Overview

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Bozeman Montessori offers a Montessori education for children ages 6 weeks to 6 years of age, providing a nurturing environment that parent can have confidence and feel comfortable in.

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## Calendar

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Bozeman Montessori uses a [school year calendar](#) that loosely follows Bozeman Public schools calendar. Please refer to the annual calendar and plan for school closures and vacations accordingly. It is your responsibility to be aware of closures, early release days and events. We will do our best to send out or post reminders to assist you with this. There are scheduled Professional Development days throughout the school year when there is no school and childcare is not available. Professional Development days provide Bozeman Montessori staff the opportunity to meet as a group, to participate in necessary training workshops, and to work on the classroom environment. These days are necessary for providing the highest quality Montessori education. There will be no credit or reduction in the tuition for holidays or staff in-service days.

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## Attendance

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Montessori philosophy insists that we respect the child's need for consistency. The children who benefit most from the prepared environment are those who attend regularly. A child's experiences in the classroom and with the materials are cumulative; consistent attendance bolsters learning. A consistent routine also provides security for children; a sense of security enables children to learn more readily.

The teachers spend time and energy preparing the curriculum and lessons for each day. For all students at every level, each day "counts." Please help to ensure your child's social and academic progress by avoiding unnecessary absences.

In order to facilitate a strong community we request that you make every effort to attend all Bozeman Montessori functions and parent education opportunities. It is by collaborating with the Bozeman Montessori staff and community that we are best able to support the development of your child.

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## Hours

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Our center is open from 7:30-5:30

**Schedule options are:**

Half Day~ 7:45AM\*-12:45PM (Late fees after 1:15)

Full Day~ 7:45AM\*-3:00 PM (Late fees after 3:15)

All Day~ 7:45AM\*-5:15 PM (Late fees after 5:30)

\*Please arrive no later than 8:45AM

\*drop of before 7:45AM is by special request only and will be allowed in a case by case basis.

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## Tardiness And Leaving Early

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Respect for the child's need for consistency applies to timeliness of arrival as well. It is vital that your child be at school on time to make steady progress in achievement, to be settled at school, and to support a positive attitude toward school. When children are tardy it interrupts the cycle of concentration, one of the most important skills developed in the Montessori environment, and can also distract the other students from their work. Tardy children often miss important lessons and activities. They can have a more difficult time finding their social grounding and work partners for that day. Children who are consistently late can have difficulty

feeling a sense of belonging in the community, or finding their “niche”. Children who leave before the end of their normal schedule are also denied closure of their work cycle and social interactions. Leaving early can be just as disruptive as arriving late.

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## Clothing

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Children will grow in independence and self-esteem if they can dress themselves. Clothing should allow for freedom of movement and should be easy for young children to take on and off. It is easier for young children to use the restroom without adult help if they wear two-piece garments, preferably without belts, snaps or buttons that are difficult for them to handle. Infants can move better when wearing flexible fabrics. All students should have an extra set of clothes at the school. Mark your child’s name on each item. Names should also be put on all coats and sweaters. While we use painting aprons and take reasonable care to keep the children clean, children engaged in creative activities will get dirty. It would be unusual if your child came home at the end of every day as spotless as when you brought him or her in the morning. In light of this, it is a good idea not to send your child to school in anything that you wish to remain spotless.

Below is a list of clothing that your child will need in our care:

- Indoor~ We request all families bring at least one extra set, or more, of clothes that stay at the center, for those just in case instances. Please remember to check them seasonally because your children grow quickly and weather changes.
- Shoes~ We request that your child has 2 pairs of shoes for the center. One pair for inside and the other for outdoors. This keeps our classroom a little cleaner and is an opportunity for children to practice putting on and taking off their shoes. Please provide shoes that your child will be able to get on and off independently and also appropriate for all the active things children do.
- Outdoor~ We are definitely advocates for being outdoors. This is not only great for the body and mind but it is also one of the best classrooms for learning. We request your child has appropriate clothing for the season and for the weather. Sun hats for those hot summer days. Snow pants, boots, coats, hats, mittens for those cold snowy days. Rain coats and rain boots for those rainy days. And light coats or sweaters for everything in between.

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## Food Program

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In effort to serve the needs of our families, Bozeman Montessori will offer a Healthy Food Program. It is available for children 19 months and up. The cost of this program will be included in the Pre-Primary and Primary tuition. The children will be included in the process of making and serving the food, whenever possible. Bozeman Montessori will serve:

- Morning snack: which will be available to the children between 8:30 and 10:45
- Lunch: at 12:00 \**Lunch served with option of milk or water.*
- Afternoon snack: which will be available to the children between 2:30 and 4:30

We will accommodate dietary restrictions to the best of our ability, we may require a written notice from a doctor.

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## 0-3 Program

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Our 0-3 program will be divided into 2 groups: Nido and Pre-Primary.

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## Environment

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In our open room we have created our separate group areas using low dividers, in a single room, so that we can foster the needs for each group. Understanding and following the needs of the child, and not necessarily those of the adult, this space is created with their success in mind. Furniture is small, very small, to fit the proportions of his/her body. All of the materials and equipment are life-like, assimilating real objects, but once again, small; designed for use by their tiny hands.

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## Daily Form

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In these programs we will be providing a form for our parents that informs them of their child's day. This will include: What they ate, how they slept, their personal care info, what they may need for school and how their day was. These will be filled out by each child's primary care giver. Some of this information will be relayed via Transparent Classroom.

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## Primary Care Givers

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Due to the extended time frame of the day, and the fact that no one caregiver can work the entire length of the All day schedule, we have elected to have all providers in the Nido and Pre-primary class work with all of the children. Our small ratio helps provide the consistency and connection that young children need. All staff work 5 days per week to help facilitate this.

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## Personal Possessions

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We love to share any books, pictures, or artifacts. We do ask, though, that toys or other possessions remain at home because of the distractions they may impose and to prevent them from getting broken or misplaced.

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## Nido

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In this room children range from 6 weeks to 19 months old. Children in this room have the option of choosing to come 3, 4 or 5 days per week for this program. In the environment for the infants and the walking children, we create 4 areas that are found in homes: sleeping, personal care, eating, and living/playing. We will be working on fostering the independence by helping them through weaning slowly when ready into different stages of their development.

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## Feeding/ Nursing

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Parents will supply the food for the children in the Nido class. We will work with the families' wishes and the information provided on the daily form to inform our timing for giving the children food. All children will be given the opportunity to sit at a small weaning table once they are eating solid food and have the core strength to sit well.

We are currently a **peanut-free facility**.

All food needs to be packed in a lunch box with an icepack. Bottles can be stored in the class refrigerator as need. Bottles will be warmed in the bottle warmer.

Mothers are most welcome to come breast feed their child at any time. You have comfortable adult seating in the class, in the parent area and in the staff room that are available for your use. See our Breastfeeding Friendly Policy in Section 4: Policies.

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## Napping

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Children will be napping in a space created for them. Once children reach the age of one, the child will be eligible for napping on a mat, with consent from the parents. The floor bed (mat) helps children with their movement skills, independent sleeping habits, and an increased sense of spatial awareness (knowing where your body is in relation to your environment).

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## Pre-Primary

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The children in Pre-primary range in age from 19 months to 3 years of age. Children in this room have the option to come 4 or 5 days a week.

In this environment we will be focusing a good portion of our time working with practical life lessons like cooking, care for our classroom environment, working as a community, and working towards having independent skills. We will be integrating many opportunities for language, fine and gross motor skill development, as well as self and social awareness.

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## Napping

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Children will be napping on mats in the classroom, after lunch clean up. Sheets and mats will be provided but other bedding will be brought from home to help make a cozy resting spot.

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## Toilet Learning

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In this classroom we are going to be introducing and exploring the opportunity of learning about our toileting experiences. It is natural and part of being a human being. We will be working with families and their children in this process.

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## Food

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The children in this class participate in the Food Program. All snacks and lunch will be provided. Eating communally allows for many opportunities to develop social connections and graces.

Please do NOT bring food from home.

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## Primary

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In this room, children range from 2 ½ to 6 years of age. Children must attend 5 days a week for this program. The Primary classroom environment is designed to meet the needs of your child in this crucial phase of her life. Please refer to the overview section of the parent handbook for more information about the “curriculum” of the primary class.

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## Food

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The children in this class participate in the Food Program. All snacks and lunch will be provided. Eating communally allows for many opportunities to develop social connections and graces.

Please do NOT bring food from home. An extra option of oatmeal will be available from 7:45-8:45 for children who need additional breakfast.

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## Napping

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Children will be napping on cots in the classroom, after lunch. Sheets and cots will be provided but other bedding will be brought from home to help make a cozy resting spot. Due to limited storage space we ask that the size of the bedding be small.

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## Bringing Items from Home

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Toys or other possessions should remain at home because of the distractions they may impose and to prevent them from getting broken or misplaced. Please do not send candy, gum, soda, toys, money, or anything dangerous to school with your child.

There will be opportunities throughout the year for children to bring in items of interest related to classroom topics. These should be cleared with the guide before coming into the class. There are also opportunities to bring in books, see family involvement. Please stress to your child the idea that these are brought to school to be shared and if he or she does not wish to share something with the other children, it should be left at home. Please keep in mind that there may not be time for sharing on any given day, and that we value a child's verbal sharing as much, if not more, than any sharing items.

If you find a tiny block or other school material in your child's pocket, please return it the next day. Younger children often take things home. This behavior is not unusual, and is an indication in young children that they are integrating school and home environments.

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## Celebrations

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### Birthdays (Pre-Primary And Primary)

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We celebrate each child's birthdays. Parents and families invited to attend and share something special of every year of your child's life. Birthdays will be celebrated 8:45 in the morning of your child's birthday or the date nearest to it.

Birthday Snack: Some suggestions for snack: fruit, cheese, crackers, and protein are all great choices for energy. Research has shown that protein improves memory and cognitive functioning.

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## Cultural

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In order to minimize the amount of disruption to routine that celebrating many holidays can cause, we have elected to rotate the holidays that we celebrate each year. Please let us know if you have a suggestion for next year's holidays.

We would also love to hear from you if there is a particular holiday, event, or cultural tradition that you would like to share with our center. Please let us know and we will work with you to figure out the best way to facilitate the event.

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## Parent Involvement

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We would love to hear from you about ways that you'd be interested in being involved with your child's class and the center. Here are some suggestions for this year:

- Bringing items for the class: Please sign up for one item every month or so (Primary and Pre-Primary)
- Getting books from the library: Please sign up (list is in the entryway of each class)

- A Monday Morning Mystery Story teller (primary) or Guest Reader (Pre-Primary): Sign up as many times as you want (list will be in the entryway) at drop off for about 15-30 minutes.
- The parent task basket is being created and will be available in the entryway with a variety of helpful homework-type tasks.
- Community Event Organizer
- Do you have other ideas or ways you could be involved? Please let us know!

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### Transparent Classroom

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We use transparent classroom for many things. You can see your child’s attendance records, lessons received, photos, and immunizations, and classmate contact information by logging into Transparent Classroom with your personal user name and password. Please ask Marissa or Chris if you need a new invitation to set up an account.

We can also create accounts for your other family members if you’d like them to be able to see photos.

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### Transition Plans For Children

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Successful transitions depend on good planning and on recognizing and understanding the perspective of children, parents, and staff. Below are our general transitions plans:

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#### Transition From Nido To Pre-Primary

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Guide to Guide	Guide to Child	Guide to Parent
<p>The Nido Guide and the Pre-Primary Guide will be in discussion while the child is 18 months old. The Pre-Primary Guide will be getting information about the child, any need to know information concerning that child and developing a transition that best suits the child. The child needs to be a stable walker to move over to the Pre-Primary Classroom.</p>	<p>The Pre-Primary Guide will start greeting the child when the Guide sees the child. The Guide will find times to enter the Nido classroom to spend a little time with that child to start to form an attachment. A home visit will help establish a stronger bond with the child before we start the transition from Nido to Pre-Primary. After the home visit is done, we will start our transition. Each child is different with their transitions so we base it on the child. Basically we start the first day by visiting just during outside time. Then the next day, they visit for morning snack and outside time. As the week goes on day by day we extend the days longer. By the next week the child is fully transitioned to the Pre-Primary room.</p>	<p>The Pre-Primary Guide will start developing a relationship with the parents by greeting them. After the Nido Guide and Pre-Primary Guide meet and discuss the child, the Nido Guide will start talking with the parents about the transition coming up, when it will start, and preparing them for some of the similarities and differences between the classrooms. Then the Pre-Primary Guide will get in touch with the parents and discuss a good day that works for a home visit with their family. During the home visit the Pre-Primary Guide will hand out some paperwork about the classroom and go through it with them. The parents will have a chance to tell the Guide about their child, ask any questions or express any comments or concerns. Then when the child starts the transition to the Pre-Primary classroom, the Guide will be communicating with the</p>

		parents about how everything is going throughout.
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Additional considerations:

- Children must be at least 19 months old due to licensing regulations
- Children cannot move up until there is a space in the next group.

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### Transition From Pre-Primary To Primary

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Guide to Guide	Guide to Child	Guide to Parent
<p>The Pre-primary Guide and Primary Guide stay in close communication regarding child readiness. Some signs we look for are:</p> <p>Verbal Skills (child speaking 2-3 word sentences, simple requests are clear, and child is able to articulate, switching to using the word “I”)</p> <p>Work Cycle (Basic cycle includes choosing work, completing work, putting work away in correct place, and completion of a 3 period lesson)</p> <p>Physical Control (Awareness)</p> <p>Care of Self (Hygiene, clothing, awareness, awareness of grace and courtesy, awareness of community; empathetic, maturity, sensitive periods are on track, and stamina/endurance, using the toilet regularly)</p> <p>The Primary Guide first observes the transitioning child in their environment, one or two times. Then the Pre-primary Guide invites the transitioning child to visit Primary with her. If successful, this will be repeated until child is feeling comfortable. Primary Guide invites the child to stay to learn a lesson or have snack. The amount of times for the visits and how long they last, depend upon the child. This process of invitation continues until the child is ready to move their belongings, together with the Guide, to the Primary room (which is completely prepared for</p>	<p>Pre-primary Guide begins talking about Primary and the Guide. The Primary Guide observes in the Pre-primary room 1-2 times. The Primary Guide also begins creating a stronger relationship with the transitioning child on the playground, visiting the classroom, and visiting the child in his home. The Pre-primary Guide invites the child to visit Primary with her multiple times, until he is ready to stay with the new Guide (this may take 1-many times).</p>	<p>Pre-primary Guide talks with the parent about the future transition of their child. Letting them know what signs they are seeing and giving an approximate timeframe of the transition. She also explains that it is important not to rush the child in this process. Both Guides meet with the parents when the transition comes closer, so they can explain the process together and for the Primary Guide to start creating a relationship with the Parents.</p> <p>Primary Guide gives the parents a welcome letter and What to Expect your First Day letter, during the Home Visit.</p> <p>During the first weeks of transition, the Primary Guide communicates, with the parents, on a daily basis with photos, email and verbal communication.</p>

<p>the child with names on his tote and cubby, a folder for unfinished work, and a name card)</p>		
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Additional considerations:

- Children cannot move up until there is a space in the next group.
- Care must be taken to focus on the development of the child, and to avoid giving the impression that there is something competitive about moving up.

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**Transition From Primary To First Grade**

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Guide to Guide	Guide to Child	Guide to Parent
<p>Primary Guide prepares children for their next educational experience, either private or public. The Guide does not have an opportunity to speak with the future teacher.</p>	<p>Based on where the child is intending to go, the Guide will help the child learn some of the expectations of the future school, such as raising your hand to ask to go to the bathroom and asking a question, doing more group work sitting in chairs, forming lines.</p>	<p>The Guide speaks with the Parent about the different expectations of the 2 different schools. Talking with the parent on how to support their child through this transition. The Guide also makes themselves available for after they leave, if there are any concerns or questions that may arise during this transition.</p>